



**[P36K]**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (75/ K/ 36)**

**ADDRESS: 2045 LINDEN BLVD. BROOKLYN, NY 11207**

**TELEPHONE: (718) 272- 6483**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P36K      **SCHOOL NAME:** Nathanael Greene School

**DISTRICT:** 75      **SSO NAME/NETWORK #:** District 75

**SCHOOL ADDRESS:** 2045 Linden Blvd. Brooklyn, New York 11207

**SCHOOL TELEPHONE:** 718 272-6483      **FAX:** 718 272-6287

**SCHOOL CONTACT PERSON:** Johanna Schneider      **EMAIL ADDRESS:** Jschnei@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Ebony Wilmer

**PRINCIPAL**      Johanna Schneider

**UFT CHAPTER LEADER**      Ellee Hayon

**PARENTS' ASSOCIATION  
PRESIDENT**      Ebony Wilmer

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      \_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      \_\_\_\_\_

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

| Name              | Position/Constituency Represented  | Signature |
|-------------------|--|-----------|
| Johanna Schneider | *Principal or Designee   |           |
| Ellee Hayon       | *UFT Chapter Chairperson or Designee                                     |           |
| Ebony Wilmer      | *PA/PTA President  |           |
|                   | Title I Parent Representative<br><i>(suggested, for Title I schools)</i> |           |
| Lenora Renfroe    | DC 37 Representative, Parent Coordinator                                 |           |
|                   | Student Representative, if applicable                                    |           |
| Gloria McLean     | Teacher  |           |
| Norma Wilmer      | Secretary  |           |
| Colette Rice      | Vice President   |           |
| Tina Speighths    | Treasurer  |           |
| Anthony Cox       | Parent Member  |           |
| Ronald Pearson    | Parent Member  |           |
| Lori Heffez       | Assistant Principal  |           |
|                   |  |           |

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

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

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P36K is a District 75 school serving a total of 286 students who are classified by the committee of special education as being emotionally disturbed and/or cognitively disabled. Students come to P36K because previous school placements have been unsuccessful, or they need a more restrictive setting due to their severe antisocial, aggressive or withdrawn behavior. Often, students are functioning well below their organizational grade level due to inappropriate and maladaptive behaviors. Our vision is to provide a challenging and inclusive educational environment with equity of opportunity and access that will enable all students, commensurate with their abilities, to maximize each student's potential as educated, healthy and productive members of a multicultural society. The mission of our program is: 1. to maintain a rigorous knowledge-based academic curriculum to engage students in authentic work to develop critical thinking with realistic and creative assignments, 2. encourage and reward high performance in attendance, positive behaviors and academic skills, 3. provide a safe and secure environment for every member of the school community, 4. provide every teacher with a high level of professional development opportunities and a rich variety of educational, technological and multicultural resources, 5. apply principles of learning with clear expectations set for all staff and students, 6. welcome and encourage parents to be full and active education partners in the school program, 7. promote diversified arenas that recognize and celebrate students' accomplishments, 8. provide clear, goal-oriented paths for students, teachers, and parents in order to maximize general education participation, and 9. develop and utilize credible evaluations to assess the acquisition of skills through effective problem solving.

Our philosophy of managing behavior is through a nurturing and therapeutic environment with clear and specific expectations. Students are "taught" the behavioral expectations in a variety of situations and locations through our Positive Behavior Intervention Services (PBIS). Appropriate social skills are taught and reinforced in a consistent manner to diminish and extinguish antisocial behavior. Our PBIS program involves empowering students with the opportunity to make choices and assume responsibility and control over their own behavior. It is with this understanding that a multifaceted approach to discipline has been developed and executed. Teaching social skills is necessary for students with antisocial behavior, interpersonal skills are taught to students who are withdrawn and socially isolated and teaching self-awareness and anger control is essential for students who cannot control their anger. With this amalgamated base, and through the efforts of the school multidisciplinary team that includes members of each discipline, our plan begins with staff development devoted to understanding the theoretical constructs of students' maladaptive behavior and spans topics such as: Functional Behavioral Assessments (FBA), SCANTRON, teaching standards, alternate assessment, inquiry team function and differentiated learning. Individual behavior intervention plans are developed by the school's multidisciplinary team and recorded on the IEP. The school-wide plan is based on a daily behavioral assessment for each student and concentrates on decreasing inappropriate, disruptive, violent and aggressive behaviors. SWIS (school-wide information system) is utilized to document maladaptive and antisocial behaviors. This data is used to develop improved individual behavior plans, decrease mandated services or request needed services should they be required.

The school-wide behavior program allows students to grow individually at their own pace. Each day, students earn points for their positive behaviors and accomplishments on the school-wide behavioral assessment. The assessment is sent home each day to allow for open communication with parents and guardians and is the vehicle by which families have daily input into their child's progress. Systems are built in to provide opportunities for students to earn incentives and rewards on a daily, weekly and monthly basis. Incentives include, but are not limited to: school-wide star chart, level winners are announced over the PA system, weekly visits to the school store, monthly ice cream celebrations, best traveler rewards and special trips and events. The strong team approach provides consistency throughout the school and off-sites. Each site has its own unique incentives to meet the growing wants and needs of our students. It is our belief that you cannot teach academics, if the emotional needs of the students are not met.

P36K has grown academically over the past few years. Two years ago, as a pilot program we used the Passport Voyager program in one class to track the achievement of the students. The program was so successful; we now use the program in eight classes. The data and charts we can use through this program provide valuable feedback for both students and teachers. Students are excited by the charts that show their success and they provide the vehicle for motivation. Data driven assessments/programs such as School-Wide Information System (SWIS), Voyager and SCANTRON are used to monitor student achievement and needs. Project-Based learning provides students with opportunities to see the interdisciplinary nature of tasks through the use of hands-on, challenging projects that enrich and extend the curriculum. The yearly Science/Math Fair provides a forum in which students learn to use the scientific method to research topics, carry out experiments, explore historical documents and present findings to peers and adults.

Through intensive work with Hunter College last year in the area of Social/Emotional Intelligence, we have broadened our approach to addressing the needs of students and staff. Through the use of social/emotional learning, we have developed positive approaches to managing feelings so they are expressed appropriately and effectively, enabling people to work together smoothly toward common goals. Professional development opened the door to positive self-worth and how using one's strengths and abilities can have a positive affect on our dealings with other adults and students. Our collaboration with Cornell University provided opportunities for staff members to participate in a wide variety of available professional development activities that included: use of SWIS data to improve behavior management planning, the use of psychotropic medications and their affects, and a positive approach to behavior management. We have an ongoing collaboration with Mt. Sinai Adolescent Health Center so that students and their families can go for much needed health and psychiatric care.

Through numerous professional development opportunities, staff participated in "team building" activities at Aviator sports complex in Brooklyn, to improve team work between and among staff members. These activities provided opportunities for staff to engage in challenging activities that mimic the problems of the real world. Participants had the opportunity to choose different strategies and approaches to a task and to discover that each task may have more than one solution. Teamwork was the thrust of completing many of these activities and provided opportunities for staff to "brain storm" strategies and collaboratively come up with solutions to complete a given task. These activities also provided a forum in which staff members learned to work together towards a common goal in a collaborative manner, with members each using their own strengths and abilities. It is good to see staff are using problem solving approaches to team work to complete tasks and develop positive learning experiences for their students.

The Inquiry team has identified roles and responsibilities of team members, analyze data to determine student strengths and needs and ensures optimal implementation of Journeys, Voyager, DISTAR and use of SCANTRON data to differentiate learning. The use of "Suggested Learning Objectives" provides teachers with information on the skills successfully attained by each student and suggested targeted instruction. The "suggested learning objectives list" is a working document that provides an ongoing rubric and structure for classroom instruction.

**UPDATED – OCTOBER 2008**

All staff members and parents/guardians are treated as stakeholders in the education of students. The weekly teacher and cabinet meetings provide a forum for feedback from staff in all areas of the school (clinicians, behavior intervention specialist, administrators, nurse, school safety, teachers, paraprofessionals, related service providers and the parent coordinator). During these meetings the following processes can occur: 1. students are evaluated for less restrictive environments, 2. review daily behavior assessments, 3. create and review of functional behavioral assessments, 4. review of SWIS data, 5. review and modify behavior intervention plans when needed, 6. establish new programs and evaluate the behavioral issues as well as academic achievements of individual students. Success is determined through a multiplicity of factors that include, but are not limited to: SCANTORN data, achievement of levels in the behavior management program, writing journals, completed student checklists, meeting IEP goals, achievement on teacher-made and standardized assessment gains, teacher-created rubrics and meeting benchmarks. All stakeholders participate in the development of activities, goals and plans.

Monthly PTA and School Leadership team meetings provide a forum in which parents/guardians and teachers are updated on exam reports, student checklists, curriculum goals, activities within the school, trips, possible fund raising activities and goals of the school. During these meetings parents have a voice as to what they would like their children to experience and learn about and often volunteer to be part of special events and activities within the school. The Parent Coordinator works closely with parents, recently participating with parent in the Urban Advantage program. In the next few months visits will be made to a variety of museums around the city by the parent coordinator and parents to experience first hand what is available to children and their families. The Parent Coordinator works diligently to help improve the attendance of students through phone contacts and work with students.

Currently, we have 37 students in five inclusion sites, allowing our students to attend general education classes with their general education peers, but these students continue to receive the services of a teacher, paraprofessional and counselor. When students are ready for the move back to full time general education, we recommend a CSE review. These inclusion programs allow our students to experience what their general education peers experience. Presently, we have three students who play in the steel band at International Arts and Business HS at the Wingate Campus and they have been extremely successful. Students participate in the "Student Council" allowing them to have a voice in a variety of aspects related to school life. The student council allows students to look at school rules, theme activities, incentives, and special events and voice their opinions and suggestions on how to make these activities and events meet the needs of the student population. The student council meets with the cafeteria staff to discuss food selections available and make suggestions for new breakfast and lunch items. The student council will be working with the recycling committee to develop activities related to recycling in the school and community.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |      |               |        |                            |              |
|---|------|---------------|--------|----------------------------|--------------|
| <b>School Name:</b>                             | P36K |               |        |                            |              |
| <b>District:</b>                                | 75   | <b>DBN #:</b> | 75K036 | <b>School BEDS Code #:</b> | 307500013036 |

| DEMOGRAPHICS  |                                       |                                       |  |   |  |                                       |                                       |                                       |                                       |
|---|---------------------------------------|---------------------------------------|--|---|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>Grades Served in 2008-09:</b>  | <input type="checkbox"/> Pre-K        | <input type="checkbox"/> K            | <input checked="" type="checkbox"/> 1  | <input checked="" type="checkbox"/> 2                                 | <input checked="" type="checkbox"/> 3  | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
|   | <input checked="" type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11                                | <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Ungrad. Ele. | <input type="checkbox"/> Ungrad. Sec. |                                       |                                       |
| <b>Enrollment:</b>  |                                       |                                       |  |   | <b>Attendance:</b>                     |                                       |                                       |                                       |                                       |
| (As of October 31)  | 2006                                  | 2007                                  | 2008                                   | (As of June 30 – % of days students attended)                         | 2006                                   | 2007                                  | 2008                                  |                                       |                                       |
| Pre-K   | 1                                     | 0                                     | 0                                      |   | 80.3                                   | 80.7                                  |                                       |                                       |                                       |
| Kindergarten  | 12                                    | 9                                     | 9                                      |   |  |                                       |                                       |                                       |                                       |
| Grade 1   | 10                                    | 3                                     | 9                                      |   |  |                                       |                                       |                                       |                                       |
| Grade 2   | 12                                    | 17                                    | 6                                      | <b>Student Mobility:</b><br>(% of Enrollment as of June 30)           | 2006                                   | 2007                                  | 2008                                  |                                       |                                       |
| Grade 3   | 16                                    | 10                                    | 18                                     |   | 84.1                                   | 77.6                                  |                                       |                                       |                                       |
| Grade 4   | 29                                    | 24                                    | 15                                     |   |  |                                       |                                       |                                       |                                       |
| Grade 5   | 26                                    | 31                                    | 23                                     |   |  |                                       |                                       |                                       |                                       |
| Grade 6   | 55                                    | 37                                    | 41                                     | <b>Eligible for Free Lunch:</b><br>(% of Enrollment as of October 31) | 2005                                   | 2006                                  | 2007                                  |                                       |                                       |
| Grade 7   | 58                                    | 50                                    | 37                                     |   | 92.1                                   | 40.8                                  | 45.3                                  |                                       |                                       |
| Grade 8   | 31                                    | 57                                    | 48                                     |   |  |                                       |                                       |                                       |                                       |
| Grade 9   | 11                                    | 14                                    | 11                                     |   |  |                                       |                                       |                                       |                                       |
| Grade 10  | 7                                     | 10                                    | 14                                     | <b>Students in Temporary Housing:</b><br>(Total Number as of June 30) | 2006                                   | 2007                                  | 2008                                  |                                       |                                       |
| Grade 11  | 10                                    | 7                                     | 6                                      |   | 9                                      | 10                                    | 20                                    |                                       |                                       |
| Grade 12  | 4                                     | 5                                     | 7                                      |   |  |                                       |                                       |                                       |                                       |
| Ungraded Elementary   | 31                                    | 28                                    | 24                                     |   |  |                                       |                                       |                                       |                                       |
| Ungraded Secondary  |                                       |                                       |  | <b>Recent Immigrants:</b><br>(Total Number as of October 31)          | 2006                                   | 2007                                  | 2008                                  |                                       |                                       |
| Total   | 313                                   | 302                                   | 268                                    |   | 1                                      | 0                                     | 0                                     |                                       |                                       |
| <b>Special Education Enrollment:</b>                                    |                                       |                                       |  |   | <b>Suspensions:</b>                    |                                       |                                       |                                       |                                       |
| (October 31)  | 2006                                  | 2007                                  | 2008                                   | (Online Occurrence Reporting System [OORS] – Number as of June 30)    | 2006                                   | 2007                                  | 2008                                  |                                       |                                       |
| Number in Self-Contained Classes  |                                       |                                       |  | Principal Suspensions   | 3                                      | 3                                     | 2                                     |                                       |                                       |
| No. in Collaborative Team Teaching (CTT) Classes                        |                                       |                                       |  | Superintendent Suspensions  | 19                                     | 11                                    | 8                                     |                                       |                                       |
| Number all others   |                                       |                                       |  |   |  |                                       |                                       |                                       |                                       |
| <i>These students are included in the enrollment information above.</i> |                                       |                                       |  |   |  |                                       |                                       |                                       |                                       |

| DEMOGRAPHICS  |      |      |      |  |      |      |      |
|---|------|------|------|--|------|------|------|
|   |      |      |      | <b>Special High School Programs:</b>   |      |      |      |
| <b>English Language Learners (ELL) Enrollment:</b>  |      |      |      | (Total Number)   | 2006 | 2007 | 2008 |
| (October 31)  | 2006 | 2007 | 2008 | CTE Program Participants   |      |      | 37   |
| # in Trans. Bilingual Classes   | 0    | 0    | 0    | Early College HS Participants  |      |      |      |
| # in Dual Lang. Programs  | 0    | 0    | 0    |  |      |      |      |
| # receiving ESL services only   | 5    | 6    | 7    | <b>Number of Staff:</b>  |      |      |      |
| # ELLs with IEPs  | 5    | 6    | 7    | (As of October 31; includes all full and part-time staff)                        | 2006 | 2007 | 2008 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |      |      |      | Number of Teachers   |      |      |      |
|   |      |      |      | Number of Administrators and Other Professionals                                 | 56   | 15   | 64   |
| <b>Overage Students:</b>  |      |      |      |  |      |      |      |
| (# entering students overage for grade as of October 31)  | 2006 | 2007 | 2008 | Number of Educational Paraprofessionals  | 41   |      |      |
|   | 12   | 14   | 8    |  |      |      |      |
|   |      |      |      | <b>Teacher Qualifications:</b>   |      |      |      |
| <b>Ethnicity and Gender:</b>  |      |      |      | (As of October 31)   | 2006 | 2007 | 2008 |
| (% of Enrollment as of October 31)  | 2006 | 2007 | 2008 | % fully licensed & permanently assigned to this school                           | 100  | 100  | 100  |
| American Indian or Alaska Native  | 1.9  | 2.0  | .8   | Percent more than two years teaching in this school                              | 64.4 | 68.4 | 72.1 |
| Black or African American   | 65.8 | 63.6 | 64.9 | Percent more than five years teaching anywhere                                   | 52.5 | 70.2 | 67.2 |
| Hispanic or Latino  | 21.7 | 23.2 | 22.0 |  |      |      |      |
| Asian or Native Hawaiian/Other Pacific Isl.   | 1.3  | 1.3  | .4   | Percent Masters Degree or higher   | 85   | 93   | 85   |
| White   | 9.3  | 9.9  | 11.9 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 71.1 | 84.2 | 95.5 |
| Multi-racial  |      |      |      |  |      |      |      |
| <b>Male</b>   | 80.5 | 82.8 | 85.4 |  |      |      |      |
| <b>Female</b>   | 19.5 | 17.2 | 14.6 |  |      |      |      |

| 2008-09 TITLE I STATUS                                    |  |                                      |                                  |                                  |
|---|--|--------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> Title I Targeted Assistance | <input type="checkbox"/> Non-Title I |                                  |                                  |
| <b>Years the School Received Title I Part A Funding:</b>  | <input type="checkbox"/> 2005-06                     | <input type="checkbox"/> 2006-07     | <input type="checkbox"/> 2007-08 | <input type="checkbox"/> 2008-09 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY                                 |  |   |  |
|--|--|---|--|
| <b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/> |  | If yes, area(s) of SURR identification:   |  |
| <b>Overall NCLB/SED Accountability Status (2007-08):</b>                     |  | <input type="checkbox"/> In Good Standing   | <input type="checkbox"/> School in Need of Improvement (SINI) – Year 1 |
| <input type="checkbox"/> School in Need of Improvement (SINI) – Year 2       | <input type="checkbox"/> NCLB Corrective Action – Year 1                       | <input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR) |  |
| <input type="checkbox"/> NCLB Restructured – Year ____                       | <input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____ |   |  |

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

| Individual Subject/Area Ratings | 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 |
| <b>All Students</b>                              |                         |      |         |                 |      |            |
| <b>Ethnicity</b>                                 |                         |      |         |                 |      |            |
| American Indian or Alaska Native                 |                         |      |         |                 |      |            |
| Black or African American                        |                         |      |         |                 |      |            |
| Hispanic or Latino                               |                         |      |         |                 |      |            |
| Asian or Native Hawaiian/Other Pacific Islander  |                         |      |         |                 |      |            |
| White  |                         |      |         |                 |      |            |
| Multiracial                                      |                         |      |         |                 |      |            |
| <b>Other Groups</b>                              |                         |      |         |                 |      |            |
| Students with Disabilities                       |                         |      |         |                 |      |            |
| Limited English Proficient                       |                         |      |         |                 |      |            |
| Economically Disadvantaged                       |                         |      |         |                 |      |            |
| <b>Student groups making AYP in each subject</b> |                         |      |         |                 |      |            |

**Key: AYP Status**

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |    |   |

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| Progress Report Results – 2007-08                          |   | Quality Review Results – 2007-08                           |   |
|--|---|--|---|
| Overall Letter Grade                                       | √ | Overall Evaluation:  | W |
| Overall Score  | √ | Quality Statement Scores:                                  | W |
| <b>Category Scores:</b>                                    |   | Quality Statement 1: Gather Data                           | W |
| School Environment<br>(Comprises 15% of the Overall Score) | √ | Quality Statement 2: Plan and Set Goals                    | W |
| School Performance<br>(Comprises 30% of the Overall Score) | √ | Quality Statement 3: Align Instructional Strategy to Goals | W |
| Student Progress<br>(Comprises 55% of the Overall Score)   | √ | Quality Statement 4: Align Capacity Building to Goals      | W |
| Additional Credit  |   | Quality Statement 5: Monitor and Revise                    | W |

*Note: Progress Report grades are not yet available for District 75 schools.*

## 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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools 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 highlights 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?
- 

### **Student Performance Trends:**

In the area of student performance we can celebrate the following data for the school year 2007-2008:

In the area of ELA :   29% of students achieved level I  
                              59% of students achieved Level II  
                              10% of students achieved Level III in the state ELA exam

= 70% of students who took the exam at P36K achieved levels II & III

In the area of Math:  41% of students achieved Level I  
                              38% of students achieved Level II  
                              20% of students achieved Level III in the state MATH exam

= 58% of students who took the exam at P36K achieved levels II & III

The PPR goals in these areas shown: 96% of students made gains in the area of MATH as shown on SCANTRON checklists completed by teachers.

69% of students made gains in the area of READING as shown in the SCANTRON checklists completed by teachers.

As outlined above, many of our students come to P36K functioning below their grade level. The scores above show an increase in the academic areas of reading and math. The introduction of SCANTRON, has provided a solid foundation in obtaining grade level equivalents and "suggested learning objective" checklists that are used by teachers as a tool to differentiate instruction and increase the strengths list of each student. The trend is that the students at P36K, have been improving in the areas of math and reading. We have made great gains in this area by providing solid staff development, implementing the Passport voyager reading program and V-Math, using SCANTRON as both an assessment tool and teaching tool. Professional development is implemented weekly with all teachers. A variety of topics are presented. Project Based Learning plays an important role in the curriculum of P36K. The interdisciplinary focus allows students to develop skills through the use of hands-on, challenging projects that enrich and extend the curriculum. These projects span the curriculum and include character education.

In the area of PBIS, we have substantially decreased the number of both Principal and superintendent suspensions since 2005. In August 2008, P36K was taken off the persistently dangerous list as a result of our hard work and diligence in the areas of positive behavior supports and safety.

2005 – 2006 total of 22 principal and superintendent suspensions

2006 – 2007 total of 14 principal and superintendent suspensions

2007 – 2008 total of 10 principal and superintendent suspensions

This data shows a steady decrease in suspensions of approximately 45%. This decrease is due to the school-wide behavior management program and the implementation of a variety of school-wide incentive programs and the teaching of behavioral expectations. Students have a voice in the types of incentives they earn and take pride in what they have accomplished. The daily behavioral assessment goes home to parents to provide communication between home and school on a daily basis and provide parents/guardians with a voice in their child's education. Parents are asked to provide comments on these assessments and return them to the teacher the next day. Transparent systems are in place for managing disruptive events and teachers and related service providers collaborate to provide unified programs that support the therapeutic community. We have provided mini-workshops for school bus drivers and matrons in the area of behavior management and have increased the number of students who have achieved "Best Traveler" status. A number of years ago, we had many incidents in the school bus and with students who travel on public transportation and developed a "best traveler" program in which students were taught the behavioral expectations for traveling on the school bus and out in the community. Incentives were provided to students who showed "good traveling behaviors" and last year we had 40 students participate in a culminating activity at the museum. This was an increase from 25 students in 2005 – 2006 to 40 students in 2007-2008.

Last year, we noticed an increase in the number of students on public transportation arrive late to school. This year, to improve punctuality, students are welcomed into the building at zero period with two teachers and a supervising assistant principal providing a variety of activities from basketball, soccer, and homework help. This is at no cost to the school as the two teachers begin work one period before everyone else and their program ends one period before the end of school. Currently, we are seeing a 30% improvement in the punctuality of our students on public transportation. In addition, this project allows students into the building during inclement weather.

The most significant barriers to continued success are numerous. As stated earlier, many of our students come to P36K from community schools functioning below grade level due to severe academic difficulties and require a highly structured instructional environment. Many of these students have serious behavioral issues that have never been addressed in a structured, therapeutic environment. Our students demonstrate severe difficulties in the acquisition and generalization of social/emotional skills often as evidenced by, but not limited to:

- Disturbed self-image
- Physical and verbal abuse to others (adults and other students)
- Low frustration tolerance
- Obsessive and perseverative behavior
- Lack of understanding of emotions, self-awareness and control over events
- Fearful and phobic reactions to social situations
- Highly aggressive and acting out behaviors
- Immature, inappropriate and limited interactions with peers and adults
- Inappropriate, violent and aggressive responses to adult directions and actions
- Destructive actions against others and the environment (includes fire setting and animal mutilation)
- Impulsive and immature reactions to social/emotional situations
- Highly manipulative and planned acting out behaviors
- Challenging and unwilling to accept adult roles and routines - defiance

- Regressive and infantile behavior for age
- Extreme distractibility and extreme in-attentiveness in class and in social settings
- Engaging peers in negative, violent and aggressive situations
- Maladaptive behaviors that may include, but not be limited to: self-stimulatory behaviors, tantrums, self-injurious behaviors, self-mutilation
- Affiliation with gang related activities
- Withdrawn and non-communicative
- Bullying behaviors
- Use of illicit drugs and or alcohol

When these students do finally attend, they come on the first day alone on the school bus, without parent or guardian with little or no interest in school or why they are here - they have been met with academic and social/emotional failure and have been ostracized by their peers and adults. It is often very difficult to get the parent to come to the school to meet with school staff, they too are disillusioned with the "system". Often, we wait for the IEP and other documentation to arrive. When the IEP does arrive, we often are faced with a student who has had severe violent, antisocial, aggressive and maladaptive behaviors at their prior school, but come without counseling services. In order to then get the counseling services the student needs, we need to document why the child requires counseling, submit the appropriate paperwork and wait for the process to take place. In the meantime, we work diligently to provide all students with services they require to be productive members of the school community.

Our program provides a safe, structured and therapeutic environment with enough adult supervision to engage the students in learning in the classroom and within the school community while at the same time, develop lessons and activities to teach appropriate "behaviors" for school, community and home. The teaching of these appropriate behavioral expectations is essential to the success of the student. This intensive work is not completed in omission of academics, it is completed in unison. Students who have difficulty fitting in and lack the motivation to succeed, cannot reach academic goals until their social and emotional needs are addressed.

Another barrier to success is how the new continuum puts all students into the same category –12:1:1 despite the need for specific, behavioral intervention. Students who are fragile, socially inappropriate, withdrawn, non-communicative, fearful and phobic in social situations, have regressive and infantile behavior for their age should not and cannot be placed in the same learning environment with students who are aggressive, violent, hostile, participate in gang activities, intimidate, harass and bully others. It is criminal to place these students in the same learning environment and worse yet, the same classroom. We need to have separate learning environments for these very different behaviorally disordered students. Rather than placing the same accountability on students who are functioning more than 3 years below grade level, we need to develop intensive instruction that leads to: 1. improvement in cognitive skill areas such as organizing and integrating information, 2. instruction that lead to work adjustments skills such as punctuality, interpersonal relations and self-management, 3. activities that lead to the development of independent functioning within the school, community and home, 4. development of skills necessary to function in larger groups for instruction and socialization, 5. instruction in pre-vocational, vocational and occupational skills development, 6. instruction in independent living skills and lastly, 7. the development of hands-on work skills within the community. All of these areas should have the same importance as standardized test scores.

## 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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

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**1. GOAL: Students will increase math skills based on mandated NY State Core curriculum.**

OBJECTIVE: 30% of students will increase the number of targeted skills achieved as outlined in SCANTRON skills connection.

**2. GOAL: Students will increase reading skills based on the NY State Core Curriculum.**

OBJECTIVE: 30% of students will increase the number of targeted skills achieved as outlined in SCANTRON skills connection.

**3. GOAL: Increase the number of students in levels 2 & 3 as outlined in the school-wide behavior management system.**

Objective: Increase in the number of students earning levels 2 & 3 from September – January, compared to the number of students earning levels 2 & 3 in February – June 2009.

**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Reading/ELA

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>30% of students will increase the number of targeted skills achieved as outlined in SCANTRON skills connection.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>In an effort to improve literacy skills of our students, we will plan and implement monthly writing units that will include, but not be limited to: rubrics, students checklists, genre-specific writing components, graphic organizers and assessments. To increase motivation of students, these units will be interdisciplinary in nature and include areas of interest. Completed writing units will reflect achievement of skills as outlined in checklists and rubrics.</b></p> <ul style="list-style-type: none"> <li>▪ Teachers will individualize SCANTRON study guides to differentiate instruction.</li> <li>▪ PD will be provided to all teachers during weekly grade level meetings.</li> <li>▪ “Performance series suggested learning objectives” that focus on skills attained will be utilized to measure individual student improvement.</li> <li>▪ Checklists will be shared with stakeholders to ensure collaborative effort.</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <p><b>Weekly teacher meetings are built into the schedule and will be use to: 1. provide professional development in the use of checklists, study guides and presentation of data, 2. rubrics for writing units will be individually and collaboratively created, 3. time will be utilized for teachers to share information at weekly professional development meetings.</b></p>   |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Three benchmarks will be utilized to determine and track skills acquisition for each individual student. Presentation of data in chart format will be utilized to show acquisition of skills. Rubrics will be utilized for writing units and project based instruction. Gains will be shown with the SCANTRON student profiles: compare acquisition of skills in the areas of: vocabulary, fiction, non-fiction, and grade equivalent at each benchmark.</p> |
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**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Math

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| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>30% of students will increase the number of targeted skills achieved as outlined in SCANTRON skills connection.</p>  |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> <li>▪ Implementation of up to three additional periods for math instruction per week that will focus on individual students “target skills” as outlined in SCANTRON.</li> <li>▪ Teachers will individualize SCANTRON study guides to differentiate instruction (through the use of “performance series suggested learning objectives” as outlined in SCANTRON.</li> <li>▪ Professional development will be provided to all teachers during the weekly grade level meetings (scheduled as part of the school-wide program), in addition to monthly staff meetings and Election Day Professional Development.</li> <li>▪ Checklists will be shared with all math stakeholders to ensure collaborative effort.</li> <li>▪ Creation of a math center at the main site will provide students and staff with a variety of math manipulative and activities to promote critical thinking and problem solving skills.</li> </ul> |

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Weekly teacher meetings are built into the schedule and will be use to: 1. provide professional development in the use of checklists, study guides and presentation of data, 2. use of 3 benchmarks per year, 3. provide additional assistance to teachers on an as needed basis.</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <p>Three benchmarks will be utilized to determine and track skills acquisition for each individual student. Presentation of data in chart format will be utilized to show acquisition of skills. Rubrics will be utilized for writing units and project based instruction. Gains will be shown with the SCANTRON student profiles: compare acquisition of skills in the areas of: overall math ability, geometry, data analysis and probability, algebra, measurement and number and operations.</p> |

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Positive Behavior Supports

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| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>Increase in the number of students in levels 2 &amp; 3 from September – January, compared to the number of students earning levels 2 &amp; 3 from February to June 2008.</p>   |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> <li>▪ Review of level data for each student</li> <li>▪ PBIS, cabinet and team meetings will be held to review and monitor progress and modify plans as needed.</li> <li>▪ Continued meetings with the Positive Behavior Intervention and Support (PBIS) committee on a weekly basis.</li> <li>▪ Participation in meeting and professional development opportunities for all PBIS committee and team members.</li> <li>▪ Completion of Functional Behavior Assessments (FBA’s) for all students</li> <li>▪ Completion of Behavior Intervention Plan (BIP’s) for all students to target</li> </ul> |

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|  | <p>maladaptive behaviors (as outlined in the IEP).</p> <ul style="list-style-type: none"> <li>▪ Review of Daily Behavior Assessments for each student as needed</li> <li>▪ Review of School-Wide Information System (SWIS) data on a monthly basis by cabinet and PBIS committee members</li> <li>▪ SWIS data shared with all stakeholders</li> </ul>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Review of SWIS and level data on a weekly and monthly basis to determine areas of need by teachers, cabinet members and PBIS committee members and internal coach. PD on weekly basis during grade level meetings with teachers.</p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>▪ Charts that reflect the levels earned by each student</li> <li>▪ Charts to show # of students who earn incentives weekly and monthly (ice cream party, best traveler, school store)</li> <li>▪ Charts that reflect the SWIS data on a monthly basis</li> <li>▪ Number of BIP's completed (as outlined in the IEP)</li> <li>▪ Number of FBA's completed</li> <li>▪ Number of students with decrease in mandates (1:1 crisis para, ST paraprofessional)</li> <li>▪ Number of students being recommended for less restrictive environment</li> </ul> |

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

**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 SINI AND SRAP SCHOOLS**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 1     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 2     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 3     | 24                             | 24                             | N/A                            | N/A                            | 9  | 0   | 15                                 |                                       |
| 4     |                                |                                |                                |                                |  |   |                                    |                                       |
| 5     | 25                             | 25                             | 25                             | 25                             | 12   | 0   | 13                                 |                                       |
| 6     | 32                             | 32                             | 32                             | 32                             | 0  | 12  | 13                                 |                                       |
| 7     | 68                             | 68                             | 68                             | 68                             | 8  | 10  | 50                                 |                                       |
| 8     |                                |                                |                                |                                |  |   |                                    |                                       |
| 9     |                                |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                |                                |                                |                                |  |   |                                    |                                       |

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

| Name of Academic Intervention Services (AIS)  | <b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).   |
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| <p><b>ELA:</b><br/> <b>Journeys</b><br/> <b>Scantron</b><br/> <b>DISTAR assessment &amp; Program</b><br/> <b>Passport</b></p> | <ul style="list-style-type: none"> <li>• Journeys is a reading intervention system for adolescents reading 3-4 years below grad level. The program consists of DVD, explicit, scaffolded instruction, online learning activities and age-appropriate topics to help students improve their reading skills. Explicit, systematic instruction, instruction in both the work and the text level, students learn and apply reading strategies, flexible pacing ensures students have the time to master concepts and re-teach lessons focus on key vocabulary and comprehension skills.</li> <li>• DISTAR program is a phonics-based program that was developed to assist students who were below grade level in language skills. The program is faces paced, highly structured and scripted and the stimulus-response interaction between teacher and students is essential. The uses direct instruction, high levels of student response, error correction and constant and consistent teacher feedback to improve students' reading comprehension. Students practice grammar and vocabulary in oral statements and provides the vehicle for oral language experiences the student may not normally have.</li> <li>• 90 minute literacy block (as appropriate) during the school day/small group instruction for middle school students.</li> <li>• Small group differentiated instruction during the school day of all students</li> <li>• 90 minutes literacy block (as appropriate) during the school day/small group instruction for struggling students.</li> <li>• Small group-differentiated instruction provided by teacher and paraprofessionals under the direct supervision of the teacher.</li> <li>• 1:1 individual, differentiated instruction for struggling students.</li> <li>• SCANTRON checklists will be used to provide differentiated instruction with the classroom</li> <li>• SCANTRON study guides will provide a basis for differentiated instruction</li> </ul> |
| <p><b>Mathematics:</b></p>  | <ul style="list-style-type: none"> <li>• In addition to the core curriculum (Everyday math and Impact), we utilize V-math program that provides a structured systematic approach to lessons that maximize re-teaching opportunities, with flexible pacing to ensure that students learn and apply math strategies with time to master concepts. The V-Math live and math manipulatives connect with the struggling math student with seamless transfer of student data to IEP.</li> <li>• Schedules have been arranged to provide math instruction for an average of three additional periods per week.</li> <li>• Differentiated learning within the classroom (small groups led by paraprofessional under the</li> </ul>   |

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|  | <p>direction of the teacher)</p> <ul style="list-style-type: none"> <li>• Everyday math, V-math and Impact math will be used for appropriate grade levels.</li> <li>• SCANTRON checklists will be used to provide differentiated instruction with the classroom</li> <li>• SCANTRON study guides will provide a basis for differentiated instruction</li> </ul>  |
| <b>Science:</b>  | <ul style="list-style-type: none"> <li>• Small group research assistance – creating scientific notebooks (as appropriate) and the completion of exit project</li> <li>• Participation in school-wide project-based learning (school-wide themes)</li> <li>• Differentiated learning with the classroom (small groups led by paraprofessional under the direction of the teacher).</li> <li>• Project-Based learning and hands-on learning play a major role in the acquisition of skills for students and the delivery of instruction. For students who need extra help in reading, providing hands-on, active learning activities is an essential part of our program.</li> </ul> |
| <b>Social Studies:</b>                                       | <ul style="list-style-type: none"> <li>• Small group research assistance – creating scientific notebooks (as appropriate) and completion of exit project</li> <li>• Participation in school-wide project-based learning (school-wide themes)</li> <li>• Differentiated learning with the classroom (small groups led by paraprofessional under the direction of the teacher).</li> <li>• Project-Based learning and hands-on learning play a major role in the acquisition of skills for students and the delivery of instruction. For students who need extra help in reading, providing hands-on, active learning activities is an essential part of our program.</li> </ul>     |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <ul style="list-style-type: none"> <li>• <b>1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed.</b></li> <li>• <b>Teacher meetings once per week to proactively plan for student needs</b></li> <li>• <b>Work with outside agencies to assist parents/families</b></li> </ul>   |
| <b>At-risk Services Provided by the School Psychologist:</b> | <ul style="list-style-type: none"> <li>• <b>1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed.</b></li> <li>• <b>Teacher meetings once per week to proactively plan for student needs</b></li> <li>• <b>Work with outside agencies to assist parents/families</b></li> </ul>   |
| <b>At-risk Services Provided by the Social Worker:</b>       | <ul style="list-style-type: none"> <li>• <b>1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed.</b></li> <li>• <b>Teacher meetings once per week to proactively plan for student needs</b></li> <li>• <b>Work with outside agencies to assist parents/families</b></li> </ul>   |

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

- **Weekly cabinet meetings to identify students in need and to assist families with getting services.**
- **Ongoing collaboration with the Mt. Sinai adolescent health center (provides services to our students and their families on an as-needed basis).**
- **School nurse will continue to work with families and individual students**
- **School nurse will provide information regarding health issues that impact our student population to students and their families.**

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual \_\_\_x\_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_19\_\_\_  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

P36K currently has 19 LEP students of the 298 enrolled. The languages spoken by our ELLs are Spanish and Arabic. We implement an integrated approach to instruction based on an interconnection among all instructional areas and support services utilizing current math and literacy programs. There is a shared responsibility among all professionals in all instructional areas serving English language learners. All students in standardized assessment receive instruction as well as AIS in mandated math and reading programs. Portfolio assessment is utilized as a living document to outline student strengths, needs and achievements. As per NY State regulations, our instruction and assessment of ELL's are aligned to the NYS learning standards and core curriculum. In accordance with CR part 154, all students receive the mandated number of units of ESL instruction according to their proficiency levels as measured on the NYSESLAT. According to NYSESLAT scores, we have 12 students who are at the beginner proficiency level, 5 on the intermediate proficiency level and 2 at the advanced level. When appropriate, the ESL teacher will provide push-in services to assess students in the classroom environment, create meaningful and appropriate lessons and activities, to provide valuable input into the instruction of the ELL student. The ESL teacher utilizes graphic organizers, dialogue journals, computers, visual representations, cooperative learning, multi-sensory and problem solving activities to further develop the language skills of the students. Our goal is to ensure that all students achieve to their highest potential. The ELL's receive their service from is fully certified ESL teacher and the language of instruction is English.

Currently there are two students in Kindergarten, four are in the 1<sup>st</sup> grade, one is in the 3<sup>rd</sup> grade, one is in the 4<sup>th</sup> grade, one is in the 5<sup>th</sup> grade, one is in the 6<sup>th</sup> grade, two are in the 7<sup>th</sup> grade, two are in the 8<sup>th</sup> grade, one in the 10<sup>th</sup> grade, one in the 11<sup>th</sup> grade and one in the 12<sup>th</sup> grade. Activities and lessons include, but are not limited to: reading, writing activities that further the development of students English language acquisition.

**UPDATED – OCTOBER 2008**

Reading comprehension activities for all ELL students include, but are not limited to: phonemic awareness activities to manipulate sounds, alphabetic activities to associate sounds with letters, fluency with text activities to improve decoding skills and vocabulary activities to improve receptive and expressive language. Balanced literacy is a focus on getting students to read in all areas of the curriculum, with an emphasis on comprehension, word identification, phonics, sequencing and re-telling information in a format the student is comfortable with. Students are provided with many opportunities to provide “oral” reports of reading passages, historical documents and informational documents that mimic “real world” experiences. Students participate in collaborative games that help to develop and improve cooperative learning, utilize audiocassettes of familiar stories to improve listening skills, use of computer technology such as interactive websites such as: starfall.com, brainpopjr.com, flashcards created for each level and each student to develop new vocabulary. In addition, the ESL teacher models correct grammar when speaking and writing and utilizes Total Physical Response in activities such as building blocks and LEGO and learning test taking techniques as appropriate.

Math instruction is aligned with standards and all ELL’s fully participate in those activities.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

All students at P36K, including our ELLs participate in interdisciplinary activities and projects that often include performances, displays of completed work and special events. Parents are invited to these events and translation is provided when necessary. PTA meetings are planned each month and include opportunities for all parents to be full participants. The Parent Coordinator will offer parent meetings and workshops that meet the needs of individual and groups of parents on an as needed basis. These services may range in topics such as: finding services for students, to suggestions for recreational activities after school and weekends and holidays.

P36K plans and implements an orientation session for parents of newly admitted ELLs in early September. When new students enter the school, a new admission packet is filled out by the parent/guardian and an “intake” meeting takes place during which time staff (which may include, but not be limited to: social worker, guidance counselor, psychologist, parent coordinator, family worker, teacher, assistant principal) meets with family to gather needed information. Translation and oral interpretation needs are then noted. If a Home Language Survey was not completed by the CSE, we will provide the parent with the opportunity to complete this document (assistance provided when necessary). The counselor, or Parent Coordinator keeps track of parents/guardians and families who require translation and oral interpretation services to ensure that for meetings, these services are available. All stakeholders who have contact with this child know the language interpretation needs of the family. Centrally Produced documents will be kept on hand for parents who require these documents in their native language and student specific documents will be translated as needed by school staff.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. **NA**

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

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

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Professional development is an important component in the delivery of services to students who are identified as LEP. All staff members who come in contact with our LEP students are involved in school-wide professional development to ensure that ESL methodologies are utilized and implemented in all classes with LEP students. Professional development will focus on strategies to provide intensive, targeted support and instruction based on assessed student need and IEP goals. Differentiated instruction and positive behavior supports and techniques are discussed and carried out in order to provide positive outcomes for all students. Collaborative planning time is provided during grade level meetings and during staff development opportunities. Every Wednesday, all classroom teachers meet for shared planning, and professional development that will include, but not be limited to: Inquiry team activities, developing a meaningful IEP, using the inter-disciplinary approach to meeting curriculum objectives, using SCANTRON checklists to track student acquisition of skills, using SCANTRON study guides to plan instruction, planning instruction and designing learning experiences for all students. Developing as a professional educator, engaging and supporting all students in learning, creating and maintaining an effective environment for student learning, understanding and organizing subject matter for student learning, assessing student learning, planning meaningful activities to meet student needs and the goals of thematic projects are just a few of the subjects covered during our professional development for both groups. In addition, the cluster teachers meet every other Tuesday and topics are similar to those above in addition to: integrating reading and math into all curriculum areas, using SCANTRON to meet the academic needs of all students, collecting student data and using that data to plan and implement instruction. Both groups focus on Positive Behavior Supports – the foundation of our program for all students. There are clear behavioral expectations for all students throughout the school. When necessary, these expectations are translated to our ELLs to ensure clear understanding of all rules and regulations. All students are active participants in the school curriculum, activities and special events.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Throughout the school day, staff ensures that all ELLs understand the lessons being presented and provides individual instruction when necessary both in English and the native language when possible. During the intake process of our students, the counselor for the student meets with the family member present, and needed services are documented. Data is collected and then shared at the weekly cabinet meetings. Documentation is kept on file of all families in need of translation services in the native language. During weekly teacher meetings, pertinent information is shared with teachers, related services providers and other stakeholders who have contact with the child to ensure for open communication among all school members and the family.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building:    P36K    District    75   

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

| Number of Teachers<br>2007-2008 |                |   |                | Number of<br>Teaching Assistants or<br>Paraprofessionals*** |                | Total |
|---------------------------------|----------------|---|----------------|---|----------------|-------|
| Appropriately<br>Certified*     |                | Inappropriately<br>Certified or<br>Uncertified Teachers** |                | Bilingual<br>Program  | ESL<br>Program |       |
| Bilingual<br>Program            | ESL<br>Program | Bilingual<br>Program                                      | ESL<br>Program |   |                |       |
|                                 | 1              |   |                |   |                | 1     |

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning,

Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_x\_ Pull-out  
 Indicate Proficiency Level:   \_\_\_ Beginning   \_\_\_ Intermediate   \_\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

| Period    | Time                     | Monday                             | Tuesday                            | Wednesday                          | Thursday                           | Friday                             |
|-----------|--------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <b>1</b>  | From: 8:10<br>To: 8:35   | Functional/Instructional Breakfast | Functional/Instructional Breakfast | Functional/Instructional Breakfast | Functional/Instructional Breakfast | Functional/Instructional Breakfast |
| <b>2</b>  | From: 8:35<br>To: 9:25   | Reading                            | Reading                            | Reading                            | Reading                            | Reading                            |
| <b>3</b>  | From: 9:25<br>To: 10:15  | Computers                          | ELA                                | ESL                                | Math                               | Math                               |
| <b>4</b>  | From: 10:15<br>To: 11:05 | Math                               | Physical Education                 | Writing                            | Home & Career                      | ESL                                |
| <b>5</b>  | From: 11:05<br>To: 11:55 | ESL                                | ESL                                | Science                            | Social Studies                     | Physical Education                 |
| <b>6</b>  | From: 11:55<br>To: 12:45 | Lunch                              | Lunch                              | Lunch                              | Lunch                              | Lunch                              |
| <b>7</b>  | From: 12:45<br>To: 1:35  | Science                            | Writing                            | Social Studies                     | Writing                            | Writing                            |
| <b>8</b>  | From: 1:35<br>To: 2:25   | Writing                            | Science                            | Home & Career                      | Vocational Education               | Science                            |
| <b>9</b>  | From: 2:25<br>To: 3:00   | Academic Intervention Services     | Academic Intervention Services     | Academic Intervention Services     | Academic Intervention Services     | Academic Intervention Services     |
| <b>10</b> | From:<br>To:             | Subject (Specify)                  | Subject (Specify)                  | Subject (Specify)                  | Subject (Specify)                  | Subject (Specify)                  |

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s) K - 8**

**Number of Students to be Served: 19 LEP          Non-LEP**

**Number of Teachers 1**

**Other Staff (Specify) \_\_\_\_\_**

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

**Title III, Part A LEP Program**

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

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P36K currently has 19 LEP students. We implement an integrated approach to instruction based on an interconnection among all instructional areas and support services utilizing current math and literacy programs. There is a shared responsibility among all professional in all instructional areas serving English language learners. All students in standardized assessment receive instruction as well as AIS in mandated math and reading programs. Portfolio assessment is utilized as a living document to outline student strengths, needs and achievements. As per NY State regulations, our instruction and assessment of ELL's are aligned to the NYS learning standards and core curriculum. All students receive the minimum number of units of ESL instruction according to their proficiency levels as measured on the NYSESLAT. When appropriate, the ESL teacher will provide push-in services to assess students in the classroom environment, create meaningful and appropriate lessons and activities and to provide valuable input into the instruction of the ELL student. ESL teacher utilizes graphic organizers, dialogue journals, computers, visual representations, cooperative learning, multi-sensory and problem solving activities to further develop the language skills of the students. Our goal is to ensure that all students achieve to their highest potential.

Currently there is two students in Kindergarten, four are in the 1<sup>st</sup> grade, one is in the 3<sup>rd</sup> grade, one is in the 4<sup>th</sup> grade, one is in the 5<sup>th</sup> grade, one is in the 6<sup>th</sup> grade, two are in the 7<sup>th</sup> grade, two are in the 8<sup>th</sup> grade, one in the 10<sup>th</sup> grade, one in the 11<sup>th</sup> grade and one in the 12<sup>th</sup> grade. Activities and lessons include, but are not limited to: reading, writing and language acquisition. Reading comprehension activities for all ELL students include, but are not limited to: phonemic awareness activities to manipulate sounds, alphabetic activities to associate sounds with letters, fluency with text activities to improve language skills, and vocabulary activities to improve receptive and expressive language. Students participate in collaborative

**UPDATED – OCTOBER 2008**

games that help to develop and improve cooperative learning, utilize audiocassettes of familiar stories to improve listening skills, use of computer technology such as interactive websites such as: starfall.com, brainpopjr.com, flashcards created for each level and each student to develop new vocabulary. In addition, the ESL teacher models correct grammar when speaking and when writing, utilizing Total physical response activities (such as building blocks and LEGO) and learning test taking techniques as appropriate.

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

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Professional development is an important component in the delivery of services to students who are identified LEP. All staff members who come in contact with our LEP students are involved in school-wide professional development to ensure that ESL methodologies are utilized and implemented in all classes with LEP students. Professional development will focus on strategies to provide intensive, targeted support and instruction based on assessed student need and IEP goals. Differentiated instruction and positive behavior supports and techniques are discussed and carried out in order to provide positive outcomes for all students. Collaborative planning time is provided during grade level meetings and during staff development opportunities. Every Wednesday, all classroom teachers meet for shared planning, and professional development in that will include, but not be limited to”: Inquiry team activities, developing a meaningful IEP, using the inter-disciplinary approach to meeting curriculum objectives, using SCANTRON checklists to track student acquisition of skills, using SCANTRON study guides to plan instruction, planning instruction and designing learning experiences for all students. Developing as a professional educator, engaging and supporting all students in learning, creating and maintaining an effective environment for student learning, understanding and organizing subject matter for student learning, assessing student learning, planning meaningful activities to meet student needs and the goals of thematic projects are just a few of the subjects covered during our professional development for both groups. In addition, the cluster teachers meet every other Tuesday and topics are similar to those above in addition to: integrating reading and math into all curriculum areas, using SCATRTRON to meet the academic needs of all students, collecting student data and using that data to plan and implement instruction. Both groups focus on Positive Behavior Supports – the foundation of our program for all students. The Parent Coordinator will offer parent meetings and workshops that meet the needs of individual and groups of parents. These services may range in topics such as: finding services for students, to suggestions for recreational activities after school and weekends and holidays.

Additional workshops will be provided on an as-need basis.

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

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

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

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

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

When new students enter the school, a new admission packet is filled out by the parent/guardian and an "intake" meeting takes place during which time staff (which may include, but not be limited to: social worker, guidance counselor, psychologist, parent coordinator, family worker, teacher, assistant principal) meets with family to gather needed information. Translation and oral interpretation needs are then noted. If needed, a Home Language Survey is completed (assistance provided when necessary). The counselor, or Parent Coordinator keeps track of parents/guardians and families who require translation and oral interpretation services to ensure that for meetings, these services are available. All stakeholders who have contact with this child know the language interpretation needs of the family. Centrally Produced documents will be kept on hand for parents who require these documents in their native language and student specific documents will be translated as needed by school staff.

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.

During the intake process of our students, the counselor for the student meets with the family member present, and needed services are documented. Data is collected and then shared at the weekly cabinet meetings. Documentation is kept on file of all families in need of translation services in the native language. During weekly teacher meetings, pertinent information is shared with teachers, related services providers and other stakeholders who have contact with the child to ensure for open communication among all school members and the family.

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

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

**UPDATED – OCTOBER 2008**

When a parent/guardian is identified as needing written translation services, we will utilize school staff to provide these services. Centrally Produced documents (standards, conduct and discipline plan, etc.) will be kept on hand for parents/guardians in need and provided when needed. For other student specific documents, we will utilize school staff to provide written translation in a timely manner. When a parent requires a document, we will ensure that the staff member is provided with adequate time to complete the written translation so that the parent/guardian will receive the needed documentation in a timely fashion. If other documents are needed and cannot be provided by the school, we will contact the Translation and Interpretation Unit of the DOE.

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.

When a parent/guardian is identified as needing oral translation services, we will utilize school staff to provide these services. If at any time, we cannot provide oral interpretation services needed, we will contact the Translation and Interpretation Unit of the DOE.

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>.

At the start of each school year, we will ensure that we have the Bill of Rights and Responsibilities available to parents in their native language and distributed to all parents at the beginning of the school year and then given or sent to new students as they enter the school. If needed, appropriate signage will be requested through the Translation and Interpretation Unit of the DOE.

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

### **NOT APPLICABLE**

*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**

1. Enter the anticipated Title I allocation for the school for 2008-2009\_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program\_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified\_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year\_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 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.

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

##### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the

majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

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

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

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

#### **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 IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

**NOT APPLICABLE**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

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.
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.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

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.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$ \_\_\_\_\_; 10% of Title I allocation = \$ \_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development 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.

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<sup>1</sup> 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 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).**

**NOT APPLICABLE**

*All SURRE schools must complete this appendix.*

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

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As stated at the beginning of this document, almost all students come to us after previous school experiences were unsuccessful. Although behavioral issues are the prevailing problem, these behavioral issues are the cause of our students functioning below grade level to begin with. Often we may have a child who is chronologically in the 5<sup>th</sup> grade, but due to severe behavioral issues is functioning at the 2<sup>nd</sup> grade level. The process we follow is as follows: 1. as students enter the school for the first time, the related service provider engages the parent/guardian in an in-depth conversation about the IEP, the functioning of the student at home and in their prior school. 2. past social/emotional report and psychological reports are evaluated, 3. Teacher will review IEP goals, 4. SCANTRON will be utilized to determine the functioning level of the student, 5. Teacher will use checklist from SCANTRON to determine the strengths and needs of the student, 6. SCANTRON study guide will be utilized by teacher and paraprofessionals to differentiate instruction within the classroom to meet the needs of each individual student, 7. Teachers and paraprofessionals will provide ongoing accommodations to students during lessons and activities 8. Paraprofessionals will provide small-group instruction under the supervision of the teacher, 9. as appropriate, IEP will indicate modified promotional criteria, 10. for each student a Functional Behavioral Assessment will be completed collaboratively by the teacher and counselor, 11. Behavior Intervention plans will be developed as deemed necessary, 12. Professional development will be developed and implemented as determined by staff need and 13. teachers and paraprofessionals will utilize rubrics to determine ongoing assessment of students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Every student in standardized assessment completes the SCANTRON assessment and the findings are utilized by the classroom team (teacher and paraprofessional) to differentiate instruction of all students. The checklist from the SCANTRON program is used as a living document to record what the student gains as the school year moves forward. Benchmarks (at least three times per year) will serve as documentation that the student has gained skills within the curriculum. Documentation after each benchmark is sent to parents to maintain ongoing communication with parents. Although standardized exams are given on the organizational grade, we utilize the gains report to monitor success in the areas of math and ELA.

In addition, we develop and implement a number of “project based learning projects” each year for our students. These projects not only address timeframes, print awareness, vocabulary, comprehension, spelling, writing, decoding, and word recognition, they provide a vehicle for the student to develop listening and speaking skills – most of our projects have an oral report component. Oral reports provide a forum for success by our students who normally have difficulty in the area of putting words down on paper. Providing the oral report component allows students who would normally not do a written report, to eagerly talk about what they have learned. An oral report rubric is utilized and students learn to ensure that all components of what they have learned need to be included in their oral report. This report allows students to use research, provide graphic organizers and present what they have learned to peers and adults. Once they are comfortable “talking” about what they have learned, they then work on putting it all down on paper in a cohesive manner (as per the curriculum). The oral report approach also allows students to utilize their own best modality for learning. These project based learning projects allows students to make connections to real world problems, problem solve, use credible sources to complete research, use maps, photographs and charts to make points and prove theories.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

As we utilize SCANTRON more and more, we are seeing that the checklist allows teachers to not only see the strengths and weaknesses of the students, have documentation of the gains the students make after each benchmark. This data allows the teachers and paraprofessionals to plan, develop and implement successful differentiated learning experiences for each individual in each classroom. What we need more than support, is the understanding and acceptance that one size does not fit all. If a 5<sup>th</sup> grader comes into the school, functioning on a 2<sup>nd</sup> grade level, what will a standardized exam on the 5<sup>th</sup> grade level show the student or the teacher?? Again, the child is met with failure, because they are not being tested on their FUNCTIONING level. It is essential that programs such as SCANTRON be the tool with which we measure the growth of our special needs students. We are differentiating instruction; why not now differentiate how success is measured? The one size fits all educational system does not fit the all students. When students make gains in a specified area, these gains need to be acknowledged, celebrated and used to expand the growth, not stifle it. We need to continue to be allowed to use different methods to measure acquisition of skills.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through

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these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### **Please respond to the following questions for Key Finding 1B:**

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As stated at the beginning of this document and in the ELA section, 1A, almost all students come to us after previous school experiences were unsuccessful. Although behavioral issues are the prevailing problem, these behavioral issues are the cause of our students functioning below grade level to begin with. Often we may have a child who is chronologically in the 5<sup>th</sup> grade, but due to severe behavioral issues is functioning at the 2<sup>nd</sup> grade level. The process we follow is as follows: 1. as students enter the school for the first time, the related service provider engages the parent/guardian in an in-depth conversation about the IEP, the functioning of the student at home and in their prior school. 2. past social/emotional report and psychological reports are evaluated, 3. Teacher will review IEP goals, 4. SCANTRON will be utilized to determine the functioning level of the student, 5. teacher will use checklist from SCANTRON to determine the strengths and needs of the student, 6. SCANTRON study guide will be utilized by teacher and paraprofessionals to differentiate instruction within the classroom to meet the needs of each individual student, 7. Teachers and paraprofessionals will provide ongoing accommodations to students during lessons and activities 8. Paraprofessionals will provide small-group instruction under the supervision of the teacher, 9. as appropriate, IEP will indicate modified promotional criteria, 10. each student will have a Functional Behavioral Assessment completed collaboratively by the teacher and counselor, 11. Behavior Intervention plans will be developed as deemed necessary, 12. Professional development will be developed and implemented as determined by staff need and 13. teachers and paraprofessionals will utilize rubrics to determine ongoing assessment of students.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Every student in standardized assessment completes the SCANTRON assessment and the findings are utilized by the classroom team (teacher and paraprofessional) to differentiate instruction of all students. The checklist from the SCANTRON program is used as a living document to record what the student gains as the school year moves forward. Benchmarks (at least three times per year) will serve as documentation that the student has gained skills within the curriculum. Documentation after each benchmark is sent to parents to maintain ongoing communication with parents. Although standardized exams are given on the organizational grade, we utilize the gains report to monitor success in the areas of math and ELA. Differentiated instruction allows for small group instruction that focuses on the needs of the students in that small group.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

As stated at the beginning of this document and in the ELA section, 1A, almost all students come to us after previous school experiences were unsuccessful. Although behavioral issues are the prevailing problem, these behavioral issues are the cause of our students functioning below grade level to begin with. Often we may have a child who is chronologically in the 5<sup>th</sup> grade, but due to severe behavioral issues is functioning at the 2<sup>nd</sup> grade level. The process we follow is as follows: 1. as students enter the school for the first time, the related service provider engages the parent/guardian in an in-depth conversation about the IEP, the functioning of the student at home and in their prior school. 2. past social/emotional report and psychological reports are evaluated, 3. Teacher will review IEP goals, 4. SCANTRON will be utilized to determine the functioning level of the student, 5. teacher will use checklist from SCANTRON to determine the strengths and needs of the student, 6. SCANTRON study guide will be utilized by teacher and paraprofessionals to differentiate instruction within the classroom to meet the needs of each individual student, 7. Teachers and paraprofessionals will provide ongoing accommodations to students during lessons and activities 8. Paraprofessionals will provide small-group instruction under the supervision of the teacher, 9. as appropriate, IEP will indicate modified promotional criteria, 10. a Functional Behavioral Assessment will be completed collaboratively by the teacher and counselor for every student who has a 1:1 crisis para and students who are having increased difficulty within the school community, 11. Behavior Intervention plans will be developed as deemed necessary, 12. Professional development will be developed and implemented as determined by staff need and 13. teachers and paraprofessionals will utilize rubrics to determine ongoing assessment of students. IEP goals will address the individual needs of each student.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Although the workshop model works, it is essential that it be used when appropriate to the functioning of the group of students, it is important to look at the following factors when planning instruction: 1. what learning modalities do the students need?, 2. what are the strengths and needs of each student?, 3. what are the IEP goals for each student, 4. what do the math and ELA checklists from SCANTRON tell us, 5. what does the Functional Behavioral Assessment tell us about each child and 6. what do the Behavior Intervention Plans show us?

Differentiating instruction means just that, we will look at the functioning of the students within a specific class and determine what the best way is, to reach these students. Grade level content will be used as a base and then the content will be differentiated to meet the needs of the students in a particular class. Depending on the topic, some large group instruction may be applicable and then lead into small group instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

When we differentiate instruction, it is essential to recognize that one size does not fit all and a variety of teaching practices need to be used at different times depending upon the group, the content being presented and the social/emotional needs of the students.

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Using data from our daily behavioral assessments, School-Wide Information System and teacher observation - the delivery of instruction needs to vary to meet the social, emotional and behavioral needs of our students. If a classroom of students who are behaviorally disordered are uneasy, noisy and are having difficulty following directions, it may be better for a period or two to provide students with activities that necessitate them staying in their seats and doing "seatwork" quietly alone to bring them out of the conflict cycle they are in and provide them with the type of structure they require to calm down. Teachers constantly and consistently within P36k, monitor and differentiate learning and change the environment to meet the complex needs of every student.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We do not need additional support, just the understanding that not all people learn in the same modality and since our students are here for behavioral issues, we need to address the behavior needs of our students sometimes before their academic needs can be addressed. We often teach behavioral expectations for each area of the school.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As stated at the beginning of this document and in the ELA section, 1A, almost all students come to us after previous school experiences were unsuccessful. Although behavioral issues are the prevailing problem, these behavioral issues are the cause of our students functioning below grade level to begin with. Often we may have a child who is chronologically in the 5<sup>th</sup> grade, but due to severe behavioral issues is functioning at the 2<sup>nd</sup> grade level. The process we follow is as follows: 1. as students enter the school for the first time, the related service provider engages the parent/guardian in an in-depth conversation about the IEP, the functioning of the student at home and in their prior school. 2. past social/emotional report and psychological reports are evaluated, 3. Teacher will review IEP goals, 4. SCANTRON will be utilized to determine the functioning level of the student, 5. teacher will use checklist from SCANTRON to determine the strengths and needs of the student, 6. SCANTRON study guide will be utilized by teacher and paraprofessionals to differentiate instruction within the classroom to meet the needs of each individual student, 7. Teachers and paraprofessionals will provide ongoing accommodations to students during lessons and activities 8. Paraprofessionals will provide small-group instruction under the supervision of the teacher, 9. as appropriate, IEP will indicate modified promotional criteria, 10. each student will have a Functional Behavioral Assessment completed collaboratively by the teacher and counselor, 11. Behavior Intervention plans will be developed as deemed necessary, 12. Professional development will be developed and implemented as determined by staff need and 13. teachers and paraprofessionals will utilize rubrics to determine ongoing assessment of students. IEP goals will address the individual needs of each student.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Every student in standardized assessment completes the SCANTRON assessment and the findings are utilized by the classroom team (teacher and paraprofessional) to differentiate instruction of all students. The checklist from the SCANTRON program is used as a living document to record what the student gains as the school year moves forward. Benchmarks (at least three times per year) will serve as documentation that the student has gained skills within the curriculum. Documentation after each benchmark is sent to parents to maintain ongoing communication with parents. Although standardized exams are given on the organizational grade, we utilize the gains report to monitor success in the areas of math and ELA. Differentiated instruction allows for small group instruction that focuses on the needs of the students in that small group.

Behavioral issues play a major role in how instruction is delivered. When dealing with behaviorally disordered students, it is essential to meet the social, emotional and behavioral needs of each student. At times, a group of students would do extremely well in a hands-on activity using math manipulatives and at another time, the same group of students may require quiet, "seat work". Staff at P36K use the daily behavioral assessment, School – wide information system, Functional behavioral assessments to plan, formulate and implement

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individualized behavior plans to meet the intensive needs of our students. The delivery of instruction is based on the social, emotional and behavioral needs of each student.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We do not need additional support, just the understanding that our students require intensive attention to their social and emotional needs and at times, these needs take priority over teaching style. Looking at our data, there has been growth in the areas of both ELA and math. This growth is due to hard work in the curriculum area and even harder work in the area of teaching behavioral expectations in all aspects of daily living. Unfortunately, because of the intensive needs of our students, these behavioral expectations are taught and addressed as needed which in turn changes the delivery of instruction.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Over the past few years, we have had little staff turnover. We spend a good amount of time providing staff development to all staff. This staff development provides our staff with tools they can use in the classroom in the delivery of academic instruction and in the area of Positive Behavior supports.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Very little teacher turnover over the past few years.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to provide staff development in the areas of academic content areas and positive behavior supports.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Since we have 16 ELL students out of 295 students in our program, we do not have a significant problem in this area. Our ESL teacher services all 16 ELL students and provides staff development to teachers and paraprofessionals who serve these students. If students require the services of an alternate placement paraprofessional, the ESL teacher is available to provide needed professional development in addition to professional development offered throughout the district.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have 16 ELL students who are served by a licensed ESL teacher.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

NYSESLAT information is available to all teachers who serve the ELL students. In addition, differentiated learning takes place in every classroom. SCANTRON data is relevant and useful even for ELL students. Since it is NOT a standardized exam, the teacher or paraprofessional can read the questions on the assessment and assist the student in entering the answer onto the computer. We then are able to retrieve reliable data in terms of strengths and needs of each student. All aspects of the students' school day is monitored from the daily behavioral assessment to the FBA, the BIP, SCANTRON, teacher-made rubrics and NYSESLAT information. All are readily available to all members of the school community.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated previously, almost all students come to us after previous school experiences were unsuccessful. Although behavioral issues are the prevailing problem, these behavioral issues are the cause of our students functioning below grade level to begin with and includes English Language Learners. Often we may have a child who is chronologically in the 5<sup>th</sup> grade, but due to severe behavioral issues is functioning at the 2<sup>nd</sup> grade level. The process we follow is as follows: 1. as students enter the school for the first time, the related service provider engages the parent/guardian in an in-depth conversation about the IEP, the functioning of the student at home and in their prior school. 2. past social/emotional report and psychological reports are evaluated, 3. Teacher will review IEP goals, 4. SCANTRON will be utilized to determine the functioning level of the student, 5. the teacher will use checklist from SCANTRON to determine the strengths and needs of the student, 6. SCANTRON study guide will be utilized by teacher and paraprofessionals to differentiate instruction within the classroom to meet the needs of each individual student, 7. Teachers and paraprofessionals will provide ongoing accommodations to students during lessons and activities 8. Paraprofessionals will provide small-group instruction under the supervision of the teacher, 9. when appropriate, IEP will indicate modified promotional criteria, 10. each student will have a Functional Behavioral Assessment completed collaboratively by the teacher and counselor, 11. Behavior Intervention plans will be developed as deemed necessary, 12. Professional development will be developed and implemented as

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determined by staff need and 13. teachers and paraprofessionals will utilize rubrics to determine ongoing assessment of students. IEP goals will address the individual needs of each student.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. NOT applicable.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. All students who attend P36K have an IEP. All teachers, paraprofessionals and related service providers are familiar with the IEP process and are familiar with the approaches necessary to meet the needs of all students. Positive Behavior Intervention Supports, the daily behavioral assessment, FBA's and BIP's serve as the basis for meeting the goals and of each student. Ongoing professional development weekly for teachers is provided by the assistant principals and SBST when needed.

All staff is familiar with and implements the behavioral plans for each student within the school – it is a part of our educational process for each and every student who attends P36K. Students cannot learn if they have disruptive, maladaptive and inappropriate social behaviors. Each day, students have individual behavioral assessments so that teachers and parents have a clear understanding of the students' performance in each class, each period of the day. The counselor working as part of the interdisciplinary team, works with the classroom staff to develop plans so that each child reaches their potential in a successful, therapeutic manner. Students work to achieve as many as 50 points per day in 5 major areas throughout the day that may include, but not be limited to: being respectful, being cooperative, completing work, staying in their assigned seat /area and staying on task. Various incentives are implemented to motivate students to achieve in their behavioral goals. These incentives, as discussed earlier, vary from site to site, but include: special trips, ice cream parties, star chart, special events within the school, certificates and award ceremonies.

Students cannot learn academics if they cannot control their own behaviors and work towards anger control, using appropriate social skills and dealing with frustration, anger and disappointment in an age appropriate manner.

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6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All staff is knowledgeable about meeting the IEP goals and related service mandates.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Teachers and paraprofessionals regularly provide accommodations to students during the school day. Paraprofessionals assist with small group instruction under the supervision of the teacher. Teachers meet each week with the assistant principal and professional development is provided to include, but is not limited to: differentiating instruction, conflict cycle, using behavior interventions successfully, using SCANTRON to differentiate instruction and evaluate students, creating meaningful behavior plans, completing Functional behavioral assessments and using the data to create learning environments that work, using modifications in content and instruction to meet the learning needs of individual students, learning to write meaningful IEP goals, etc. Modified promotional criteria is a part of the IEP of almost every student attending P36K. Almost all students are functioning below their organizational grade and therefore require modifications and

accommodations in their learning environments, the way in which they learn and the environment in which they are educated. You cannot deliver content to a student who does not have social skills necessary to sit in a classroom.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Currently, every teacher is aware of promotional criteria, how to differentiate instruction based on the needs of each student, use of differentiated instruction in the classroom and how to meet the IEP goals of students. The checklists of SCANTRON are used to determine the needs and strengths of each student and the benchmarks allow staff to see the growth of every child.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.