



P36K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K036
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

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: Omolade Oluwande Otulaja

PARENTS' ASSOCIATION PRESIDENT: Annie Williams

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** District 75

SSO NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Johanna Schneider	*Principal	
Omolade Oluwande Otulaja	*UFT Chapter Chairperson	
Annie Williams	*PA/PTA President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ebony Wilmer	SLT chairperson	
Anthony Cox	Vice President SLT	
Hope Robinson	Secretary SLT	
Liz Seise	Teacher	
Sylvanus Egbunam	Teacher	
Gloria McLean	Teacher	
	Member/	

* Core (mandatory) SLT members.

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

P36K is a District 75 school currently serving a total of 291 students who are classified 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 chronological grade level due to inappropriate and maladaptive behaviors.

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 PBIS (Positive Behavior Intervention Services). 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's), 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.

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. These individualized assessments are 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 level chart, level winners are announced over the PA system, weekly visits to the school store, monthly incentive social events, 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 and appropriate social interaction and anger management skills are not taught, students cannot respond in a positive manner.

P36K has grown academically over the past few years. Data driven assessments/programs such as SWIS, Voyager and SCANTRON are used to monitor student achievement and needs. Project –

Based learning projects provide 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 integrating Emotional Intelligence and PBIS, 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. This year, we are attending professional development with our core team to learn about Emotional Literacy from Dr. Mark Brackett of Yale University and plan to integrate Emotional Literacy and the use of the Mood meter into our program. Staff development opportunities for the year will include, but not be limited to: use of SWIS data to improve behavior management planning, and a positive approach to behavior management utilizing emotional literacy, social emotional learning, emotional literacy and PBIS. In addition, many opportunities to participate in "team building" activities. These activities provide staff with the opportunities to grow professionally, emotionally and physically. Every morning at 7:30am, our Staff Qi Gong club meets to practice this ancient Chinese method of integrating physical postures, breathing techniques and focused intention as a means to foster the cultivation of energy, health maintenance, healing and decreasing stress. Many of these staff members have expressed how they feel less stressed during their school day and how much this stress lessening process makes a positive impact on their students. This past summer, we integrated Qi Gong into the physical education curriculum and saw that many of our students who have difficulty focusing and following directions were very successful and calmer due to the benefits of self-improvement and success. We will continue to provide our students with this wonderful new activity and collect data on the student responses to this activity. Studying and practicing Qi Gong with our students is the key to strength, stamina, coordination, flexibility, balance and self-evaluation. Students are learning to channel their energy and we are hoping to see increased concentration in the classroom.

We continue to have an ongoing collaboration with Mt. Sinai Adolescent Health Center, a health facility that provides needed medical services to our students regardless of insurance or ability to pay.

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, DISTAR (a scripted program that outlines the strategies and tracks progress on a regular basis in the areas of decoding, comprehension and phonics) and use of SCANTRON data to differentiate learning. The use of "Suggested Learning Objectives Checklist" provides teachers with information on the skills successfully attained by each student and recommended, targeted instruction on an individual basis. This list is a working document that provides an ongoing rubric and structure for classroom instruction. This individualized approach allows for differentiated learning on all levels and provides students with a mechanism to see their progress. After each benchmark (three times per year), we inform parents of the present level of functioning and the goals we hope their child will achieve prior to the end of the year.

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 students are evaluated for less restrictive environments, review of daily behavior assessments, creation and review of functional behavioral assessments, review of SWIS data, review behavior intervention plans, 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 have a say 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, and curriculum goals, activities within the school, trips 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 in a variety of activities and special events. Urban Advantage has enabled the Parent Coordinator to take parents to a variety of museums around the city to experience first hand what is available to children and their families. Urban Advantage has allowed our science teachers to provide opportunities for many of our students would not ordinarily have and we look forward to our continued participation in this very valuable program. Participation in this program enables parents to be a part of our challenging and inclusive educational environment that maximizes the child's potential and allows the school to welcome and encourage parents to be full and active educational partners in all school programs.

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.

Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. K036							
District:	75	DBN:	75K036	School BEDS Code:	307500013036			
DEMOGRAPHICS								
Grades Served:	Pre-K		3	√	7	√	11	√
	K	√	4	√	8	√	12	√
	1	√	5	√	9	√	Ungraded	√
	2	√	6	√	10	√		
Enrollment				Attendance - % of days students attended :				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		80.7 / 68.1			
Kindergarten	9	9	10					
Grade 1	3	9	12	Student Stability - % of Enrollment :				
Grade 2	17	6	11	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	10	15	21		77.6		74.8	
Grade 4	24	15	21					
Grade 5	31	23	21	Poverty Rate - % of Enrollment :				
Grade 6	37	41	22	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	50	37	48		40.8	45.3	0.0	
Grade 8	57	48	38					
Grade 9	14	11	8	Students in Temporary Housing - Total Number :				
Grade 10	10	14	16	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	7	6	13		10	20	27	
Grade 12	5	7	10					
Ungraded	28	24	38	Recent Immigrants - Total Number :				
Total	302	268	283	(As of October 31)	2006-07	2007-08	2008-09	
					0	0	3	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	302	268	283	Principal Suspensions	3	3	0	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	11	8	3	
Number all others	0	0	0					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants		0	0	0
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	1	0	0	Number of Staff - Includes all full-time staff:				

# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	7	8	11	Number of Teachers	57	61	61

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:

Elementary/Middle Level

ELA:

Math:

Science:

Secondary Level

ELA:

Math:

Graduation 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
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade:	Overall Evaluation: W
Overall Score:	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data W
School Environment: <i>(Comprises 15% of the Overall Score)</i>	Quality Statement 2: Plan and Set Goals W
School Performance: <i>(Comprises 30% of the Overall Score)</i>	Quality Statement 3: Align Instructional Strategy to Goals W
Student Progress: <i>(Comprises 55% of the Overall Score)</i>	Quality Statement 4: Align Capacity Building to Goals W
Additional Credit:	Quality Statement 5: Monitor and Revise W

KEY: AYP STATUS

√ = Made AYP

√^{SH} = Made AYP Using Safe Harbor Target

X = Did Not Make AYP

– = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped

▶ = Underdeveloped with Proficient Features

√ = Proficient

W = Well Developed

◇ = Outstanding

NR = No Review Required

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review 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 implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

Student Performance Trends:

3 yr. Results of Standardized Assessment for 2008-2009

Year	ELA	Math	Social Studies	Science
06-07 Level 2 or above	35%	34%	42%	*05-06 – 57% 56%
07-08 Level 2 or above	70%	58%	23%	79%
08-09 Level 2 or above	86%	86%	45%	Not yet available
Change ↑	Increase of 51% of students who earn level 2 or higher on ELA standardized exams (from 06-07 to 08-09)	Increase of 52% of students who earn level 2 or higher on Math standardized exams (from 06-07 to 08-09)	Increase of 3% Compared to other school in my cohort For 08-09 scores 45% (36K) 12% (140) 23% (368) 19% (369) 56% (771)	Although 08-09 scores are not yet available, we have increase 23% of students earning Levels 2,3,&4 from 05-06 to 07-08

Attendance Rate for the Last Three Years

Year	% Rate
06-07	84%
07-08	83%
08-09	81.24% as per ARIS & ATS

We are continually struggling with students who move many times during the year, many in and out of shelters or to different foster homes. Often, these students are out of school for 3 – 5 days each time whenever there is a need to change an address for new bussing. Other times, we struggle to keep

students actively engaged in the school experience and know that very often, our special needs students require more than just an academic program to keep them in school. It is essential that students who are functioning more than 2-3 grades below their organizational age, to be in vocational programs with assessments completed on their functional level. Special needs students with severe emotional problems, require a specialized learning environment that allows for a focus of social skills attainment, social/emotional learning with staff highly trained to deal with acting out, violent and aggressive behaviors.

LRE Information

P36K increased LRE opportunities as evidenced by:

1. Mainstreaming of 6 students at the PS 192 site for two periods per day each for the school year 2008-2009.
2. Mainstreaming of 5 students at the Winthrop JHS campus in two different schools 08-09.
3. Seven students throughout the P36K organization are went to LRE in a community school for Sept. 2009
4. Five students are moving to full inclusion sites in Sept. 2009
5. One student is moving to general education in Sept. 2009
6. Two students received RCT diploma's from our high school inclusion programs in June 2009.

Related Services

During the '08-'09 school year, we sat down and seriously considered the need for High School students to continue to have Speech and Language considering that many have had this related service since elementary grades and have reached their plateau. Therefore, we terminated speech and language for 9 students who we felt no longer benefited this service and needed to move on to be more independence.

In terms of counseling services, it is very difficult to decrease counseling services for students who are considered the most disturbed 10% of the population. Often, these students require even more counseling and therapy that we can possibly provide in the school. This problem is multifaceted, as many parent (s), guardians do not follow through and take their child to outside counseling and therefore, the counseling they get at school is even more essential. This year, we have a few students who are coming to our school on a "comparable" program IEP and are either on waiting lists for hospital programs or for residential placement. Often, these students have been waiting for more restrictive environments and require a very intensive program. What compounds the need even further, is that many of our students move from foster home to foster home and often do not get the services they require. To decrease or terminate the therapy these students get at the school level would be iniquitous. Even for the students who do go to outside counseling, it is essential that we maintain a high level of therapeutic intervention for every student who is on psychotropic medication or even more, for students who are not taking the medication they require. One of the greatest needs we see within our district is to acquire psychiatric services for students who do not see a psychiatrist, but yet exhibit, phobic, antagonistic, violent, psychotic and aggressive behaviors at school that cannot adequately be addressed by behavior management programs alone. Often, we have parents/guardians who cannot for numerous reasons seek out and acquire these needed services for their children on their own. We will continue to be vigilant when looking at related services and decrease of terminate only when we feel the student can safely be maintained without the services of school counseling.

Focus of the Inquiry Team (Main Site & 192)

The focus of the P36K (main site) and (192) was to look at SCANTRON qualitative and quantitative data and target struggling students using the suggested learning Objectives of the Scantron program. These suggested learning objectives were used as a springboard to differentiate learning within the

classroom and provided the foundation for AIS services. This year, we will continue to monitor progress in the area ELA using both SCANTRON checklists, Journeys and Voyager to monitor progress made. We will continue to assess data in the area of Math using the Scantron checklists on the students' actual functioning level and then seeing an increase in the number of skills attained during various points during the school year.

READING GAINS For '08-'09 school year

Mean SS Testing Period 1	Mean SS Testing Period 2	Mean SS Difference
2323	2432	+109

MATH GAINS For '08-'09 school year

Mean SS Testing Period 1	Mean SS Testing Period 2	Mean SS Difference
2280	2272	-8 *

* The SS difference is not significant

However, looking at the AIS group for '08-'09 (this included the students in the in inquiry team study), we see the following:

Mean SS Testing Period 1	Mean SS Testing Period 2	Mean SS Difference
2271	2318	+47

The work has assisted us in driving AIS services to meet the specific needs of students based on their individual objectives as outlined in SCANTRON. Since SCANTRON allows us to assess on the actual functional levels, it is a valuable tool for teachers to use when driving instruction. The data provided allows teachers to differentiate instruction based on the individual needs of each student and close the gap between actual grade level and functioning level.

Grade level meetings are held once per week with an assistant principal, during which time information is shared with teachers, who then share information with the paraprofessionals in their classrooms. This exchange of information ensures that everyone knows what work is being done and how it can be used in every classroom. Cluster teachers also meet with an AP twice per month and the exchange of the same information as outlined above provides valuable information so that teachers can drive and differentiate instruction to meet the individual needs of all students regardless of functioning level.

Alternate Assessment Data

Year	ELA	Math	Social Studies	Science
06-07 Level 3 &4	74%	77%	84%	82%

07-08 Level 3 & 4	100%	94%	100%	100%
08-09 Level 3 & 4	89%	97%	100%	87%
Change	Increase of 15% of students who earned level 3 or 4	Increase of 20% of students who earned level 3 or 4	Increase of 16% of students who earned level 3 or 4	Increase of 5% of students who earned level 3 or 4

ARIS

ARIS has assisted us when it comes to collaboratively planning instruction for all students, on every level. The program allows us to compare populations, groups of students from one site to the next and look at measures from assessment exams in terms of levels, increase in scale scores, and attendance data from current year compared to last year. During grade level meetings, these documents are used to assist teachers in planning for differentiated teaching. As we grow electronically, teachers will use tools available in ARIS such as the resource libraries, blogs and discussion forums to share with other educators who may have similar populations. Staff development will continue so that staff members can learn about these technological advances and how they can be used to benefit our students.

It is felt that the CEP goals and PPR goals have been met as based on the documentation and data above. Interim indicators we used to track our implementation were: SCANTON checklists, SCANTRON data from one testing period to the next and achievement of IEP goals that are based on the SCANTRON checklists. If at any time a teacher feels that a particular student is off track and not making progress, the classroom team, AP, counselor, related service providers and principal meet to discuss the needs the student may have that are not being met. We then ensure that changes in instruction take place so that learning goals are met. At times this may be a change in learning method and looking at the learning styles of each student to reach maxim potential.

As outlined above, many of our students come to P36K functioning well 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 to be 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 the in the areas of math and reading. We have made great gains in this area by providing solid staff development, implementing the Journeys and Voyager Passport reading program and incorporating the extra period of math in the math resource center using SCANTRON as both an assessment tool and teaching tool. Professional development is implemented weekly with all teachers and 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.

2005 – 2006 total of 22 principal and superintendent suspensions
 2006 – 2007 total of 14 principal and superintendent suspensions

MAY 2009

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. For the '09-'10 school year, we will incorporate Emotionally Literacy (from Dr. Marc Brackett at Yale University) into our PBIS program to further expand the knowledge base of our students and staff about their own feelings, reactions to their feelings and process by which problems and conflicts will be solved.

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 un-accepting of 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 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 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.

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. The intensive work is not completed in omission of academics, it is completed in unison.

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 to 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 iniquitous 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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR 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.

1. Math – Goal: Students will increase math skills based on mandated NY State Core Curriculum

Measurable Objective: By June 2010, there will be a 5% increase in the number of students in grades 3-8 achieving a level 2 or greater on the NYS math exam for the 2009-2010 school year.

2. ELA – Goal: Students will increase reading skills based on mandated NY State core curriculum.

Measurable Objective: By June 2010, there will be a 5% increase in the number of students in grades 3-8 achieving a level 2 or greater on the NYS reading exam for the 2009-2010 school year.

3. Positive Behavior Supports – Goal: Increase the positive behaviors of students at P36K.

Measurable Objective: By June 2010, there will be a 5% increase in the number of students earning levels 2 & 3 on the school-wide behavior management system for the 2009-2010 school year.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase in student achievement in Math as evidenced by a 3% increase in the number of students who earn level 2 or greater.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In an effort to improve math instruction, all classes are scheduled for an additional period of math per week for intervention. Schedules are part of the school-wide program and budget. In addition to the following the mandated curriculum we will implement the following:</p> <ul style="list-style-type: none"> ✓ Implement additional periods for math instruction focusing on individual student “target skills” as outlined in SCANTRON. ✓ Each Classroom Teacher will individualize SCANTRON study guides to differentiate instruction (through the use of “performance series suggested learning objectives” as outlined in SCANTRON. ✓ Professional development will be provided to all teachers during weekly grade level meetings (schedules as part of the school-wide program), in addition to monthly staff meetings and professional development days as planned by the DOE. These meetings will be coordinated by the Assistant Principal, who will be responsible for meeting with the classroom teachers on a weekly basis. ✓ Checklists will be shared with all math stakeholders to ensure collaborative effort. Checklists will be monitored and evaluated at least monthly by teachers and classroom staff to determine achievement. ✓ Benchmarks from Scantron will be used three times per year to monitor achievement of each individual student. Each classroom teacher will monitor this achievement. All benchmarks will be shared with parents, classroom teams, instructional cabinet and administrators. Benchmarks will be shared with parents/guardians at least three times per year. Benchmarks will be Sept. January and May. ✓ The creation of a math center last year provided students and staff with a variety of math manipulatives and activities to promote critical thinking and problem solving skills, and will continue this year. ✓ Assessment binders will be maintained to “guide and monitor instruction” as well as to identify

	each teachers' professional goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ PD for teachers on the use of SCANTRON study guide to increase student acquisition of targeted skills. ✓ Teacher schedules will reflect a specialized period once per week so that they can attend grade level meetings during which time, they will participate in Professional development in a variety of topics that will include, but not be limited to: ARIS, SCANTRON, Impact math, Everyday math, differentiated learning, <p>In addition to the regular core curriculum, an additional \$1,700 was spent on Math Steps to supplement math instruction. In addition, Toner for all printers in the building, totaling \$3,0000 was spent so that teachers in each classroom can print Suggested Learning Objectives for targeted instruction for math from the SCANTRON program. This program allows us to utilize this valuable document as a checklist for differentiated learning for each student. The checklist enables teachers to individualize instruction for student, share this checklist with the paraprofessionals within the classroom who assist with the delivery of instruction and to parents so that all stakeholders have the same information.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ SCANTRON performance series suggested learning objectives will be utilized as a checklist and completed checklists will collated at the end of the year ✓ Use of 3 benchmarks throughout the 2009-2010 school year will document success (Sept. 2009, January 2010 and May 2010). ✓ Present data will be in formats that are easy to understand (graph or chart). ✓ Student profiles as presented in SCANTRON will document student gains. ✓ this specific data will be used to plan, develop and implement a comprehensive guide to students' needs, performance and future planning on the individualized IEP. ✓ Assessment binders will be maintained to provide evidence of the teacher guiding and monitoring instruction" as well as to identify each teachers' professional goals for the year. ✓ 5% increase in the number of students achieving level 2 or greater on the NYS math exam for the 2009-2010 school year.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase in student achievement in ELA as evidenced by a 3% increase in the number of level 2 or greater.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To improve the literacy and reading skills of our students, we will plan, develop and implement writing units and interdisciplinary learning projects that will include, but not be limited to:</p> <ul style="list-style-type: none"> ✓ Implementation of additional activities to improve instruction that will focus on individual student “target skills” as outlined in SCANTRON. ✓ Teacher will individualize SCANTRON study guides to differentiate instruction (through the use of “performance series suggested learning objectives” as outlined in SCANTRON. ✓ Professional development will be provided to all teachers during weekly grade level meetings (schedules as part of the school-wide program), in addition to monthly staff meetings and professional development days as planned by the DOE. ✓ Checklists will be shared with all stakeholders to ensure collaborative effort. ✓ Assessment binders will be maintained to “guide and monitor instruction” for each student as well as to identify each teachers’ professional goals for the year ✓ Progress will be monitored by each classroom teacher at least three times per year (September 2009, January 2010 and May 2010). ✓ Checklists will be shared with all ELA stakeholders to ensure collaborative effort. Checklists will be monitored and evaluated at least monthly by teachers and classroom staff to determine achievement. ✓ Benchmarks from Scantron will be used three times per year to monitor achievement of each individual student. Each classroom teacher will monitor this achievement. All benchmarks will be shared with parents, classroom teams, instructional cabinet and administrators. Benchmarks will be shared with parents/guardians at least three times per year. ✓ Assessment binders will be maintained to “guide and monitor instruction” as well as to identify each teachers’ professional goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✓ PD for teachers on the use of SCANTRON study guide to increase student acquisition of targeted skills. ✓ PD at weekly teacher meetings on a variety of topics that include, but are not limited to: Journeys, use of ARIS, use of SCANTRON, writing units of study, poetry writing and interdisciplinary projects. <p>In addition to the Core curriculum, we have used money from our budget to purchase Passport and Passport Journeys for \$24, 000. Statistically, we have seen 51% increase on the number of students who have earned level 2 or greater in the last three years. We have data that shows that these programs are essential in closing the gap between current functional achievement and organizational grade. In addition, we have purchased low level, high interest chapter books for \$900, to motivate our</p>

	<p>low level readers to want to read. For our alternate assessment students, we have spent \$2,354 for a phonics program from Zaner-Bloser to improve functional reading skills of our students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ SCANTRON performance series suggested learning objectives will be utilized as a checklist ✓ Use of 3 benchmarks throughout the 2009-2010 school year (Sept. 2009, January 2010 and May 2010). ✓ Present data will be in formats that are easy to understand (graph or chart). ✓ Student profiles as presented in SCANTRON will document student gains. ✓ Specific data will be used to plan, develop and implement a comprehensive guide to students' needs, performance and planning for the individualized IEP. ✓ Assessment binders will be maintained to provide evidence of the teacher "guiding and monitoring instruction" as well as to identify each teachers' professional goals for the year. ✓ 5% increase in the number of students achieving level 2 or greater on the NYS math exam for the 2009-2010 school year.

Subject/Area (where relevant): Positive Behavior Supports

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase in student achievement in Positive behavior supports as evidenced by a 2% increase in the number of levels 2 or 3 on the behavior management program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Review of level data for each student daily, weekly and monthly. ✓ PBIS, cabinet and team meetings will be held to review and monitor progress and modify plans as needed. (Cabinet & PBIS meetings will take place weekly as specified times and team meetings will take place at least monthly). ✓ Continued meetings with the PBIS committee on a weekly basis. ✓ Begin to Implement Emotional literacy program. Core team attending training on Oct. 14, 2009. ✓ Completion of FBA's for all students. ✓ Completion of BIP's for all students to target maladaptive behaviors. ✓ Review of Daily Behavioral Assessments for each student as needed. ✓ Review of SWIS data monthly by Cabinet members and PBIS (more often if need arises). ✓ Provide PD to all staff in PBIS and Emotional Literacy (during monthly staff meetings, weekly teacher meetings as deemed necessary). ✓ Provide instruction to all students on school-wide behavioral expectations (ongoing) within their classrooms. ✓ A variety of behavioral incentives will be used and new ones developed based on needs of student population. ✓ Use of data will drive changes in incentives and programs. ✓ Early morning program will be used to target metro card students (to prevent lateness). This program was instituted last year and we improved punctuality of metro card students by 82% based on data collected. ✓ Continued use of the school store in each appropriate site to motivate ✓ students to achieve level 2 or more. <p>All students will continue to participate in the daily behavioral assessment program and earn levels I, II or III. Staff monitors the daily behavioral assessment period by period and positive reinforcement is provided immediately. Weekly, students visit the school store to “purchase” incentives they have earned for the week. In addition, there are monthly incentives that include, but are not limited to: ice cream parties, special trips, social time/café, computer time, sport time, etc. In addition, we collect and monitor data of students who have little or no problems on the school bus and provide incentives for “Best Traveler. We will continue to work with the PBIS committee and the Emotional Literacy committee to plan, develop and implement meaningful incentives and programs for our special needs students. Committee members will monitor on a weekly basis the levels earned by each student, monthly</p>

	<p>incentives and special incentives will be planned and implemented as deemed necessary by our committee members. Student surveys will provide insight as to what our students would like to earn.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Despite the severe emotional needs of our students we do not receive funding in our budget for incentives. ✓ Last year, we recognized a problem with lateness of students who travel on public transportation and started a morning program during “zero” period. Students on public transportation came in early and participated in sports and socialization. The punctuality of these students improved by 82%. This is a good example of an incentive that we do not need funds for, it is through creative scheduling, that we can run this program. ✓ Continued PD for all staff in the areas of PBIS, Social Emotional Literacy, Emotional Intelligence and school-wide behavior management system to all staff members during school-wide PD and staff meetings. ✓ Fundraising activities will provide needed funds for a variety of incentives that are necessary for behavioral programs for our severely emotionally disturbed students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ Review of Daily Behavioral Assessments for each student period by period, weekly and monthly. Levels earned will be reviewed by counselor on a weekly basis. ✓ Review of SWIS data monthly by Cabinet members and PBIS (more often if need arises). Based on review of this data, we will make necessary changes in procedures as the need arises. students to achieve level 2 or more on weekly behavior management system. ✓ All students will continue to participate in the daily behavioral assessment program and earn levels I, II or III. Staff monitors the daily behavioral assessment period by period and positive reinforcement is provided immediately. Weekly, students visit the school store to “purchase” incentives they have earned for the week.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	12	N/A	N/A				
1	14	14	N/A	N/A				
2	10	10	N/A	N/A				
3	19	19	N/A	N/A				
4	20	20						
5	33	33						
6	44	44						
7	33	33						
8	27	27						
9	13	13						
10	7	7						
11	11	11						
12	12	12						

Although grades 3,4,5, and 7 are the target grades, we continue to provide differentiated learning for all students within P36K. Since all of our students are identified as high needs students, we provided counseling in group and individual for all students as per their IEP's. Since our students are targeted as requiring a specialized instructional environment, and severe emotional problems. All student receive individualized assistance each day by classroom staff. In addition to the grades listed above in the chart, we monitor and discuss students in groups below at weekly teacher meetings and PD to determine needs of all students to then plan, develop and implement differentiated learning. Identified groups of students who have been targeted for AIS, and the established criteria for identification:

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Journeys is a reading intervention system for adolescents reading 3-4 years below grad level. The program consists of 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. • DISTAR program is a phonics-based program that was developed to assist students who were below grade level in language skills. The program is individually paced, highly structured and scripted and the stimulus-response interaction between teacher and students is essential. Through the use of 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 the program provides the vehicle for oral language experiences the student may not normally have. • 90 minute literacy block (as appropriate) during the school day/small group instruction for middle school students. • Small group differentiated instruction during the school day of all students • 90 minutes literacy block (as appropriate) during the school day/small group instruction for struggling students. • Small group-differentiated instruction provided by teacher and paraprofessionals under the direct supervision of the teacher. • 1:1 individual, differentiated instruction for struggling students. • SCANTRON checklists will be used to provide differentiated instruction with the classroom SCANTRON study guides will provide a basis for differentiated instruction
Mathematics:	<ul style="list-style-type: none"> • In addition to the core curriculum (Everyday math and Impact), we utilize the objectives checklist from SCANTRON that assists the teacher in creating 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. • Schedules have been arranged to provide math instruction for an average of three additional

	<p>periods per week.</p> <ul style="list-style-type: none"> • Differentiated learning within the classroom (small groups led by paraprofessional under the direction of the teacher) • Everyday math, V-math and Impact math will be used for appropriate grade levels. • SCANTRON checklists will be used to provide differentiated instruction with the classroom <p>SCANTRON study guides will provide a basis for differentiated instruction</p>
Science:	<ul style="list-style-type: none"> • Small group research assistance – creating scientific notebooks (as appropriate) and the completion of exit project • Participation in school-wide project-based learning (school-wide themes) • Differentiated learning with the classroom (small groups led by paraprofessional under the direction of the teacher). • 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.
Social Studies:	<ul style="list-style-type: none"> • Small group research assistance – creating scientific notebooks (as appropriate) and completion of exit project • Participation in school-wide project-based learning (school-wide themes) • Differentiated learning with the classroom (small groups led by paraprofessional under the direction of the teacher). • 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.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • 1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed. • Teacher meetings once per week to proactively plan for student needs • Work with outside agencies to assist parents/families
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • 1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed. • Teacher meetings once per week to proactively plan for student needs • Work with outside agencies to assist parents/families
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • 1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed. • Teacher meetings once per week to proactively plan for student needs • Work with outside agencies to assist parents/families

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.
- Services by a SAPIS worker will assist our students in the identification of at risk behaviors in the area of substance abuse.

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 (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) k -6 **Number of Students to be Served:** 9 LEP _____ Non-LEP

Number of Teachers 1 **Other Staff (Specify)** Alternate placement paraprofessional when needed

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.

For all students, content area instruction is provided as follows: all subject areas are taught in English using ESL methodologies by Special Education teachers who have completed the mandated ESL training. ESL methodologies used include Cognitive Academic Language Learning Approach, Language Experience, the use of graphic organizers in addition to the literacy curriculum. The use of technology is incorporated in ESL and the content area instruction to give students additional instructional support. Multicultural materials, art and music are infused throughout all aspects of instruction as deemed appropriate. Classroom libraries include a variety of books on all levels appropriate to the learning levels of the students. Teachers collaboratively plan and implement activities to meet the needs of all students within PS 36K.

It is essential that all students have the opportunity for success. Feeling good about success will lead to improved scores. Alignment with the curriculum used throughout the school is essential when used with modification to focus on the needs of the individual learners. The ESL teacher frequently works with students within their classroom settings to observe and implement needed models of instruction that work best for the student. The ESL teacher is then able to better plan

and implement lessons that focus on the needs and strengths of the student as outlined in individual IEP's and the school comprehensive education plan. The ESL teacher works closely with classroom and cluster teachers to ensure that all students meet their learning objectives and are prepared for statewide and city assessments. When necessary, ELL'S who are literate in some English, but need some extra assistance, picture dictionaries and native language reading materials are provided on the level appropriate to the students. Practice is provided for our students throughout the year to familiarize them with the assessment formats and in the area of content. SCANTRON has provided every teacher with the opportunity to assess each student in the area of ELA and math. This highly effective tool, allows all teachers to prescribe a meaningful approach to meeting the curriculum needs on each grade level. The use of the SCANTRON checklist allows all teachers involved with the student to have knowledge of the needs and strengths of each student and build upon their knowledge, regardless of language needs.

Currently, we utilize the core curriculum as outlined by the Chancellor's office: Everyday Math (grades k-5) and Impact Math (grades 6-8). The curriculum outlined provides specific instruction on the students' functional level as outlined in the SCANTRON program. The checklist from SCANTRON provides each teacher with the strengths and weaknesses of each student and provides the basis for each student's Individualized Educational Plan. Teachers work in grade level meetings to ensure that all students, including, but not limited to ELL's are provided with small group instruction to ensure acquisition of needed skills for their functional grade. All students are made aware of their academic goals and work towards meeting individual goals and checklist objectives.

Depending on the students' IEP, classroom content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the ESL teacher.

Due to the population of the school, instructional language is at a basic level which makes it conducive for learning for ELLs. Whenever possible, classroom teachers and the ESL teacher employ manipulatives, Language Experience.

Students with cochlear implants are taught with a phonics program, Sounds in Action, which is beneficial for students with implants, as well as ELLs

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.

During the 2009-2010 school year, P36K's Professional Development program will include, but not be limited to, training for teachers and paraprofessionals on the curriculum (Impact Math, Balanced Literacy, Everyday Math, and the Units of Students as set forth by the district and the Professional Teaching Standards) and the impact upon ELL students; NYS standards; Cultural Diversity; Using the thematic approach to promote literacy; Hands-On science and math; using SCANTRON checklists/reports to develop essential lessons and activities that meet the needs of our students; and ESL methodologies in the special education classroom. Throughout the year staff will attend appropriate professional development activities sponsored by District 75 and the DOE.

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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 (that may include, but not be limited to: social worker, guidance counselor, psychologist, parent coordinator, family worker, teacher, assistant principal) meets with the 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 those needed services are available during meetings, conferences and special events. 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 service 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

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.

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 provided 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 thorough 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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

NOT APPLICABLE

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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 Identified for Improvement

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

¹ School Under Registration Review (SURR)
MAY 2009

NOT APPLICABLE

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

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.

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

**APPENDIX 7: 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.

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)² 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

² 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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 5th grade, but due to severe behavioral issues is functioning at the 2nd 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 in addition to SCANTRON checklists and results of standardized exams.

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

Applicable x 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 5th grader comes into the school, functioning on a 2nd grade level, what will a standardized exam on the 5th 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.

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 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 engaged in, during the 2008-09 school year, 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 5th grade, but due to severe behavioral issues is functioning at the 2nd 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 x 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 5th grade, but due to severe behavioral

issues is functioning at the 2nd 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.

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 engaged in, during the 2008-09 school year, 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 X Not Applicable

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 working quietly and independently to bring them out of the conflict cycle they are in and then to 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 students.

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.

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 (SOM³)* 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.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, 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, 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 5th grade, but due to severe behavioral issues is functioning at the 2nd grade level. The process we follow is: 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 students, 5. Teacher will use checklist from SCANTRON to determine the strengths and needs of the students, 6. SCANTRON study guide will be utilized by teacher and paraprofessionals to differentiate instruction within the classroom to meet the needs of each individual students, 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 x 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? We do not require 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

³ 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.

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.

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.

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 engaged in, during the 2008-09 school year, 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 X 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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ESL teacher frequently works with students within their classroom settings to observe and implement needed models of instruction that work best for the student. The ESL teacher is then able to better plan and implement lessons that focus on the needs and strengths of the student as outlined in individual IEP's and the school comprehensive education plan. The ESL teacher works closely with classroom and cluster teachers to ensure that all students meet their learning objectives and are prepared for statewide and city assessments. When necessary, ELL'S who are literate in some English, but need some extra assistance, picture dictionaries and native language reading materials are provided on the level appropriate to the students. Practice is provided for our students throughout the year to familiarize them with the assessment formats and in the area of content. SCANTRON has provided every teacher with the opportunity to assess each student in the area of ELA and math. This highly effective tool, allows all teachers to prescribe a meaningful approach to meeting the curriculum needs on each grade level. The use of the SCANTRON checklist allows all teachers involved with the student to have knowledge of the needs and strengths of each student and build upon their knowledge, regardless of language needs.

Currently, we utilize the core curriculum as outlined by the Chancellor's office: Everyday Math (grades k-5) and Impact Math (grades 6-8). The curriculum outlined provides specific instruction on the students' functional level as outlined in the SCANTRON program. The checklist from SCANTRON provides each teacher with the strengths and weaknesses of each student and provides the basis for each student's Individualized Educational Plan. Teachers work in grade level meetings to ensure that all students, including, but not limited to ELL's are provided with small group instruction to ensure acquisition of needed skills for their functional grade. All students are made aware of their academic goals and work towards meeting individual goals and checklist objectives.

Depending on the students' IEP, classroom content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the ESL teacher.

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

Applicable x 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?

Currently, we utilize the core curriculum as outlined by the Chancellor's office: Everyday Math (grades k-5) and Impact Math (grades 6-8). The curriculum outlined provides specific instruction on the students' functional level as outlined in the SCANTRON program. The checklist from SCANTRON provides each teacher with the strengths and weaknesses of each student and provides the basis for each student's Individualized Educational Plan. Teachers work in grade level meetings to ensure that all students, including, but not limited to ELL's are provided with small group instruction to ensure acquisition of needed skills for their functional grade. All students are made aware of their academic goals and work towards meeting individual goals and checklist objectives.

Depending on the students' IEP, classroom content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the 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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Currently, we utilize the core curriculum as outlined by the Chancellor's office: Everyday Math (grades k-5) and Impact Math (grades 6-8). The curriculum outlined provides specific instruction on the students' functional level as outlined in the SCANTRON program. The checklist from SCANTRON provides each teacher with the strengths and weaknesses of each student and provides the basis for each student's Individualized Educational Plan. Teachers work in grade level meetings to ensure that all students, including, but not limited to ELL's are provided with small group instruction to ensure acquisition of needed skills for their functional grade. All students are made aware of their academic goals and work towards meeting individual goals and checklist objectives.

Depending on the students' IEP, classroom content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the ESL teacher.

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

Applicable x 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?

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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 students are evaluated for less restrictive environments, review of daily behavior assessments, creation and review of functional behavioral assessments, review of SWIS data, review behavior intervention plans, 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 have a say in the development of activities, goals and plans.

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

Applicable x 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?

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 have a say in the development of activities, goals and plans.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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 students are evaluated for less restrictive environments, review of daily behavior assessments, creation and review of functional behavioral assessments, review of SWIS data, review behavior intervention plans, 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 have a say in the development of activities, goals and plans. Through the outlined process above, IEP goals are reviewed and a determination is made as to what goals have been achieved.

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

Applicable x 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?

86%% of students earned a level 2 or higher on ELA standardized exams and 86% of students who earned level 2 or higher on Math standardized exams. This is an indication that not only are students meeting individual IEP goals, they are taking and passing standardized exams on their chronological level. When we look at the statistics as outlined in section IV, we see that there has been an increase of 51% of students who earned a level 2 or better on the ELA exam and an increase of 52% of students who earned a level 2 or higher on the Math exam.

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.

NOT APPLICABLE

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 8
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

Language Allocation Policy

2009-2010

District 75

P36K

Principal – Johanna Schneider

ESL Teacher – Andrea Sholl

LAP Committee Members: Johanna Schneider Principal; Andrea Sholl ESL Teacher, Liz Seise Coach, Joan Menke Classroom Teacher Joseph Levy Classroom Teacher, Barbara Kongisberg Psychologist, Lydia Ruiz Paraprofessional, Regina Shchukin, Assistant Principal.

P36K currently has an ESL program. The ESL teacher is a NYS certified ESL teacher.

Identification Process: Being a District 75 school, PS 36 K does not often receive newcomers, other than possibly kindergarteners with cochlear implants who are not administered the LAB-R, but whose parents supply information for the Home Language Identification Survey (HLIS) which is taken by the school psychologist (CSE) and which is translated, if necessary, into the native language.

Other than these students with cochlear implants, other students usually come with pre-existing Home Language Identification Surveys (HLIS) and IEPs which indicate whether a student requires a Bilingual paraprofessional or ESL services.

Students' home languages are ascertained on ATS with confirming information available on HLIS. (Students' parents are consulted in the native language, if necessary.) IEPs are referenced to further ascertain students' eligibility. If the student is eligible for ESL services, NYSESLAT scores are obtained in order to determine the number of minutes the student requires. (ELLs are administered the NYSESLAT in the spring of each year.)

Options for parents/guardians of ELLs in Special Education are discussed during the Educational Planning Conference at the CSE level, and at annual reviews, progress of each student is outlined and new goals are developed to meet the needs of each individual.

Demographics: P36K current school population is 240 students. The percentage of the ethnic breakdown of the school is as follows: 95% African American, 4% Hispanic, and 1% Caucasian.

The school has a total of 9 ELL students, which is 0.3% of the total school population. Two students are in Kindergarten, two are in the 2nd grade, two are in the 3rd grade, one is in the 4th grade, and two are in the 6th grade. The languages spoken by eight of the ELL students is Spanish and one student speaks Haitian Creole. The Language of instruction is English.

For the eight X-Coded students, the ESL teacher is available at all times to consult with classroom teachers of students. When necessary, the ESL teacher is in contact with the parents of X-coded students. All X-Coded students are administered the NYSESLAT in the spring.

NYSESLAT results indicate that, of the five eligible students who had valid NYSESLAT scores, four students are B=Beginners, one is I=Intermediate. (Two are Alternate Assessment.) Three students scored at the B=Beginning level for Listening/ Speaking and two at the A=Advanced level. Four scored at the B=Beginning level for Reading/Writing and one at the I=Intermediate level for the same modality.

These students scored lowest on the reading and writing sections of both the NYSESLAT and NYC and NYS Assessments, and therefore the focus of the ESL teacher is on Balanced Literacy, Reading, Writing and communication.

IMPLICATIONS: Ongoing assessment and analysis of student writing, and reading samples will be utilized to prioritize student instructional needs. All standardized assessment students follow the New York State Standards as well as the outlined prescribed curriculum outlined by the DOE, IEP goals and objectives and the teaching points as outlined by the teacher. In addition to standardized assessments, the use of portfolio assessment will be expanded to provide an accurate record of student performance for ELL students.

All identified students require an integrated approach to instruction to meet their personal needs. There is shared responsibility among all professionals in all areas of instruction. The ESL teacher focuses on the scaffolding strategies to introduce new concepts, forges connections between languages and concepts.

Alternate Placement: The students in alternate placement are served by a paraprofessional who coordinates with the ESL teacher and who speaks the native language of the student. The paraprofessional provides native language support and materials as needed in order to make class content comprehensible.

Content Area Instruction and Language Development: For all students, content area instruction is provided as follows: all subject areas are taught in English using ESL methodologies by Special Education teachers who have completed the mandated ESL training. ESL methodologies used include Cognitive Academic Language Learning Approach, Language Experience, the use of graphic organizers in addition to the literacy curriculum. The use of technology is incorporated in ESL and the content area instruction to give students additional instructional support. Multicultural materials, art and music are infused throughout all aspects of instruction as deemed appropriate. Classroom libraries include a variety of books on all levels appropriate to the learning levels of the students. Teachers collaboratively plan and implement activities to meet the needs of all students within PS 36K.

It is essential that all students have the opportunity for success. Feeling good about success will lead to improved scores. Alignment with the curriculum used throughout the school is essential when used with modification to focus on the needs of the individual learners. The ESL teacher frequently works with students within their classroom settings to observe and implement needed models of instruction that work best for the student. The ESL teacher is then able to better plan and implement lessons that focus on the needs and strengths of the student as outlined in individual IEP's and the school comprehensive education plan. The ESL teacher works closely with classroom and cluster teachers to ensure that all students meet their learning objectives and are prepared for statewide and city assessments. When necessary, ELL'S who are literate in some English, but need some extra assistance, picture dictionaries and native language reading

materials are provided on the level appropriate to the students. Practice is provided for our students throughout the year to familiarize them with the assessment formats and in the area of content. SCANTRON has provided every teacher with the opportunity to assess each student in the area of ELA and math. This highly effective tool, allows all teachers to prescribe a meaningful approach to meeting the curriculum needs on each grade level. The use of the SCANTRON checklist allows all teachers involved with the student to have knowledge of the needs and strengths of each student and build upon their knowledge, regardless of language needs.

Currently, we utilize the core curriculum as outlined by the Chancellor's office: Everyday Math (grades k-5) and Impact Math (grades 6-8). The curriculum outlined provides specific instruction on the students' functional level as outlined in the SCANTRON program. The checklist from SCANTRON provides each teacher with the strengths and weaknesses of each student and provides the basis for each student's Individualized Educational Plan. Teachers work in grade level meetings to ensure that all students, including, but not limited to ELL's are provided with small group instruction to ensure acquisition of needed skills for their functional grade. All students are made aware of their academic goals and work towards meeting individual goals and checklist objectives.

Depending on the students' IEP, classroom content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the ESL teacher.

Due to the population of the school, instructional language is at a basic level which makes it conducive for learning for ELLs. Whenever possible, classroom teachers and the ESL teacher employ manipulatives, Language Experience.

Students with cochlear implants are taught with a phonics program, Sounds in Action, which is beneficial for students with implants, as well as ELLs.

SIFE and Newcomers:

Currently we do not have any Newcomers or SIFE students. To support SIFE and Newcomers, an intake process is in place to determine the language spoken at home, the needs of the student and information about former school placement outside the NYC system. Academic Intervention Services, tutoring, Positive Behavior Supports, and an environment that facilitates language production are available for these students.

Long Term ELLs: Students who have received extensions receive ESL services for amounts of time indicated on proficiency levels indicated on the NYSESLAT.

We also support our long term ELLs with AIS, tutoring, and scaffolding techniques.

Professional Development:

During the 2009-2010 school year, P36K's Professional Development program will include, but not be limited to, training for teachers and paraprofessionals on the curriculum (Impact Math, Balanced Literacy, Everyday Math, and the Units of Students as set forth by the district

and the Professional Teaching Standards) and the impact upon ELL students; NYS standards; Cultural Diversity; Using the thematic approach to promote literacy; Hands-On science and math; using SCANTRON checklists/reports to develop essential lessons and activities that meet the needs of our students; and ESL methodologies in the special education classroom. Throughout the year staff will attend appropriate professional development activities sponsored by District 75 and the DOE.

Alternate Placement: There are currently two bilingual (English/Spanish) paraprofessionals working in classes for MR students. These paras work with the ESL teacher to plan a comprehensible program. In addition to classroom instruction in English with assistance in Spanish, the students receive ESL services of the licensed ESL teacher in a pull out/ push in program. These students receive 360 minutes of ESL instruction.

Program Model: Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher.

Classes are 50 minutes in length, with groups consisting of one to three students. (In the case of more than one student per group, the push-in model is not employed, but if there is one student in a group, the ESL teacher pushes in.)

The program model is ungraded and heterogeneous. There is only one model and the ESL teacher insures that the students are served mandated minutes.

Collaborative planning time is provided during grade level meetings and during staff development opportunities. Once a week, all classroom teachers meet for shared planning, and professional development in the following areas: Inquiry Team goals and objectives, 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 of our student learning, understanding and organizing subject matter of student learning, assessing student learning, planning meaningful activities to meet student needs and the goals of thematic projects to name just a few. In addition, the cluster teachers meet twice per month and topics are similar, in addition to: 1. integrating reading and math into all curriculum areas, 2. using SCANTRON to meet the academic needs of all students, 3. collecting student data and using that data to plan and implement instruction. All professional development includes the use of ESL methodologies.

The ESL teacher collaborates with classroom teachers of the nine students at P36K. This licensed ESL/Special Education Teacher serves all students at all sites and provides service in a pullout model. She has attended grade level meetings with focus on professional development in the areas of reading and writing. She has collaboratively worked with classroom teachers utilizing the balanced literacy model of writing and has incorporated the use of SCANTRON checklists, computer assisted instruction and academic intervention services with ELL students. The teacher utilizes high interest computer based programs to motivate her students to learn and acquire new English Language skills. There is a shared responsibility among all professionals in all instructional areas serving ELLS. Collaboration exists among classroom teachers, cluster teachers, related service providers and the ESL teacher.

ESL Services:

Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher. Classes are 50 minutes in length, with groups consisting of one to three students. (In the case of more than one student per group, the push-in model is not employed, but if there is one student in a group, the ESL teacher pushes in.)

The program model is ungraded and heterogeneous. There is only one model and the ESL teacher insures that the students are served mandated minutes. All beginning and intermediate students receive a minimum of 360 minutes per week of ESL instruction provided by a licensed/certified ESL teacher.

The instructional strategies used to ensure students meet the standards and pass required grade appropriate standards include, but are not limited to: Cognitive Academic Language Learning Approach, Language Experience, graphic organizers and integrated themes, cooperative learning and scaffolding techniques. Multicultural materials, technology and art are infused throughout all aspects of the curriculum.

Other than kindergarten students, all ELLs take regularly scheduled dictation tests based on a passage at the student's comprehension level and in line with the student's writing and spelling abilities. The dictation program is aimed at writing mechanics and requires proper use of capital letters, punctuation and spelling.

The ESL teacher, Andrea Sholl, is a NYS certified, NYC licensed ESL professional.

Textbooks, workbooks, phonics books, grammar books from Azar, Santillana Intensive English, Language and vocabulary worksheets, Hello English, TPR, Impact listening, Interactive ESL Games and ESL websites are all utilized to improve the language of all students in this program. Computer technology is integrated into the curriculum and students utilize high interest computer programs and web sites to stimulate interest, develop skills and work positively towards being proficient in the English language.

Transition Plan: Students who reach proficiency will receive intermittent ESL services for one year. All students, including ELLs, at P36K are prepared to transition to high school or to regular education schools. The ESL teacher is in contact with all school personnel and assists as necessary as students leave the ESL program and the school.

Parental Involvement: During the year, parents of ELL students receive information provided by the DOE, and information from the office of Bilingual Supports. This information includes the NYS learning standards, the curriculum, expectations of our students and a description of the bilingual and ESL programs. In addition, the related service providers, the ESL teacher and identified "translators" are available to address any concerns the parents may have on an as-needed basis. P36K includes workshops during PTA meetings that address and relate to standards-based instruction, the curriculum and topics of interest to the parents when necessary. Translators are available during the workshops and PTA meetings on an as-needed basis. The Parent Coordinator offers parents workshops that meet the needs of each individual and groups of parents. These services may range in topic such as: finding services for their students, positive behavior

supports, suggestions for recreational activities available in the community, outside agencies available to provide supports in the native language of a particular family and assistance being provided by the Parent Coordinator and school.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School PS 36 K
Principal Johannah Schneider	Assistant Principal Lori Heffez
Coach Liz Seis	Coach
ESL Teacher Andrea Sholl	Guidance Counselor Barbara Konigsberg
Teacher/Subject Area Joseph Levy/ classroom teacher	Parent See #3, part 3 (no parent rep)
Teacher/Subject Area Joan Menke/classroom teacher	Parent Coordinator Lenore Renfroe
Related Service Provider NA	SAF
Network Leader Arthur Fusco	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	8

C. School Demographics

Total Number of Students in School	240	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	3.75%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	2		2	2	1		2			9
Total	2	0	2	2	1	0	2	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5	0	5	2	0	2	2	0	2	9
Total	5	0	5	2	0	2	2	0	0	9

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

C. Home Language Breakdown and ELL Programs

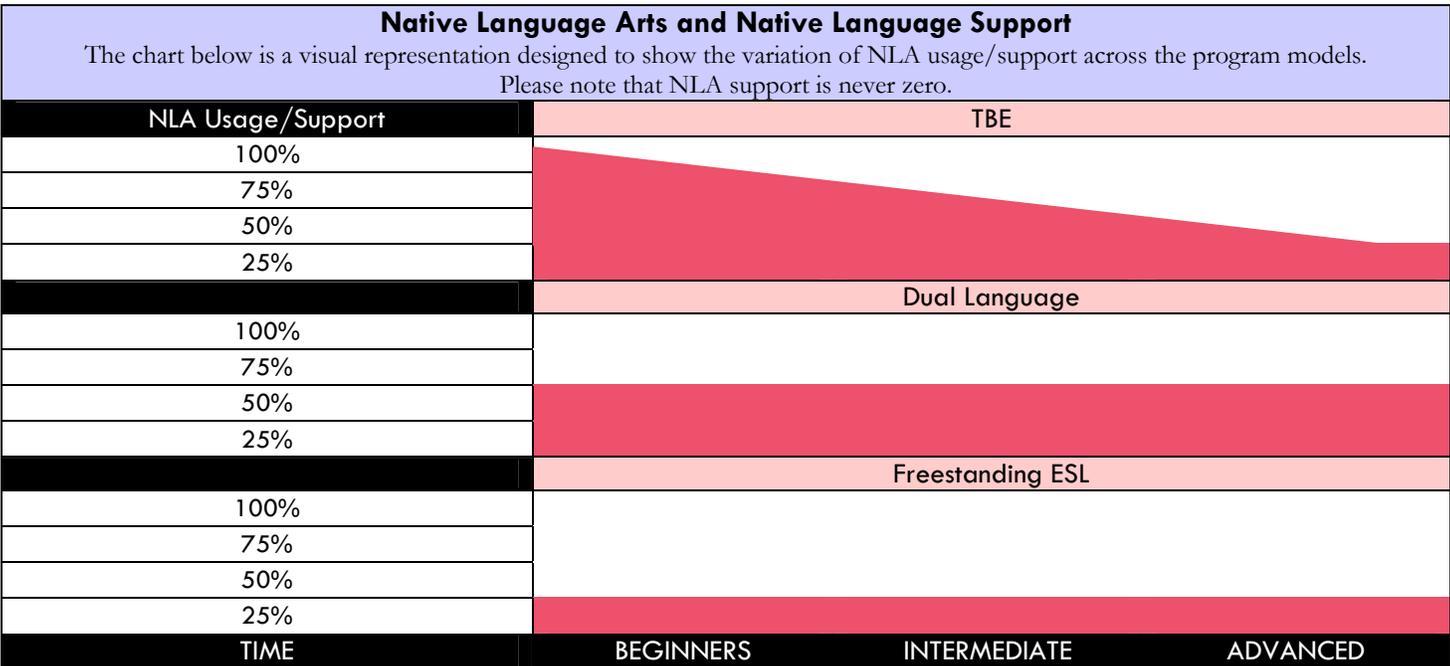
Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	1	1	1			1				4
Intermediate(I)						1				1
Advanced (A)										0
Total Tested	1	1	1	0	0	2	0	0	0	5

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0

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

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K	1	1					
1							
2			1				
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

- B. After reviewing and analyzing the assessment data, answer the following**
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 - For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 - For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
 - Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____