



P368K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)
ADDRESS: 70 TOMPKINS AVENUE
TELEPHONE: 718.388.9494
FAX: 718.302.8841

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 368 SCHOOL NAME: P368K

SCHOOL ADDRESS: 70 Tompkins Avenue Brooklyn, NY 11206

SCHOOL TELEPHONE: 718.388.9494 FAX: 718.302.4481

SCHOOL CONTACT PERSON: Joycelyn Nedd EMAIL ADDRESS: jnedd@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Joycelyn Nedd

UFT CHAPTER LEADER: Robin Bass

PARENTS' ASSOCIATION PRESIDENT: _____

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
Joycelyn Nedd	*Principal or Designee	
Robin Bass	*UFT Chapter Chairperson or Designee	
Basilica-Lewis Johnson	*PA/PTA President or Designated Co-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	
Norma Dunkley	Member/Teacher MS	
Lorna Perkins	Member/Teacher MS	
Janice Rice	Member/Teacher MS	
Charner Snow	Member/Parent MS	
Carrison Codrington	Member/Parent Elementary	
Darryl Ellison	Member/Parent Elementary	
Markeith Ellison	Member/Parent Elementary	
William Stewart	Member/Parent Elementary	
Betty Mack	Member/Parent Elementary	

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P 368 is a District 75 school serving students with a range of emotional and behavioral needs, including those on the autistic spectrum with disorders affecting their learning. The school is multi-sited, with the oldest students attending Brooklyn Children's Center. Fluctuations in attendance at this establishment, which serves students with psychiatric disorders, affect the overall attendance at the school.

PS 368 is an elementary-high school with 272 students from kindergarten through grade 12. The school population comprises 70.2% Black, 23.9% Hispanic, 4.8% White, and 0.4% Asian and other students. The student body includes 1.3% English language learners and 100% special education students. Boys account for 82% of the students enrolled and girls account for 18%. The average attendance rate for the school year 2008 -2009 was 81.8%. The school is not in receipt of Title 1 funding.

P368K is comprised of four sites, serving special education students with varying disabilities. All students have IEP's, receive instruction in self-contained classes and receive mandated related services such as speech, counseling, occupational therapy and physical therapy. Our school organization is as follows:

- P.368K @ 33 has seven middle school classes for students with severe emotional disturbance and two classes for students on the autism spectrum. This site is located in Williamsburg, Brooklyn in a campus setting school building shared by three other secondary schools.
- P 368K @ P.S. 120 services seven classes of severe emotional disturbance and eight classes for students on the autism spectrum. It is located in Williamsburg, Brooklyn, on the third floor of a community elementary school.
- P.368K @ Brooklyn Children's Center is a day treatment program for nine classes of students with psychiatric histories, elementary through high school. This site is located within the Brooklyn Children's Center hospital.
- P368 @ 293 is comprised of four high school classes for students with autism. This site is located in a campus school setting, sharing space with two other secondary schools in the Boerum Hill section of Brooklyn.

Although we serve a very diverse range of ages and disabilities, we strive to ensure that our mission and vision are the forces that drive all of our instructional decisions.

Mission

Our mission is to provide challenging educational experiences, with equity of opportunity and access, to enable all students, commensurate with their abilities, to become participants and contributing members of society. We are committed to supporting the development and implementation of comprehensive programs that enable students to improve their performance and maximize their potential.

Vision

We are dedicated to providing all students with a positive and supportive learning environment in which they can acquire the skills and attitudes that foster an enjoyment of learning; respect for themselves and others; and the physical, emotional, and social competencies necessary to become responsible and productive citizens. The commitment of the P368K community is exemplified by its instructional leaders, dedicated staff, parental involvement, and vital linkages with hospital/agency personnel. We are dedicated to school improvement efforts and on establishing lifelong learning for self and others. We strive to nurture, support, facilitate, and sustain a standards-based culture. Our goal is to build a continuum of learning for all students- one that builds upon itself, over the years, to create the cumulative effect of improved student achievement.

We provide our students with emotional disturbance with intensive supervision and support. Our instructional program emphasizes the development of: (a) skills for developing self-control and improving social interactions (b) behaviors needed for school/post-school adjustment; (c) academic competencies to meet the promotional standards that are parallel to the mainstream.

We provide our students on the autism spectrum with a course of study designed to serve the academic, social, and emotional needs of our students by providing the structure and organization, needed to promote independence and communication (TEACCH). An augmentative training system is used (PECS-Picture Exchange Communication System) that allows autistic children with communication deficits to initiate conversation.

Collaborations

Common Cents-Penny Harvest

An educational, not-for-profit organization, which specializes in creating and managing service-learning programs for young people. The Penny Harvest is the most popular program sponsored by common cents.

Urban Advantage

Urban Advantage is a citywide program to support science education and the exit projects that all 8th grade students are required to complete. Urban Advantage connects middle schools, teachers, students, and families with the excitement of scientific discovery and learning that takes place in eight renowned science-rich cultural institutions. Located in all five boroughs, the eight Urban Advantage partner institutions are the American Museum of Natural History, the Bronx Zoo, the Brooklyn Botanic Garden, the New York Aquarium, the New York Botanical Garden, the New York Hall of Science, the Queens Botanical Garden, and the Staten Island Zoo.

CHAMPS

CHAMPS offers students an opportunity to engage in a wide variety physical activities after –school.

MAY 2009

CHILL

CHILL is an international learn-to- snowboard program for underserved youth from a variety of backgrounds. Chill provides everything free of charge for the six week program. The program offers participants the self- confidence that accompanies success. CHILL is a major incentive for our school's Positive Behavior Support structure.

Renzulli Learning System

Teaching tool that uses differentiated instruction and instructional styles to improve student achievement, creativity, engagement and attitudes toward school.

Elmy's Special Services, Inc.

Medicaid Service Coordination providing referrals and linkages to services and supports such as obtaining Medicaid, Medicare, SSI, Food Stamps, Respite Services, Behavioral Management/Crisis Intervention, Recreational and Social Programs, Healthcare, Clinical supports, etc.

Institute for Basic Research (IBR)

Conduct a behavioral assessment and develop a behavioral intervention plan that can successfully be implemented in the student's current school program for individual students with disabilities, ages 5 - 21, who have developmental disabilities and who are presenting with severe aggressive and/or self-injurious behaviors.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 368								
District:		75	DBN:	75K368	School BEDS Code:	307500013368				
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		83.3 / 72.5		TBD			
Kindergarten	2	2	11							
Grade 1	7	6	9	Student Stability - % of Enrollment:						
Grade 2	20	17	14	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	45	28	15		77.0		TBD			
Grade 4	59	28	15	Poverty Rate - % of Enrollment:						
Grade 5	45	27	26	(As of October 31)	2006-07	2007-08	2008-09			
Grade 6	34	58	32		65.0	88.4	0.0			
Grade 7	41	27	48	Students in Temporary Housing - Total Number:						
Grade 8	28	25	24	(As of June 30)	2006-07	2007-08	2008-09			
Grade 9	11	15	19		16	15	TBD			
Grade 10	6	6	6	Recent Immigrants - Total Number:						
Grade 11	0	1	1	(As of October 31)	2006-07	2007-08	2008-09			
Grade 12	0	0	2		0	0	0			
Ungraded	22	50	35	Special Education Enrollment:						
Total	320	276	261	(As of October 31)	2006-07	2007-08	2008-09			
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	320	276	261	Principal Suspensions	0	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	17	5	TBD			
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	TBD	TBD	0		
					Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	53	56	61			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	0	0	0							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	2	3	Number of Administrators and Other Professionals	15	50	51
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	32	29
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	17	8	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.4	80.4	72.1
				% more than 5 years teaching anywhere	52.8	55.4	60.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		87.0	82.0	82.0
American Indian or Alaska Native	0.9	1.1	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	71.2	69.9	69.3		73.5	77.4	70.5
Hispanic or Latino	23.4	23.9	24.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.4	0.4				
White	3.8	4.7	5.4				
Male	81.6	80.1	79.7				
Female	18.4	19.9	20.3				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data			TBD		
School Environment:	TBD	Quality Statement 2: Plan and Set Goals			TBD		
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals			TBD		
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals			TBD		
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise			TBD		
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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?

The Needs Assessment was developed in conjunction with input from school based teams/groups. The School Leadership Team, the Administrative Cabinet, the Inquiry Team and Faculty reviewed the goals and objectives outlined in the 2008-09 CEP and variety of school programs that impact on student achievement. Additionally, we reviewed the results of our Quality Review and Learning Environment Survey accountability tools and the results of the New York State Assessments in ELA, Mathematics, Social Studies and Science. NYSAA results were reviewed for students in Alternate Assessment. The Inquiry Team examined the results of the Performance Series to monitor student progress. Parents and staff were surveyed. All Teachers (school based coaches and coordinators), School Leadership member received copies of the reports.

The main findings of the 2008-2009 Quality Review Report indicated that our school needed to improve in the following areas:

- Build on the good work in data analysis that informs instruction and strategic planning to incorporate all subject areas.
- Ensure that all teachers and other staff consistently meet the different needs of each student through varied class activities and pace, effective questioning, active learning opportunities and detailed feedback on work with clear next steps to maximize learning and engagement.
- Refine goal setting across the school, ensuring that quantifiable interim milestones enable robust monitoring of progress.
- Formalize the evaluation of professional development and teacher growth plans with reference to student outcomes.

The results of the 2008-2009 Learning Environment Survey revealed the following based on the survey responses from 37%(94) Parents, 73%(94) Students and 52%(33) Teachers.

Academic Expectations	7.7
Communication	7.1
Engagement	7.3
Safety and Respect	7.2

Performance Trends

A comprehensive review of all Summative and Formative trend data for the past three years revealed steady positive gains in both English Language Arts and Mathematics for our school for students in Standard and Alternate Assessment. The Citywide and Statewide assessment results are as follows:

English Language Arts

A review of city and statewide assessments results for the past three years in English Language Arts for students in Grades 3-8 indicates that our students have shown a marked decrease in Level 1 scores. The percentage for all students tested has decreased steadily; 60.8% (2009); 55% (2008) and 66.4% (2007). In 2009, the percentages of students scoring in Level 2 and Level 3/4 have increased; 60.8% in Level 2 and 11.7% increase in Level 3. Additionally, all students tested received an average scale score of 604.

Mathematics

A review of city and statewide assessments results for the past three years in Mathematics for students in Grades 3-8 indicates that our students have shown a decrease in Level 1 scores. The Level 2 percentage for all students tested has yielded an uneven trend; 35.6% (2009) 62.9% (2008) and 59.3% (2007).

Based on the data reviewed, improving instruction in curriculum areas was a priority concern:

- Improving student performance in Literacy with an emphasis on decoding, comprehension and writing
- Improving student performance in Mathematics with an emphasis on problem solving
- Improving Science with an emphasis on content vocabulary
- Improving Social Studies with an emphasis on responding to Document Based Questions

In addition, the results of the Quality Review and the Learning Environment Survey revealed increased parent, student and teacher satisfaction. Compared to last year's survey, parents and students are showed an average to above average level of satisfaction regarding Academic Expectations, Communication, Engagement and Safety. However, teachers expressed a low level of satisfaction in the area of Safety.

NYSAA

Results of the NYSAA revealed that almost all students tested scored at Performance Level 4.

Greatest Accomplishments

2007-2008 Quality Review Overall Evaluation – Well Developed moved from Proficient in 2007
2008-2009 Quality Review Overall Evaluation – Proficient

What the school does well (2009 Quality Review)

- Teachers and staff gather a range of pertinent data for each service category which the administration analyzes and shares routinely to provide an ongoing picture of individual, group and school performance and progress.
 - Positive behavior interventions, support systems and the nurturing, respectful climate empower students to take responsibility and make constructive choices, with staff as encouraging role models.
 - The cohesive and open-minded administration facilitates valuable professional development for all staff, fosters reflective practice and provides useful leadership opportunities.
 - Students benefit from a flexible curriculum tailored to individual requirements, offering varied ways of building skills and experiencing success, celebrated in displays that contribute to the positive learning environment.
 - The school strives to engage parents in its work, with supportive partnerships and external links motivating students and promoting personal and academic growth.
 - Leaders and staff, united in their commitment and vision, review and revise systems and structures to enhance student learning experiences and outcomes.
-
- 2009 Emotional Literacy
 - 2009 Removal from Persistently Dangerous List
 - 2007 Emotional Intelligence Training for Administration
 - 2007-08 Provided SETSS service support for general education school(School for the Urban Environment)
 - School-wide Improvement in Student Attendance
 - Gains in Standardized Tests Scores
 - Gains in NYSAA Scores
 - 100% Implementation of Units of Study for content areas
 - Culminating Unit Celebrations
 - S.S.A.C.-Superintendent's Student Advisory Council
 - Poetry Slam
 - Annual Participation in City College's Poetry Festival/Langston Hughes
 - Annual Parent Gala
 - Increased numbers of students moving into LRE
 - ENACT
 - Developed a curriculum committee to plan for instruction
 - Increased parental attendance during Parent-Teacher Conferences
 - CHILL learn-to-snowboarding program
 - CHAMPS After-School Program
 - Differentiated Professional Development
 - Increased number of staff members trained in Therapeutic Crisis Intervention (TCI)
 - Increased number of staff members trained in Life Space Crisis Intervention (LSCI)
 - Increased number of teachers trained in Technology (SmartBoard, iMovie, iPhoto)
 - Positive Behavior Support –“Just Be” Kickoff
 - 2005-present Positive Behavior Intervention and Support (PBIS) School wide Structure
 - School wide Power of Choice/PBIS incentives include the following: Clubs, Student Awards Assemblies, Student Menu of Incentives: Bicycles, Broadway Plays, Basketball League, Baseball/Basketball Tickets, Pizza Parties, School Store

Grants

MAY 2009

- 2003-2008 21 Century Community Learning Centers Leadership Program**
- 2007-2009 CIAE Musical Theater Grant (a collaboration between the Manhattan New Music Project, Creative and Integrative Arts Educators (CIAE))**
- 2007-2009 Video Assessment for the Performing Arts**
- 2008-2009 Arts SPACE Grant**
- 2008-2009 NEA Autism Grant – Opening the World for Students With Autism**
- 2008-2009 Federal Professional Development for Arts Educators Grant (PDAE)**

Significant Barriers

- No opportunities for inclusion in the two community school settings
- Low School-wide parental involvement
- Rolling enrollment impacts on student admissions and discharges
- Main site is located in the center of two rival New York City Housing Authority (NYCHA) buildings in Bedford Stuyvesant identified as high crime area.
- Provision of Special Education Services has always been a challenge for 368. Each year students are not served or underserved in the related service areas of speech, Occupational Therapy and Physical Therapy due shortage of providers and/or location of sites.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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) By June 2010, there will be an increase in reading achievement as evidenced by a 3% decrease in the number of all tested students in Grades 3-8 performing at Level 1, and a 3% increase of students performing at Level 2 or above as measured by the results of the 2010 NYSTP ELA, Performance Series, Acuity, ECLAS and NYSAA, ABLLS-R assessments.

- 2) By June 2010, there will be an increase in mathematical achievement as evidenced by a 3% decrease in number of all tested students (Standard and Alternate) in Grades 3-8 performing at Level 1, and a 3% increase of students performing at Level 2 or above as measured by the results of the NYS Mathematics assessments and NYSSA.

- 3) By June 2010, all students (Standard and Alternate) in Grades K-12 will demonstrate 3% greater knowledge of social, economic, geographic, political and historical components of their community and the world as measured by the Grade 5 and Grade 8 Social Studies Test, and RCT/Regents Global Studies.

- 4) By June 2010, all tested students will demonstrate a 3% increase in their comprehension of scientific methodologies as measured by the 2009 NYS Science test.

- 5) By June 2010, students will demonstrate appropriate behavior as evidenced by a 10% decrease in the number of Level four/five serious OORS infractions for all students.

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): English Language Arts

<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 reading achievement as evidenced by a 3% decrease in the number of all tested students in Grades 3-8 performing at Level 1, and a 3% increase of students performing at Level 2 or above as measured by the results of the 2010 NYSTP ELA, Performance Series, Acuity, ECLAS and NYSAA, ABLLS-R assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in Grades 3-8 (Standard Assessment, Alternate Assessment, ELLs, High School students in grades 9-12</p> <p>Citywide Uniform Curriculum: Gr. 3-8 Instructional Materials: Classroom Libraries, Listening Centers, supplemented by Academic Intervention Services (AIS): Wilson Reading, Wilson Foundations, Leapfrog, Great Leaps, Reading is Fundamental (RIF), Technology Integration,</p> <p><i>ELA instructional delivery is Balanced Literacy: Independent Reading, Independent Writing, Shared Reading, Interactive Writing, Read Aloud, Word Study, Guided Reading</i></p> <p>ECLAS, Scantron Performance Series, ABLLS assessment administered to students as indicated by school based assessment calendar</p> <p>Assign AIS students with teacher</p> <p>ABLLS-R administered to all students on the autism spectrum</p> <p>Teachers build Teacher Assessment Binders(TAB) with data collected and monitor progress Teachers will follow the Units of Study Pacing Calendar for Reading and Writing</p> <p>Implementation of the Units of Study for Writing for Teaching Writing (<i>Firsthand</i>) for all grade 3-5 classes</p> <p>Renzulli Learning Differentiation system schoolwide implementation</p>

	<p>Implementation of Achieve 3000 for students in targeted Grades 4 and 8</p> <p>Implementation of PassKey (Pilot) for selected classes</p> <p>Implementation of SMILE for all 6:1:1 classes</p> <p><u>Parent Involvement</u> Parent Meet and Greet Orientation Breakfast, Publishing parties, Poetry Slam, Author Study Celebrations, RIF Celebrations, Best Practice Fair Workshops on Scantron Performance Series, Acuity, Speech, Autism, TEACCH methodology</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>	<p><u>Professional Development</u> School-based Professional Development Team, which includes the Principal, Assistant Principals, 2 School-based Coaches, and lead teachers will meet regularly to monitor progress and match teacher to Internal/External Coaches and teachers to be mentored</p> <p>District 75 Professional Development Management System and NYCDOE Professional Development System. Teachers register for courses to improve teaching and learning (Standard, Alternate, ELL, Differentiation, Professional Teaching Standards, Course Content, Autism, TEACCH, etc.) and to support their Professional Growth Plan (Goal Setting).</p> <p>Grade/Department Conferences.</p> <p>Funding Source: Tax Levy /NYSTL/ OTPS/Citywide Uniform Curriculum to purchase Renzulli Learning, 9 SMILE kits, 5 Units of Study for Writing for Teaching Writing (<i>Firsthand</i>) and <i>ABLLS-R Complete</i> Purchase Achieve 3000 with District support</p> <p><u>Inquiry Team</u> Provide training and support to staff Scantron Performance Series, Item pool Analysis, Acuity Predictive, ARIS, share schoolwide data at Faculty Conferences and Chancellor's Professional Days and support establishment of Collaborative Teacher Teams</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly Monitor/analysis of Scantron Performance Series benchmark performance , Acuity Predictive Assessment, Units of Study for Reading and Student Writing (drafts to final product)Checklists, Teacher Assessment Binders (TAB), Student Goal Setting Plan, Conference, Parent Surveys</p> <p>ABLL-R Benchmarks</p>

Subject/Area (where relevant): Mathematics

<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 mathematical achievement as evidenced by a 3% decrease in number of all tested students (Standard and Alternate) in Grades 3-8 performing at Level 1, and a 3% increase of students performing at Level 2 or above as measured by the results of the NYS Mathematics assessments and NYSSA.</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>All students in grades 3-8 and High School students in grades 9-11 participating in standardized assessment, ELLs</p> <p>School based coach and Math Team distributes Math Pacing Calendars to teachers School based coach supports teachers with Everyday Mathematics District based coach is assigned to teachers who need support with Impact Math Select teachers to participate in DOE pilots: AMP Math and PassKey and ensure teachers attend required professional development. Establish Collaborative Teacher Teams for math Administer assessments to establish student baseline criteria Collect student data and record in Teacher Assessment Binder Identify students for Academic Intervention Services Implementation of EQUALS (Ablenet) for students on the Autism spectrum. Integrate Renzulli Learning Systems</p> <p>Grades K-2 and Grades 3- 5: Instructional Materials/Texts: <i>Everyday Mathematics</i> supplemented by <i>Math Steps</i> Planning Guide – Pacing and Alignment Calendar Math Block: 75 minutes Grades 3 – 5: Warm Up, Ongoing Learning and Practice / Math Journal, Extra Practice / Enrichment / Minute Math Games / Skills Practice / Test Prep, Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment</p> <p>Grades 6 – 8: Core Curriculum Instructional Materials/Texts: <i>Impact Mathematics</i> supplemented by AIS programs Planning Guide – Pacing and Alignment Calendar:</p> <p>60 Minute Math Block: Math Workshop Model</p> <p>Grades 9-12</p>

	<p><u>Parent Involvement</u></p> <p>Parent Meet and Greet Orientation Breakfast, Math Mardi Gras, Workshops for Scantron Performance Series and Acuity Predictive,</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>	<p><u>Professional Development</u> School-based Professional Development Team, which includes the Principal, Assistant Principals, 2 School-based Coaches, and lead teachers will meet regularly to monitor progress and match teacher to Internal/External Coaches and teachers to be mentored. District 75 Professional Development Management System and NYCDOE Professional Development System. (Differentiation, Content specific, Professional Teaching Standards, etc. Teachers register for courses to improve teaching and learning (Standard, Alternate, ELL, Differentiation, Professional Teaching Standards, Course Content, Autism, TEACCH, etc.) and to support their Professional Growth Plan (Goal Setting). Monthly Faculty Conference, Grade/Department Conferences</p> <p><u>Inquiry Team</u> Provide training and support to staff Scantron Performance Series, Item pool Analysis, Acuity Predictive, ARIS</p> <p>Funding Source: Tax Levy /NYSTL/ OTPS/Citywide Uniform Curriculum; purchase EQUALS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly monitor/analysis of Scantron Performance Series Benchmark performance, Acuity Predictive, Unit Assessments, Quarterly review of data, Teacher Assessment Binders (TAB), Student Goal Setting Plan Conference, Parent Surveys. Math Regents/RCTs results.</p>

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all students (Standard and Alternate) in Grades K-12 will demonstrate a 3% greater knowledge of social, economic, geographic, political and historical components of their community and the world as measured by the Grade 5 and Grade 8 Social Studies Test, and RCT/Regents Global Studies.</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>Core Curriculum, Social Studies Libraries, National Geographic Series. SMART Board technology, Renzulli Learning, Achieve 3000.</p> <p>Teachers follow units of study</p> <p>Analyze student work and unit assessments to be placed in TAB for review</p> <p>Development of student Exit Projects</p> <p>Collaborative Teacher Team during common preparation periods, morning meetings to analyze student data monitor progress</p> <p>Participation in District Initiatives Debate, UniTyV and Real Life Real Stories</p> <p>November Service Learning Kick off for Penny Harvest Leaders and Round Table participation</p> <p><u>Parent Involvement</u> Exit Project Presentation, Field Trips, Projects, Multicultural celebrations, Special Guests</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Professional Development</u> School-based Professional Development Team, which includes the Principal, Assistant Principals, 2 School-based Coaches, and lead teachers, District 75 Professional Development Management System and NYCDOE Professional Development System. (Differentiation, Content specific, Professional Teaching Standards, etc. Teachers register for courses to improve teaching and learning (Standard, Alternate, ELL, Differentiation, Professional Teaching Standards, Course Content, Autism, TEACCH, etc.) and to support their Professional Growth Plan (Goal Setting). Monthly Faculty Conference, Grade/Department Conferences</p> <p><u>Inquiry Team</u> Provide training and support to staff Scantron Performance Series, Item pool Analysis, Acuity Predictive, ARIS</p>

	Funding Source: Tax Levy /NYSTL/ OTPS/Citywide Uniform Curriculum
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Unit Assessments, Teacher Assessment Binders (TAB) reviewed quarterly by administration, PowerPoint Exit Project Presentation Student achievement on the NYSTP Grade 5 and 8 Social Studies

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all tested students will demonstrate a 3% increase in their comprehension of scientific methodologies as measured by the 2009 NYS Science test.</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>Units of Study, FOSS, Inquiry based learning, science libraries, SMART Board Technology, Urban Advantage, Field trips, Exit Projects, Renzulli Learning, Achieve 3000</p> <p>Encourage and Establish Collaborative Teacher Teams School based coach and Assistant Principals ensure that Units of Study and Pacing are followed Science Team meetings Lead science teacher provides support and professional development, including technology Include all assessments in Teacher Assessment Binder (TAB) TABs review quarterly by Administrative Team Integrate Renzulli Learning, Achieve 3000 and PassKey for differentiation Development of Exit projects Share science student data with staff during meetings</p> <p>Parent Involvement Science Fair Exhibition, Best Practice Fair, Field Trips to Cultural Institutions, Urban Advantage Saturdays</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional Development School-based Professional Development Team, which includes the Principal, Assistant Principals, 2 School-based Coaches, and lead teachers, District 75 Professional Development Management System and NYCDOE Professional Development System. (Differentiation, Content specific, Professional Teaching Standards, etc. Teachers register for courses to improve teaching and learning (Standard, Alternate, ELL, Differentiation, Professional Teaching Standards, Course Content, Autism, TEACCH, etc.) and to support their Professional Growth Plan (Goal Setting). Monthly Faculty Conference, Grade/Department Conferences</p> <p>Inquiry Team Provide training and support to staff Scantron Performance Series, Item pool Analysis, Acuity Predictive, ARIS and data collection</p> <p>Funding Source: Tax Levy /NYSTL/ OTPS/Citywide Uniform Curriculum</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Unit Assessments, Teacher Assessment Binders (TAB) Powerpoint Exit Project Presentation (Urban Advantage Expo) Student achievement on the Grade 4 and 8 science tests will improve by 5% RCT Science, Living Environment (Regents)</p>
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Subject/Area (where relevant): Positive Behavior Supports and Intervention

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, students will demonstrate appropriate behavior as evidenced by a 5% decrease in the number of Level four/five serious OORS infractions for all students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Conduct bi-monthly meetings to create school-wide behavioral expectations. Provide ongoing professional development to staff. Share OORS data at Administrative Cabinet and Faculty Conferences and PBIS Team Meetings! Share Big Five Reports monthly with staff. PBIS Team will share minutes with school staff. Provide ongoing parent-workshops to keep them informed and involved. A school-wide PBIS kickoff celebration will be scheduled. Rollout Units of Study for Second Step Curriculum (Anti-Bullying and Student Success Through Prevention) Selection of students to participate in the CHILL learn-to-snowboard program Selection of students to move to Less Restrictive Environment</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>	<p>Emotional Literacy Rollout on Chancellor’s Conference Days PBIS Internal/External Coach Support District 75 Professional Development System course registration in the area of Postive Behavior Supports</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

**Weekly/Bi-Weekly/Monthly/Annual analysis of SWIS and OORS data
Parent and staff and student surveys administered twice a year
SWIS Progress Reports for Parents/Families**

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	5	4	N/A	N/A				
4	12	11						
5	16	13						
6	22	12						
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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.).
English Language Arts	<p>Small group instruction 5X weekly during literacy block</p> <p><u>Leap Frog®</u></p> <p>The Leap Track system engages teachers and students in the learning process by providing formative assessment and differentiated instruction in content areas. Teachers can quickly and continuously assess student’s skills, identify areas for improvement, and create individualized learning for every student. Students learn reading, math and language arts skills through interactive, instructional content that is delivered on the Leap Pad and Quantum Pad personal learning_tools.</p> <p><u>Wilson Foundations</u></p> <p>“Foundations” provides children of varying learning abilities with a foundation for reading and spelling. It provides teachers with the skills and tools needed to present structured, sequential, and cumulative phonic/spelling program using multi-sensory teaching techniques. The program highlights systematic phonics and study of word structure, skills taught explicitly and systematically; teacher models with “Echo” the owl puppet directing students to repeat sounds, words, and sentences, and assessment students through the program.</p> <p><u>Ramp Up Literacy™ (America’s Choice®)</u></p> <p>Ramp Up Literacy boosts the fundamental literacy skills of middle and high school students who read two or more years below grade level.</p> <p><u>Read 180</u></p> <p>A 90-minute instructional model for struggling middle school students. The session begins with whole-group teacher-directed instruction. During the 60-minutes between the whole-group meetings, students break into three small groups that rotate among three stations:</p>

Achieve 3000

Provides the first Web-based, individualized reading and writing instruction solution for grades 6-12 that reaches every student at his or her Lexile level.

PassKey (Pilot)

A web based intervention program for multiple subject areas (Reading, Writing, Math, Science, and Social Studies). Pass Key is made up of Web-based lessons—spanning six skill levels and ranging from grades 1.6 to college entry—challenge beginning to advanced learners. The instruction is self paced and provides remediation.

Great Leaps

Great Leaps Reading is a reading fluency building intervention. The program uses proven instructional tactics with powerful motivators to remediate a variety of reading problems. Great Leaps is divided into three major areas: **Phonics**: developing and mastering essential sight-sound relationships and/or sound awareness skills; **Sight Phrases**: mastering sight words while developing and improving focusing skills; and **Reading Fluency**: using age-appropriate stories specially designed to build reading fluency, reading motivation and proper intonation.

Step Up to Writing

A multisensory color coded approach to improve writing skills

Lexia Reading

Students work independently and the software automatically detects when additional practice is needed. It provides a variety of skill-specific activities and feedback that helps each student build confidence and proficiency.

Kaplan Advantage

Provides targeted and strategic review of key content of the NYS tests that is aligned to state standards. Step-by-Step methods students can use to approach all of the problems on the NYS tests.

	<p>Scantron Performance Series Tutorial Resources</p> <p><u>Renzulli Learning</u></p> <p>A web-based tool for engaging students that helps differentiate instruction through individualized resources tailored to student’s interests and learning styles.</p>
<p>Mathematics:</p>	<p>Small group instruction 5x weekly during math block</p> <p><u>AMP Math (Pilot)</u></p> <p>A Math Intervention for struggling middle and high school students. The AMP Math System uses key strategies and content. Each unit addresses a specific core concept. Lessons emphasize communication, reasoning, representation, connections, and problem solving. Students learn and practice essential skills and apply problem-solving strategies.</p> <p><u>PassKey (Pilot)</u></p> <p>A web based intervention program for multiple subject areas (Reading, Writing, Math, Science, and Social Studies). Pass Key is made up of Web-based lessons—spanning six skill levels and ranging from grades 1.6 to college entry—challenge beginning to advanced learners. The instruction is self paced and provides remediation</p> <p>Everyday Math Games – Drill exercises aimed primarily at building fact and operation skills</p> <p>MathSteps</p> <p>Kaplan Advantage Provides targeted and strategic review of key content of the NYS tests that is aligned to state standards. Step-by-Step methods students can use to approach all of the problems on the NYS tests.</p> <p>Achieve It</p> <p><u>Do the Math</u> Helps students develop the they need to compute with accuracy, the number sense they need to reason and the ability to apply skills and reasoning to solve problems.</p>

	<p>Scantron Performance Series Tutorial Resources</p> <p><u>Renzulli Learning</u> A web-based tool for engaging students that helps differentiate instruction through individualized resources tailored to student's interests and learning styles.</p>
<p>Science:</p>	<p>Small group and individual tutorial during the science period</p> <p>Brain Pop Jr.</p> <p><u>Renzulli Learning</u> A web-based tool for engaging students that helps differentiate instruction through individualized resources tailored to student's interests and learning styles.</p> <p><u>PassKey (Pilot)</u></p> <p>A web based intervention program for multiple subject areas (Reading, Writing, Math, Science, and Social Studies). Pass Key is made up of Web-based lessons—spanning six skill levels and ranging from grades 1.6 to college entry—challenge beginning to advanced learners. The instruction is self paced and provides remediation</p>
<p>Social Studies:</p>	<p>Small group and individual tutorial during the social studies period</p> <p>Brain Pop Jr.</p> <p><u>Renzulli Learning</u> A web-based tool for engaging students that helps differentiate instruction through individualized resources tailored to student's interests and learning styles.</p> <p><u>PassKey (Pilot)</u></p> <p>A web based intervention program for multiple subject areas (Reading, Writing, Math, Science, and Social Studies). Pass Key is made up of Web-based lessons—spanning six skill levels and ranging from grades 1.6 to college entry—challenge beginning to advanced learners. The instruction is self paced and provides remediation</p>

At-risk Services Provided by the Guidance Counselor:	<p>Small group and individual 1x per week and as needed</p> <p>PBIS Cool Tools</p> <p>Therapeutic Crisis Intervention (TCI) Students develop new coping skills and learning self-regulation</p> <p>Second Step Anti-Bullying Curriculum Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socioemotional competence and other positive factors.</p>
At-risk Services Provided by the School Psychologist:	<p>Small group and individual 1x per week and as needed</p> <p>PBIS Cool Tools</p> <p>Clubs</p> <p>Therapeutic Crisis Intervention (TCI) Students develop new coping skills and learning self-regulation</p> <p>Second Step Anti-Bullying Curriculum Students develop Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socioemotional competence and other positive factors, new coping skills and learning self-regulation.</p> <p>Clubs</p>
At-risk Services Provided by the Social Worker:	<p>Small group and individual 1x per week and as needed</p> <p>PBIS Cool Tools</p> <p>Therapeutic Crisis Intervention (TCI) Students develop new coping skills and learning self-regulation</p> <p>Second Step Anti-Bullying Curriculum Students develop Students are taught to reduce impulsive, high-risk, and aggressive behaviors and</p>

	increase their socioemotional competence and other positive factors, new coping skills and learning self-regulation. Clubs
At-risk Health-related Services:	

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

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE TITLE III FUNDING

Form TIII – A (1)(a)

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

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.

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.

At the time of student admission, a home language survey is completed and this information is provided to the pupil accounting secretary who will make necessary ATS changes. All student information is confirmed in CAP. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the Department of Education Translations Services Unit. This language reference list is also used when telephone calls are made to the home.

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.

We have determined that our written and oral translation needs are minimal due to our number of non-English speaking students (11) and are being met by our current procedures. Information relevant to all students is included in our school newsletter.

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.

As described in Part A, written translated memorandums will continue to be provided to non-English speaking homes via the Department of Education Translations Services Unit.

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.

Oral interpretation services for parent meetings and telephone communications will continue to be provided by bilingual staff members.

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>.

Notification of translation rights will be sent to families in a language they can understand. Language assistance postings will be conspicuously posted in the main office and we will continue the practice of maintaining a bilingual staff member in the main office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

NOT APPLICABLE: NON-TITLE 1 SCHOOL

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	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.

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

NOT APPLICABLE TO SCHOOL

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.

¹ School Under Registration Review (SURR)
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APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

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

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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.

A school based committee was formed to assess whether this Key Finding was relevant to our school's educational program. The committee consisted of the administrators, teachers, school-based coaches, Data Specialist, members of the Inquiry Team and School Leadership Team. The findings were shared with the school community at Faculty Conferences and Parent Meetings.

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

Applicable Not Applicable

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

Our school serves a very diverse population of learners in both standard assessment and alternate assessment. For our students in standardized assessment, we follow a standards-based curriculum with pacing calendars for units of study aligned to the State standards. For students in alternate assessment, there is no uniform curriculum and there is ongoing research to find materials/programs to meet their needs.

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.

To address this relevant issue, our school uses the following supplemental instructional programs/materials for our learners in standardized assessment who are classified with emotional disturbance coupled with severe learning disabilities and ELLs: Wilson Foundations, Wilson Reading, Units of Study for Teaching Writing, Ramp Up Literacy, Read 180, Achieve 3000, and PassKey. For our students in alternate

assessment, we continue to struggle with the absence of a uniform core curriculum. We follow the units of study and pacing calendars developed by school. For our middle/high school students on the autism spectrum, the Eden curriculum is implemented.

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.

A school based committee was formed to assess whether this key finding was relevant to our school's educational program. The committee consisted of the administrators, teachers, school based coaches, Data Specialist, members of the Inquiry Team and School Leadership Team. The findings were shared with the school community at Faculty Conferences and Parent Meetings.

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

Applicable Not Applicable

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

Our school serves a very diverse population of learners in both standard assessment and alternate assessment. For our students in standardized assessment, we follow a standards-based curriculum with pacing calendars for units of study aligned to the State standards. The Everyday Mathematics curriculum is aligned with the NYS Content and Process Strands and the Impact Math curriculum is not as strongly aligned with the Content and Process Strands. For students in alternate assessment, there is no uniform curriculum and there is ongoing research to find materials/programs to meet their needs.

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.

To address this relevant issue, our school uses the following supplemental instructional programs/materials for our learners in standardized assessment who are classified with emotional disturbance coupled with severe learning disabilities and ELLs: AMP Math and Passkey pilot programs and a variety of programs/materials.

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

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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.

A school based committee was formed to assess whether this key finding was relevant to our school's educational program. The committee consisted of the administrators, school-based coaches, teachers, Data Specialist, members of the Inquiry Team and School Leadership Team. The findings were shared with the school community at Faculty Conferences and Parent Meetings.

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

Applicable 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?

Although the direct instruction was observed infrequently, the dominate model for delivery of instruction is workshop model and differentiation. Our supplementary programs/materials are embedded with differentiation.

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

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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.

A school based committee was formed to assess whether this Key Finding was relevant to our school's educational program. The committee consisted of the administrators, teachers, school based coaches, Data Specialist, members of the Inquiry Team and School Leadership Team. The findings were shared with the school community at Faculty Conferences and Parent Meetings.

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

Applicable Not Applicable

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

Although the direct instruction was observed infrequently, the dominate model for delivery of instruction is using the Math workshop model with Everyday Math, Impact Math and differentiation. Our supplementary programs/materials are embedded with differentiation and technology.

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

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.

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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.

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

Applicable Not Applicable

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

During 2008-2009, teacher turnover was low; 1 teacher left the organization for a leadership position and new teachers were hired accommodate an increase in class allocation.

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.

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.

Annual Jose P. Training Survey to determine Jose P. 10 hour ESL certification status

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

Applicable Not Applicable

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

Our District offers a professional development menu of courses for ELLs. Teachers believe that these courses are for the ESL Teacher and therefore do not register for them.

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.

The ESL teacher along with LAP team we will continue to provide school based professional development as it relates to curriculum, instruction and the monitoring of ELL progress.

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.

A school based committee was formed to assess whether this Key Finding was relevant to our school's educational program. The committee consisted of the administrators, teachers, school-based coaches, Data Specialist, members of the Inquiry Team and School Leadership Team. The findings were shared with the school community at Faculty Conferences and Parent Meetings.

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

Applicable Not Applicable

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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?

Although ELL assessment data (NYSESLAT) is readily available in ARIS, teachers are not using the data to monitor ELL's academic progress.

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.

- ESL teacher will be invited to become a member of the Inquiry Team.
 - Inquiry Team and LAP Team are responsible for providing professional development to school community regarding monitoring ELL academic progress.
-

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.

A school based committee was formed to assess whether this Key Finding was relevant to our school's educational program. The committee consisted of the administrators, teachers, school-based coaches, Data Specialist, members of the Inquiry Team and School Leadership Team. The findings were shared with the school community at Faculty Conferences and Parent Meetings.

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

Applicable Not Applicable

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

P368K is special school within District 75 that serves students with emotional disturbance and students on the autism spectrum and 100% of our students have IEPs. District 75 provides a full range of professional development that covers the gamut of disciplines and best practices required for educating student with special needs. The professional development is differentiated and geared to the entire school community. The District 75 Professional Development Management System provides specialized courses for our special population in the areas of Applied Learning, Arts, Alternate Assessment, Assistive Technology, Autism, ELLs, Health, Inclusion, Instructional Technology, Literacy, Mathematics, Teacher Development, Positive Behavior Supports, Related Services, Science, Social Studies, Speech, Transition and more.

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.

A school based committee was formed to assess whether this Key Finding was relevant to our school's educational program. The committee consisted of the administrators, teachers, school-based coaches, Data Specialist, members of the Inquiry Team and School Leadership Team. The findings were shared with the school community at Faculty Conferences and Parent Meetings.

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

Applicable Not Applicable

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

P368K works very closed with IEP Teams at all sites to ensure IEP compliance. IEP goals and objectives are based on assessment data and are aligned with modified criteria. Behavioral Plans are included in all IEP due to the nature of our student population.

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.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **10**
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **10**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: School does not receive any set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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.**

2009-2010 Language Allocation Policy Review Document

School: P.368K

District: 14/75

Network Leader: Arthur Fusco

Team Members:

Joycelyn Nedd	Principal
Henry Renelus	Assistant Principal
Vin Wolfe	ESL Teacher
Peggy Alicea	Related Services
Iveliz Colon	School Based Coach
Dawn Baylor	Parent Coordinator
Charner Snow	Parent

Demographics

P368 is a multi-sited school within District 75 that serves approximately 267 students. According to the official class ethnic census report for P368, 0.37 % of the students are American Indian/Alaska Native; 66.67% are Black/African American; 27.34% are Hispanic/Latino; 0.75% is Asian/Native Hawaiian/Other Pacific Islander and 4.87% are White/Caucasian. In addition, 77.21% are male students and 22.79 are female students. Currently, P368 has identified 12 English Language Learners: Grade K (1); Grade 2 (1); Grade 3 (1); Grade 7 (3);
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Grade 8 (1); Grade 9 (2); Grade 10 (2) and Grade 11 (1). The years of service report identified two X-Coded students. This breakdown identifies our ELL population as 4.49%; 76% of the students are Standard Assessment and .23% of the students are in Alternate Assessment. The students attend classes in the following service categories: 12:1:1, 8:1:1 and 6:1:1. Students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. ELL students will receive the following supports: extended day programs, AIS, instructional technology, visual and performing arts enrichment, and one to one or small group tutoring. Students in alternate placement receive additional support in their native language. The bilingual paraprofessional will provide support in both his/her native language and English.

Language Spoken

The languages spoken by our ELLs are Spanish, Chinese and Haitian Creole.

Proficiency Levels

Eleven English Language Learners student were tested. Based on the NYSESLAT and LAB-R results, the students scored at the following performance levels:

- 1 11 Beginners (B)
- 1 1 Advanced

Most of our students scored at the beginning level in the four modalities. A review of the NYSESLAT assessment indicates weaknesses in the areas of reading and writing and strengths in listening and speaking. It is noted that one ELL student is functioning at the advanced level with strengths in listening, speaking and writing but has weakness in reading.

ELA and MATH:

	Level 1	Level 2	Level 3	Level 4
NYS ELA		2		
NYS MATH	2			

Implication for Instruction

P368K organization adheres to the NYS Learning Standards, NYC learning standards and Alternate Performance Indicators for planning and delivering instruction. Also, as a guide to instructional planning and assessment, the P368K organization follows the English Language Arts standards. The ESL teacher will continue to plan and align her curriculum with the NYS Resource Guide for the teaching of Language Arts to Limited/Proficient English Language Learners along with the NYS Learning Standards for English as a Second Language Resource Guide.

Our approach to delivering instruction to all students including ELL is to make learning fun. In doing this, we strive to provide opportunities that are multi-sensory and kinesthetic in nature. Student’s use textbooks, classroom libraries and instructional materials that are aligned with the school’s core curriculum and reflect the language(s) of instruction. Using real objects, photographs, graphic organizers, software,

ESL material, classroom libraries (inclusive of native language books), Wilson's Foundations, incorporating technology, lap-top carts, adaptive books such as Bookworm, listening centers with books in the students' native language, "SMART Board" technologies, pictorial representation along with supportive text, digital cameras, and recorders along with augmentative communication devices, will motivate learners and enhance student outcomes. These instruction strategies must be employed and embedded in the workshop model of instruction. NYSESLAT results will guide the ESL teachers' instructional plans. He/She will use the Cognitive Academic Language Learning Approach (CALLA) along with Total Physical Response (TPR) and whole language to deliver instruction individually and/or small groups of students. Having students work cooperatively together is the key to increasing levels of achievement academically and socially. Cooperative learning further supports each learner. In moving our students to proficiency, we will use the LAP toolkit and provide scaffolding techniques for the ELL students. Finally, moving students to proficiency will include student experiences that are natural and have an authentic purpose.

Modifying and adapting materials to meet the needs of students will include books on tape, use of augmentative devices, Leapfrogs, digital images, symbols, workstations, bookworm, "SMART Board" technologies, etc. All along the teacher will keep records of students' progress while complying with the CR Part 154.

SIFE PLAN

Currently, we have no SIFE students. However, SIFE students who get admitted to our school will receive the following instructional support:

- 1 tutoring,
- 2 a buddy student
- 3 development of initial literacy in native language
- 4 a nurturing environment to facilitate language production.

Our instructional program will provide the following support:

- 1 Provide opportunity to attend after-school program
- 2 Involve students in Positive Behavior Supports
- 3 Provide AIS to student
- 4 Invite students to become a part of any special program
- 5 Incorporate them into all instructional planning

Plan for Newcomers

Currently we have five ELL newcomers. Services available to Newcomers include the following: AIS, literacy learning blocks, literacy workstations, Audio-books in the native languages, adaptive technology, tutoring, buddy student, orientation, nurturing environments to facilitate language production, etc.

Plan for Long Term ELLs

Our Long Term ELLs are offered the following:

- 1 AIS (Leapfrog, Lexia, Wilson Foundations, Jamestown Reading Navigator, Ramp Up, Read 180)
- 2 Workstudy (High School)
- 3 Credit Recovery (High School)

Transition Plan

Students who no longer require Bilingual or ESL services because they have scored at the Proficient level on the NYSESLAT will be supported for up to two years with ESL/AIS services.

Program Model

P368K plans to use a pullout as well as a push-in ESL model to service our students.

Students will receive the required number of units of ESL required by CR Part 154. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, scaffolding, and Cognitive Learning. The use of technology is incorporated to give students additional instructional support. ESL materials will be infused throughout all aspects of instruction. The classroom library will include a variety of books on all levels that reflect the background, needs and strengths of all ELL students. Teachers will scaffold academic strategies to support students' participation in all curricula areas. Teachers are expected to model the use of language in ways in which students are expected to participate and respond. Literacy instruction is consistent with the instructional goals and objectives of the individual program design. Lessons are designed to meet standards while taking into account differentiating instruction. Ongoing assessment to collect evidence of student learning will be implemented across grades and programs. Both ESL teacher and classroom teacher will work together to evaluate student work to ascertain individual student growth. Teachers will maintain a portfolio for each student as part of the ongoing assessment.

CR PART 154 MANDATES

As per the required CR Part 154 mandates, students will receive the following units of instructional time to support meeting the required standard:

- 1 Students in Grades K-8, students performing at the Beginners and Intermediate levels of proficiency on the NYSESLAT will receive 360 minutes (2 units) of ESL instruction per week. Students performing at Advanced level of proficiency will receive 180 minutes (1 unit) of ESL instruction per week and 180 minutes of ELA.
- 2 Students in Grades 9-12, Beginners will receive 540 minutes (3 units); Intermediate Level students will receive 360 minutes (2 units) and Advanced Level students will receive 180 minutes (1 unit) of ESL instruction and 180 minutes of ELA.

USE OF NATIVE LANGUAGE

Classroom libraries have Native Language books, Leapfrogs, listening centers with audio books in the Native language, literacy games, and active workstations. Additional materials will be purchased to support and promote ESL instruction.

Explicit ELA

Students who have reached the Advanced level receive one unit of ESL/one unit of ELA.

INSTRUCTIONAL MATERIALS USED

NYS ESL Standards aligned with the NYS ELA and Mathematics Standards are incorporated in the Balanced Mathematics and Literacy approach to teaching. Classroom centers will be utilized in speaking, reading, writing, and listening. The following materials will also be included to provide instruction: Native language books, technology, digital cameras, recording devices, multi-sensory approaches, infusion of the arts, adaptive books, Bookworm, Mayer Johnson symbols, software in Native Language/English, graphic organizers, thematic unit planning to connect art and literacy, Leapfrogs, Wilson's "Foundations", student involvement in oral performances or presentations, active participation in student government, and creating a print rich environment supporting student outcomes. All ELL students will participate in classroom celebrations of poetry, read-aloud presentations, author-studies, plays, older students reading to younger students, etc.

Professional Development

Professional development will include topics pertaining to the education of ELL students such as "Strategies and Materials for Native Language Instruction the NYS ESL standards." ESL teachers will be involved in the curriculum development, best practices, ESL methodologies, identifying learning styles, and the NYS Learning Standards. The ESL teacher will be included in staff training to learn how to adapt curriculum/resource guide in Mathematics, Science, and Social Studies interweaving the NYS Learning Standards and the NYS ESL standards as topics for future professional development. Alternate placement paraprofessionals will be invited to attend professional development that focus on improving communication with parents and families of English Language Learners assisted by our Parent Coordinator/District Parent Coordinator.

Collaborative Planning

Grade conferences will be established for homeroom teachers, cluster teachers, and the ESL teacher to discuss student progress. During these cohort meetings, discussions will evolve around curriculum and adaptation of curriculum to meet student needs. ESL teachers will have opportunities to turn-key professional development ideas and information after attending District meetings.

**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 P368K
Principal Joycelyn Nedd	Assistant Principal Henry Renelus
Coach type here	Coach Iveliz Colon
Teacher/Subject Area type here	Guidance Counselor Peggy Alicea
Teacher/Subject Area type here	Parent Charner Snow
Teacher/Subject Area type here	Parent Coordinator Dawn Baylor
Related Service Provider type here	SAF type here
Network Leader Arthur Fusco	Other type here

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	0

C. School Demographics

Total Number of Students in School	267	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	4.49%
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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.)

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish		1	1	1				3		6
Chinese									1	1
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	0	1	1	1	0	0	0	3	1	7

Programming and Scheduling Information

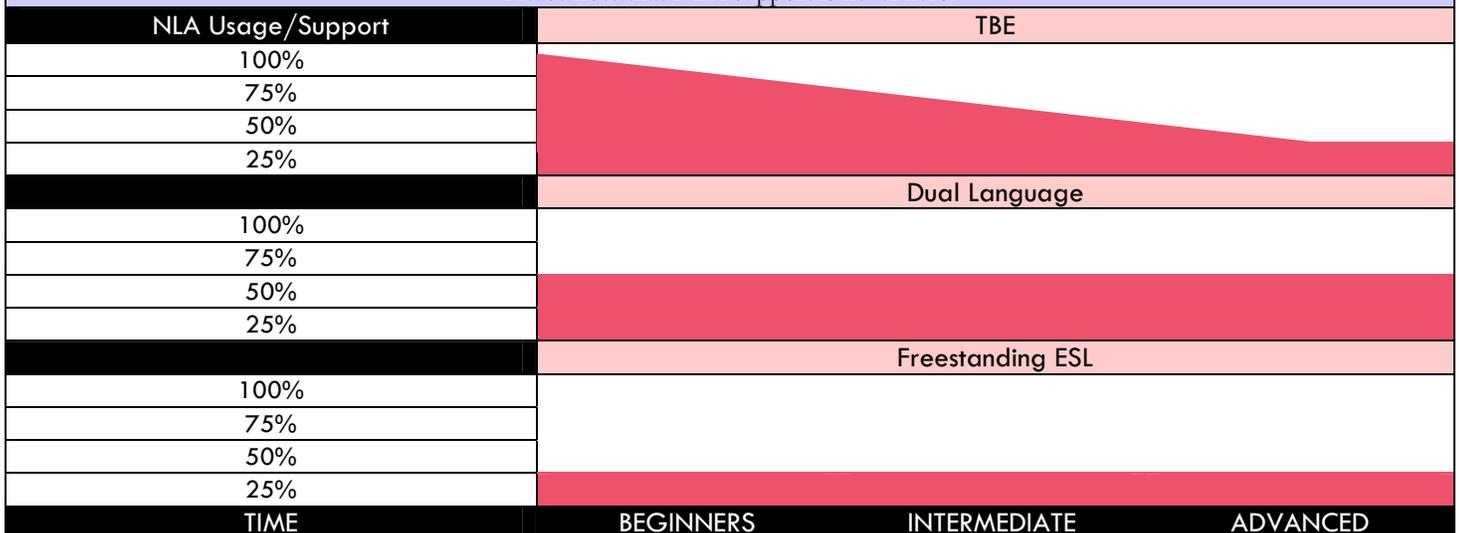
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

Native Language Arts and Native Language Support

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



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 (including non-ELL teachers) 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.

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- 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

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 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.

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1. Language Allocation Policy Team Composition

SSO/District 75	School P368K
Principal Joycelyn Nedd	Assistant Principal Henry Renelus
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Teacher/Subject Area type here	Guidance Counselor Peggy Alicea
Teacher/Subject Area type here	Parent Charner Snow
Teacher/Subject Area type here	Parent Coordinator Dawn Baylor
Related Service Provider type here	SAF type here
Network Leader Arthur Fusco	Other type here

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	0

C. School Demographics

Total Number of Students in School	267	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	4.49%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

- 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/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	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	2	2	0	0	4
Total	2	2	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	5			6			1			12
Total	5	0	0	6	0	0	1	0	0	12

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	2		1		3
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole		2			2
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	2	2	1	0	5

Programming and Scheduling Information

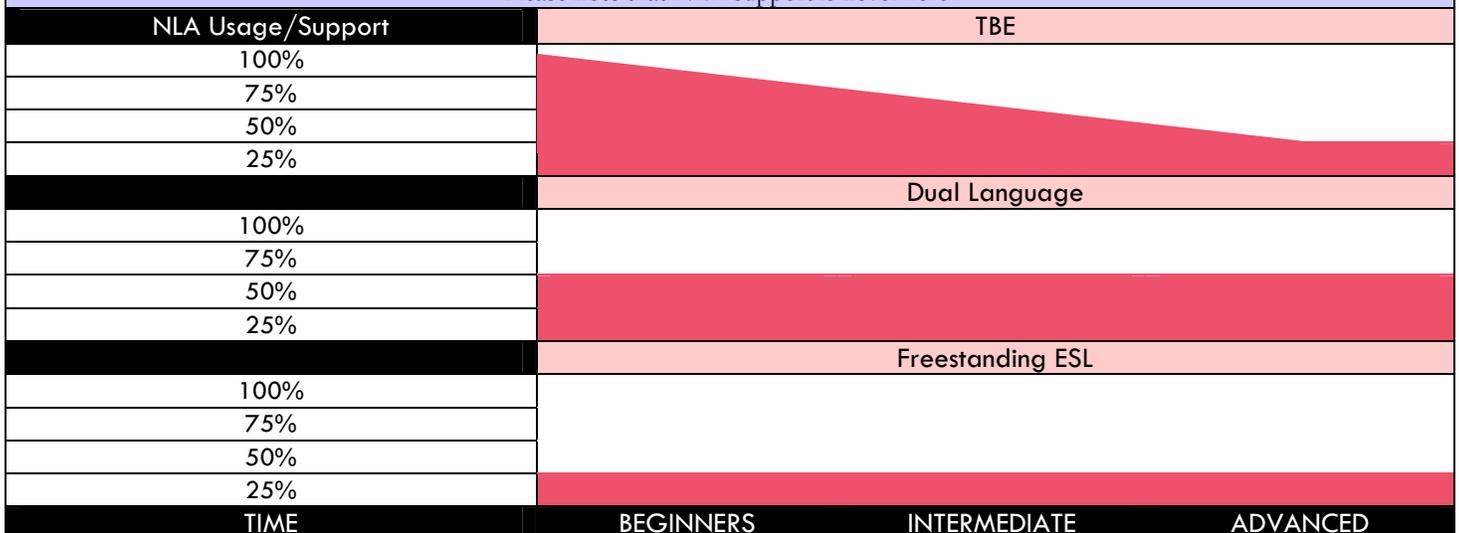
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

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 (including non-ELL teachers) 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.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	2	2			4
Intermediate(I)					0
Advanced (A)			1		1
Total	2	2	1	0	5

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B		2		
	I				
	A			1	
	P				
READING/WRITING	B	2	2		
	I				
	A			1	
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Part VI: 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 _____