



P.369K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K369
ADDRESS: 383 STATE STREET, BROOKLYN, NY 11217
TELEPHONE: 718 852-1701
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.369K **SCHOOL NAME:** Coy L. Cox School

SCHOOL ADDRESS: 383 State Street, Brooklyn, NY 11217

SCHOOL TELEPHONE: 718 852-1701 **FAX:** 718 624-6746

SCHOOL CONTACT PERSON: Rudy Giuliani **EMAIL ADDRESS:** rgiulia@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Phil Sylvester

PRINCIPAL: Rudy Giuliani

UFT CHAPTER LEADER: Mark Maliaros

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** _____

SSO NETWORK LEADER: Adrienne Edelstein

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
Rudy Giuliani	*Principal or Designee	
Mark Maliaros	*UFT Chapter Chairperson or Designee	
Ms. Williams	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lorraine Lozito	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	
Lisa Turner	Member/	
Anita Pitt	Member/	
Joe Nardi	Member/	
Phil Sylvester	Member/	
Celia Greene	Member/	
Veronica Grant	Member/	
	Member/	

(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.369K is a Special Education school, which consists of 69 classes in grades K-12 and serves students who are classified as Autistic, Severely Emotionally Disturbed and Mentally Retarded. Our Mission is that all students will bring to their home and community the values they have been exposed to and learned while they were at P.369K. All students will be considered for an inclusion placement if it will benefit their need for more independent functioning.

An analysis of our data indicate that 11% of P.369K students are in full time general education classes from K – 11 grades at 5 different sites. A further review of our data indicates less than 2% of these students have been re-evaluated for full-time LRE placement in general education without P.369K support.

Students at P.369K will be taught to be effective learners and to reach the high standards set by the DOE being set specifically in the core academic areas. All students will take responsibility for their actions and realize there is an intrinsic value in making good choices, self-managing their behaviors and generalizing, pro-social behavior to their home and community. Students that demonstrate appropriate social behaviors will be considered for a transitional placement to pave the way towards the L.R.E. Placement. P.369K consists of one self-contained building and 8 sites where there are self-contained classes in community elementary, junior high schools and 4 high schools. Ninety percent of our students who are in our emotionally disturbed program are eligible for Academic Intervention Services. Support services include counseling, speech therapy, occupational therapy, physical therapy, toilet training, vision and hearing services and crisis management. The bilingual needs of our students are met with monolingual classes staffed with alternate placement paraprofessionals, as well as one E.S.L. teacher.

This school year, we are initiating several new assessment and academic information programs, specifically MEville to WEville, Lakeshore, ABLLS-R, SMILE, Signing and Gesturing and Expanding our Yoga program. We are continuing with Touchmath, Achieve 3000 and Glencoe Math.

An analysis of our SWIS data for the main site middle school and I.117 indicate that teachers, parents, clinicians and students found the data, especially the bar graphs an excellent indicator to track student behavior data. We are going to continue to use it at our middle school and high school sites.

We continue our before-school program and two different after-school programs servicing our emotionally disturbed students. The Before and After-School Program for our ED population focuses on homework assistance, test-prep and social skill building. The After-School Program for our emotionally disturbed students focuses on test prep and social skills.

Our PTA meetings are on Saturdays, with babysitting support and a number of interesting guest speakers and workshops. An analysis of the data from Parent surveys indicate that our parents want workshops on what services are available from government agencies, not-for-profit organizations and the private sector.

MAY 2009

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.369K			
District:	75	DBN #:	75K369	School BEDS Code #: 307500013369

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment: 598				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					86.1	85.1	83.1		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					100	100	100		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					90	90	90		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					8	9	11		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total					3	3	4		
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		
Number in Self-Contained Classes	360	503	598	Principal Suspensions	23	9	3		
No. in Collaborative Team Teaching (CTT) Classes	74	53	6	Superintendent Suspensions	3	2	1		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only	All	All	All	Number of Staff: <i>Includes all full-time staff</i>					
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	85	82	100		
				Number of Administrators and Other Professionals	10	10	12		
Overage Students: # entering students overage for grade									
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	96	96	105		
	0	0	0						
				Teacher Qualifications:					
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	64	68	56		
American Indian or Alaska Native	.88	.91	.91	Percent more than two years teaching in this school	56	63	52		
Black or African American	58.91	58.01	60.83	Percent more than five years teaching anywhere	59	60	67		
Hispanic or Latino	28.21	27.81	28.23						
Asian or Native Hawaiian/Other Pacific Isl.	.81	1.23	1.27	Percent Masters Degree or higher	59	61	67		
White	6.8	7.7	8.74	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		60			
Multi-racial	0	0	0						
Male	84	83	81.05						
Female	16	17	18.94						

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

Needs Assessment

A review of quantitative and qualitative data from Brigance Diagnostic Inventories, Speech Therapy Progress Reports, formal and informal Picture Exchange Communication System (PECS) Assessments, and teacher observations and assessments, indicates a need for increased functional verbal behavior and improved expressive and receptive language skills among all of the students diagnosed with an autism spectrum disorder (ASD) within all of our self-contained (6:1:1), alternate assessment classrooms. A targeted goal to address this area of need will involve implementing the ABLLS-R assessment in all self-contained (6:1:1), alternate assessment classrooms in order to collect, analyze, and monitor further quantitative data in the area of language and communication. Augmentative and Alternate Communication (AAC) techniques (i.e., PECS communication books, programmable voice output devices, and manual signs and gestures), as well as organizational Joint Action Routine (JAR) programs will be implemented and/or made available within all 6:1:1 classrooms. Through ongoing support from district coaches in the Office of Autism, as well as professional development at the school and district level, all teachers will be trained in ABLLS-R assessment, PECS, AAC, JARs, and the use of manual signs, gestures, and visual cues. (Goal #1: Students diagnosed with an autism spectrum disorder within all 26 of our self-contained (6:1:1), alternate assessment classrooms will exhibit an increase in functional verbal behavior and expressive communication.)

A review of data obtained from the administration of Achieve 3000 during the 2008–2009 school year indicates that Achieve 3000 was inconsistently implemented at the Academy of Integrated Learning (A.I.L.) high school program. This data also indicated that the students at A.I.L. made only marginal gains in the content area of ELA, specifically with regard to reading comprehension. An analysis of The New York State Regents ELA exam, RCT scores, NYSAA ELA scores, and ARIS further support that gains in the area of reading have been marginal. A targeted goal to address this area of need will involve ongoing support from the Office of Academic Intervention Support, as well as school- and district-level professional development on the effective implementation of Achieve 3000, as well as other best practices in the area of literacy instruction in order to improve the quality of instruction in the area of reading and the alignment of instruction and IEP annual goals to the

appropriate data. Monthly team meetings consisting of classroom teachers, AIS leaders, technology and literacy coaches, and the Unit Coordinator and/or Assistant Principal will be held to analyze data and monitor student progress. Data will be analyzed to identify students' strengths and needs with regard to reading in order to provide essential information regarding student groupings, differentiation of instruction, intervention supports, and the composition of data-driven IEP annual goals related to improved reading levels. (Goal #2: Students at the Academy of Integrated Learning high school program will exhibit measurable improvement in their reading levels.)

A review of our LRE data and the number of students referred to a less restrictive environment in the 2008–2009 school year, as well as our ATS data and SBST referrals show that 8% of our total school population was referred to an LRE. A target goal to address this area of need will involve the implementation of school-wide behavioral systems using Positive Behavioral Intervention Supports (PBIS) in order to decrease challenging behaviors and increase appropriate ones. Instruction will be differentiated and aligned to related data, drawing upon student strengths and identified areas of needs, as well as identified learning styles, in order to bring students to the appropriate grade level, particularly in the Core academic content areas of ELA and Math. Teachers will be supported by school- and district-level professional development, along with intervisitations, monthly staff meetings, and teacher coaching and mentoring to ensure high quality instruction that incorporates the best practices identified by the district. A checklist of appropriate academic and adaptive behavioral skill sets necessary for students with autism to successfully transition into an inclusive environment will serve as a guide for developing appropriate IEP goals and instructional strategies for students identified as having the potential to move to an LRE. (Goal #3: We will increase the number of our students being referred to a less restrictive environment.)

A review of data from CAP and the SBST indicate that there are 38 students in our organization who are mandated to receive the behavioral support of a 1:1 Crisis Paraprofessional. A target goal to address this area of need will involve the implementation of school-wide behavioral systems using Positive Behavioral Intervention Supports (PBIS) in order to decrease challenging behaviors and increase appropriate ones. Functional Behavioral Assessments (FBA) will be conducted for all students identified as exhibiting severe challenging behaviors, and FBA analyses will be utilized to develop and implement individual Behavioral Intervention Plans (BIPs) for all identified students. Teachers will be supported by school- and district-level professional development, along with monthly staff meetings and teacher coaching and mentoring to ensure that data is being consistently tracked and monitored and FBAs and BIPs are being updated, as needed. Information regarding BIPs for individual students and school-wide PBIS strategies will be communicated to all shareholders in our organization to ensure consistent reinforcement of positive behaviors and consistent use of key language and other aspects of behavioral modification systems across all school environments. (Goal #4: We will improve student behavior across all school sites as evidenced by a decrease in the number of mandated 1:1 Crisis Paraprofessionals throughout our organization.)

A review of our annual student attendance data on ARIS indicates that overall student attendance had decreased from 85.9% for the 2007–2008 school year to 83.1% for the 2008–2009 school year. Further analysis of data indicates that two of our sites (P.369 @ P.117 and the Academy of Integrated Learning) had significantly lower attendance rates than the other school sites. A targeted goal to address this area of need for these two sites, and to improve and maintain higher attendance levels in all other sites has been developed and will involve the implementation of school-wide incentive programs that will reward classes that exhibit high levels of monthly student attendance. A consistent attitude of respect for being present in school will be encouraged and sustained by all levels of our organization's shareholders, from administration to teachers and staff to parents/families and students. Meetings, workshops, and lessons provided for teachers, parents, and students will devote attention to this goal across all environments. (Goal #5: We will improve student attendance throughout the organization by exhibiting an increase in monthly student attendance at all school 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.

Goals and Objectives

Goal Number 1

Goal: Students diagnosed with an autism spectrum disorder within all 26 of our self-contained (6:1:1), alternate assessment classrooms will exhibit an increase in functional verbal behavior and expressive communication.

Measurable Objective: By June 2010, 85% of our students with autism in self-contained (6:1:1), alternate assessment classes, will exhibit an increase in functional verbal behavior and expressive communication skills as evidenced by the ABLLS-R assessment, PECS assessment, teacher observations, and speech therapist progress reports.

Goal Number 2

Goal: Students at the Academy of Integrated Learning high school program will exhibit measurable improvement in their reading levels.

Measurable Objective: By June 2010, through the implementation of Achieve 3000, 80% of our students at the Academy of Integrated Learning high school program will exhibit an increase of at least one grade level in reading, as indicated by Achieve 3000 assessment, NYS Standardized Assessments, NYSAA, and teacher-made criterion-referenced assessments.

Goal Number 3

Goal: We will increase the number of our students being referred to a less restrictive environment (LRE).

Measurable Objective: By June 2010, the number of students referred to a less restrictive environment (LRE) will increase by 2%, from 8% to 10% of the total student population, as indicated by School-Based Support Team (SBST) referrals.

Goal Number 4

Goal: We will improve student behavior across all school sites as evidenced by a decrease in the number of mandated 1:1 Crisis Paraprofessionals throughout our organization.

Measurable Objective: By June 2010, the number of mandated 1:1 Crisis Paraprofessionals will exhibit a 10% decrease, from 38 to 34 Crisis Paraprofessional lines, organizationally, as evidenced by data from CAP, the SBST, and individual student IEPs.

Goal Number 5

Goal: We will improve student attendance throughout the organization by exhibiting an increase in monthly student attendance at all school sites.

Measurable Objective: By June 2010, the percentage of overall student attendance will increase by 5% organizationally, from 83.1% for 2008–2009 to 87.3% for 2009–2010, as indicated by school attendance data on monthly ARIS reports.

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): ELA (language & communication)

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal:</u> Students diagnosed with an autism spectrum disorder within all 26 of our self-contained (6:1:1), alternate assessment classrooms will exhibit an increase in functional verbal behavior and expressive communication.</p> <p><u>Measurable Objective:</u> By June 2010, 85% of our students with autism in self-contained (6:1:1), alternate assessment classes, will exhibit an increase in functional verbal behavior and expressive communication skills as evidenced by the ABLLS-R assessment, PECS assessment, teacher observations, and speech therapist progress reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • ABLLS-R Assessment: All students within our self-contained (6:1:1) alternate assessment classes will have on file an ABLLS-R Student Protocol tracking their performance and progress with regard to communication skills within sections A through H of the assessment. • Joint Action Routines (JARs): All students within our self-contained (6:1:1) alternate assessment classes will participate in weekly JARs programs directed by the speech therapists and classroom teachers. • Picture Exchange Communication System (PECS): All students within our self-contained (6:1:1) alternate assessment classes who do not use verbal language as a primary means of communication will receive PECS instruction and utilize a PECS communication book. • Augmentative and Alternative Communication (AAC): All classrooms will have access to Programmatic AAC devices (i.e., Big Macs, Tech/Speaks, etc.) and will implement visual communication systems (i.e., PECS, Sign Language, and gestures). • District Support: District Coaches from the Office of Autism will be utilized to support the implementation of the ABLLS-R assessment and Functional Verbal Behavior (FVB) techniques and will provide training to unit coordinators and key teachers in a “train the

	<p>trainer” model of professional development.</p> <ul style="list-style-type: none"> • Monthly Staff Meetings: Select monthly meetings will be utilized to collect, review, and provide feedback to teachers, as well as to give teachers the opportunity to collaborate, share information, and compare data. • Monthly Grade Level Meetings: Teachers will meet for monthly grade meetings in three groups (K-2nd, 3rd-5th, and 6th-8th) and will utilize a portion of these meetings to collaborate, share information, and compare data. • Data Collection: Unit coordinators and Assistant Principals will track Teacher accountability and student progress through analysis of ABLLS-R, PECS assessment, teacher observations, speech therapist progress reports. ABLLS-R Protocol grids will be collected and filed for each student to ensure correct administration and to monitor student progress. IEPs will be cross referenced to ensure that annual goals are being driven by the ABLLS-R assessment, and lesson plans will be cross referenced to ensure instruction is related to the IEP goals regarding improved functional verbal behavior and expressive communication skills. • Parent Involvement: Speech therapists, classroom teachers, and unit coordinators will develop partnerships with parents to maintain consistency within the home environment with AAC systems such as PECS, AAC devices, and/or manual signs and gestures.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • District-Level Professional Development: Select teachers will be registered for district-level professional development on administering ABLLS-R, implementing JARs, AAC, and FVB techniques; select teachers will then be utilized to turnkey the information within the school. • School-Level Professional Development: District Coaches and outside professionals will be brought into the school to deliver professional development; Unit Coordinators and/or school-based coaches and/or speech therapists, along with teachers who have been trained by the district, will develop and deliver school-level professional development. • Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Sections A through H of the ABLLS-R assessment will be completed for all students within our self-contained (6:1:1) alternate assessment classes on a bi-yearly basis. ABLLS-R Student Protocols will be collected and analyzed by Unit Coordinators and Assistant Principals, and progress will be monitored and tracked. • Speech therapists, in collaboration with classroom teachers, will administer a bi-yearly PECS assessment to collect quantitative data evidencing increased functional verbal behavior and expressive communication skills. • Speech therapists will provide quarterly progress reports on IEP goals related to

functional verbal behavior and expressive communication skills.

- Unit Coordinators and Assistant Principals will conduct weekly walk throughs and informal and formal observations to ensure lessons are aligned with IEP goals and that both are driven by assessment data.

Subject/Area (where relevant):	ELA
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<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal:</u> Students at the Academy of Integrated Learning high school program will exhibit measurable improvement in their reading levels.</p> <p><u>Measurable Objective:</u> By June 2010, through the implementation of Achieve 3000, 80% of our students at the Academy of Integrated Learning high school program will exhibit an increase of at least one grade level in reading, as indicated by Achieve 3000 assessment, NYS Standardized Assessments, NYSAA, and teacher-made criterion-referenced 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>	<ul style="list-style-type: none"> • District Support: The District Director of Academic Intervention Support, as well as district coaches, will be utilized to support our teachers in the implementation of Achieve 3000 and will be brought to the school to deliver related professional development. • Monthly Staff Meetings: Select monthly meetings will be utilized to collect, review, and provide feedback to teachers, as well as to give teachers the opportunity to collaborate, share information, and compare data. • Team Meetings: Teams consisting of classroom teachers, AIS leaders, technology and literacy coaches, and the Unit Coordinator and/or Assistant Principal will meet three times each month to analyze data and monitor student progress. Data will be analyzed to identify students' strengths and needs with regard to reading in order to provide essential information regarding student groupings, differentiation of instruction, intervention supports, and the composition of data-driven IEP annual goals related to improved reading levels. • Parent Involvement: Parents will be informed of the Achieve 3000 program and encouraged to follow up on and assist with homework assignments and attend meetings at the school to discuss their child's accomplishments, challenges, strengths, and needs. Parents will be provided with appropriate training on how to access data from their home computers in order to follow up on assessment results and additional learning opportunities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • District Level Professional Development: Select teachers will be registered for district-level professional development on implementing Achieve 3000, as well as other best practices in literacy instruction, and will be utilized to turnkey the information at the school level. • School Level Professional Development: Professional development will be conducted on the school level to support the staff in the implementation of Achieve 3000 in order to improve the quality of instruction in the alignment of instruction and IEP annual goals to the appropriate data.

	<ul style="list-style-type: none"> • Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Unit Coordinator and Assistant Principal will conduct weekly walk throughs and informal and formal observations to ensure lessons are aligned with IEP goals and that both are driven by assessment data. • The Principal and Assistant Principal will monitor student progress through periodic assessments attained from data logs and Achieve 3000. • The Inquiry and AIS teams will meet three times per month to analyze data and monitor student progress. • The Principal and/or Assistant Principal will observe monthly Inquiry and AIS team meetings in order to monitor and track the efficacy of data collection in an effort to ensure the appropriate data is being used to drive instruction. • Quarterly progress reports on IEP annual goals will be utilized to monitor progress with regard to related goals in the area of reading and literacy. • Achieve 3000 online inventory data will be regularly collected and analyzed, in order to assess each student's ability to comprehend informational text, utilizing the Lexile framework to monitor text difficulty and reader difficulty in an effort to differentiate instruction based on individual student's strengths and areas of need and ensure each student is working in his or her "Zone of Proximal Development."

Subject/Area (where relevant):	ELA, Mathematics, Science, Behavior Modification
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<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal:</u> We will increase the number of our students being referred to a less restrictive environment (LRE).</p> <p><u>Measurable Objective:</u> By June 2010, the number of students referred to a less restrictive environment (LRE) will increase by 2%, from 8% to 10% of the total student population, as indicated by School-Based Support Team (SBST) referrals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • School-wide behavioral systems using Positive Behavioral Intervention Supports (PBIS) will be implemented to decrease challenging behaviors and increase appropriate ones. For students diagnosed with emotional disturbances, a leveled point system will encourage students to consistently earn level 3. For students diagnosed with autism, a visual-based behavioral modification system/token economy will encourage students to “Stay on Green.” • Instruction will be differentiated and aligned to related data, drawing upon student strengths and identified areas of needs, as well as identified learning styles, in order to bring students to the appropriate grade level, particularly in the Core academic content areas of ELA and Math. Professional Development at the district and school levels, along with intervisitations, monthly staff meetings, and teacher coaching and mentoring will be utilized to ensure high quality instruction that incorporates the best practices identified by the district. • Utilizing ABLLS-R assessment data and incorporating Augmentative and Alternate Communication (AAC), Picture Exchange Communication System (PECS), Joint Action Routines (JARs), and Functional Verbal Behavior (FVB) techniques, efforts will be made to increase the expressive communication skills and social interaction of students diagnosed with autism spectrum disorders. • Assistant Principals and Unit Coordinators, in collaboration with Special Education Teacher Support Service (SETSS) Providers, General – Education Teachers, Speech Therapists, and School-Based coaches, will develop a checklist of appropriate academic and adaptive behavioral skill sets necessary for students with autism to successfully transition into an inclusive environment, and this checklist will serve as a guide for developing appropriate IEP goals and instructional strategies for students identified as having the potential to move to an LRE.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • District Level Professional Development: Select teachers will be registered for district-level professional development on implementing Positive Behavioral Intervention Supports and conducting Functional Behavioral Assessment, and will be utilized to turnkey the information at the school level. • School Level Professional Development: Professional development will be conducted on the school level to support the staff in implementing Positive Behavioral Intervention Supports and conducting Functional Behavioral Assessment. • Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data related to behavioral modification will be collected and analyzed on a regular basis (SWIS reports, behavioral anecdotes, FBA frequency data, point sheets, etc.) in order to ensure that all students are meeting their goals with regard to decreasing challenging behaviors and increasing appropriate ones. • Unit Coordinators and Assistant Principals will conduct weekly walk throughs and informal and formal observations to ensure lessons are aligned with IEP goals and that both are driven by assessment data and related to the CORE curriculum. • ABLLS-R assessment will be completed for all students within our self-contained (6:1:1) alternate assessment classes on a bi-yearly basis. ABLLS-R Student Protocols will be collected and analyzed by Unit Coordinators and Assistant Principals. Speech therapists, in collaboration with classroom teachers, will administer a bi-yearly PECS assessment to collect quantitative data evidencing increased functional verbal behavior and expressive communication skills. Speech therapists will provide quarterly progress reports on IEP goals related to functional verbal behavior and expressive communication skills. • ARIS will be monitored to track progress in standardized assessment scores, Acuity, and NYSAA, as well as student attendance. • Quarterly progress reports on IEP annual goals will be utilized to monitor progress with regard to related goals in the area of ELA, Math, Behavioral Modification, Communication, and Social Skills.

Subject/Area (where relevant):

Behavior Modification

Annual Goal #4

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal: We will improve student behavior across all school sites as evidenced by a decrease in the number of mandated 1:1 Crisis Paraprofessionals throughout our organization.

Measurable Objective: By June 2010, the number of mandated 1:1 Crisis Paraprofessionals will exhibit a 10% decrease, from 38 to 34 Crisis Paraprofessional lines, organizationally, as evidenced by data from CAP, the SBST, and individual student IEPs.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Positive Behavioral Intervention Support (PBIS): Behavior modification systems using PBIS will be implemented at all school sites to decrease challenging behaviors and increase appropriate ones. For students diagnosed with emotional disturbances, a leveled point system will encourage students to consistently earn level 3. For students diagnosed with autism, a visual-based behavioral modification system/token economy will encourage students to “Stay on Green.”
- Functional Behavioral Assessment (FBA) & Behavioral Intervention Plans (BIP): FBAs will be conducted and data-driven intervention strategies will be utilized to create BIPs for students who exhibit extreme challenging behaviors. Data will be consistently collected throughout the implementation of behavioral interventions and compared to baseline data in order to consistently and accurately monitor student progress and efficacy of the interventions.
- Consistency across all environments: Information regarding BIPs for individual students and school-wide PBIS strategies will be communicated to all shareholders in our organization (administrators, teachers, related service providers, paraprofessionals, and parents/families, as well as school staff, including school safety agents, custodial staff, and school food services) to ensure consistent reinforcement of positive behaviors and consistent use of key language and other aspects of behavioral modification systems across all school environments.
- District Support: The District 75 Office of PBIS, along with district coaches, will be utilized to support our teachers in conducting FBAs, developing BIPs, and implementing PBIS strategies and intervention techniques.
- Monthly Staff Meetings: Select monthly meetings will be utilized to collect, review, and provide feedback to teachers, as well as to give teachers the opportunity to collaborate, share information, and compare data.
- Monthly Grade Level Meetings: Teachers will meet for monthly grade meetings in three groups (K-2nd, 3rd-5th, and 6th-8th) and will utilize a portion of these meetings to collaborate, share information, and compare data.

	<ul style="list-style-type: none"> • Parent Involvement: Speech therapists, counselors, classroom teachers, and unit coordinators will develop partnerships with parents to maintain consistency within the home environment with regard to PBIS strategies. Ongoing communication between the home and school will be used to monitor student progress with regard to BIPs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • District-Level Professional Development: Select teachers will be registered for district-level professional development on conducting FBAs, developing BIPs, and implementing PBIS strategies and intervention techniques. Select teachers will then be utilized to turnkey the information at the school level. • School-Level Professional Development: District Coaches and/or outside professionals will be brought into the school to deliver professional development; Unit Coordinators and/or school-based coaches and/or speech therapists and counselors, along with teachers who have been trained by the district, will develop and deliver school-level professional development on conducting FBAs, developing BIPs, and implementing PBIS strategies and intervention techniques. • Funding: Tax Levy Inquiry Team Funding from Children First Initiative (CFI) allocated funds will be utilized to purchase needed materials and professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data related to behavioral modification will be collected and analyzed on a regular basis (SWIS reports, behavioral anecdotes, FBA frequency and/or duration data, point sheets, etc.) in order to ensure that all students are meeting their goals with regard to decreasing challenging behaviors and increasing appropriate ones. • Unit Coordinators, teachers, counselors, and other key team members will meet monthly to monitor progress toward behavior modification, as well as the efficacy of BIPs, and BIPs will be modified or revised, as needed. • Educational teams of individual students will recommend the removal of mandated 1:1 Crisis Professionals, when determined appropriate by the supporting data, and this recommendation will be brought to the SBST for requested reevaluations.

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Subject/Area (where relevant):

Annual Goal #5

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal: We will improve student attendance throughout the organization by exhibiting an increase in monthly student attendance at all school sites.

Measurable Objective: By June 2010, the percentage of overall student attendance will increase by 5% organizationally, from 83.1% for 2008–2009 to 87.3% for 2009–2010, as indicated by school attendance data on monthly ARIS reports.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- School-wide incentive programs will be implemented to improve student attendance, and classes with high attendance levels will be rewarded with a variety of activities, such as pizza parties, movies, Yankees/Mets games, Broadway shows, etc.
- A consistent attitude of respect for being present in school will be encouraged and sustained by all levels of our organization’s shareholders, from administration to teachers and staff to parents/families to students. Meetings, workshops, and lessons provided for teachers, parents, and students will devote attention to this goal across all environments.
- Transparency/visibility systems will monitor and display monthly class attendance within the school buildings, as well as on the school Web site and PTA newsletter, and classes with high attendance levels will receive commendations.
- Monthly Grade Level Meetings: Teachers will meet for monthly grade meetings in three groups (K-2nd, 3rd-5th, and 6th-8th) and will utilize a portion of these meetings to collaborate, compare data, and share successful techniques for improving student attendance within their individual classrooms.
- School Leadership Team: The SLT will devote time and attention toward this goal and will use monthly attendance data to monitor the efficacy of intervention strategies aimed at improving student attendance.
- Parent Involvement: Administrators and teachers will develop partnerships with parents to maintain consistency within the home environment and encourage active involvement in our attempts to improve student attendance.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Indicators of Interim Progress and/or Accomplishment

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

- ARIS will be monitored to track monthly student attendance for individual classes, as well as the organization as a whole.
- Monthly attendance for individual classes will be monitored to test the efficacy of the individual classroom's intervention strategies and the school's attendance policies.

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	7	7	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
1	10	10	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
2	16	16	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
3	38	38	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
4	27	27	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
5	25	25	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
6	49	48	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
7	44	46	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
8	48	48	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
9	34	32	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>Ex. Wilson Reading /Foundations</p> <p>Ex. Great Leaps Reading</p> <p>Ex. Teacher’s College Resource Library</p> <p>Ex. News-2-You</p>	<p>Small group instruction * 2x weekly * During Teacher Professional Period ~ Wilson Reading and Foundations – A structured multisensory reading, spelling and phonics program that builds necessary phonetical skills.</p> <p>One – to – One * 3x weekly * During Teacher Professional Period ~ Great Leaps Reading – Students work individually with a teacher to help students develop phonics skills, master high frequency sight words, and build reading fluency in their reading.</p> <p>Small group instruction * 5x weekly * During Reading Workshop Professional resources which provide teachers with proven instructional strategies to help improve student learning. These texts address a variety of reading skills in grades k-8.</p> <p><i>News-2-You:</i> A leveled interactive online newspaper incorporating science and social studies lessons using SymbolStix.</p>
<p>Mathematics:</p> <p>Ex. Everyday Math games</p> <p>Ex. Great Leaps Math</p> <p>Ex. Touch Math (Innovative Learning)</p>	<p>Small group instruction * 4x weekly * during the math block</p> <p>Everyday Math games: drill exercises aimed primarily at building fact and operations skills.</p> <p>Great Leaps Math: focuses on building fluency in basic facts such as addition, subtraction, multiplication and word problems.</p> <p>Touch Math: Math program used specifically for our Alternate Assessment population. This program recognizes a child's natural pattern of counting by highlighting touch points on each number reflecting the value. It addresses all math concepts</p>
<p>Science:</p>	

Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
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

Form TIII – A (1)(a)

Grade Level(s): K-12 **Number of Students to be Served:** 33 LEP, 0 Non-LEP

Number of Teachers: 3 **Other Staff (Specify):** 1 Supervisor, 2 paraprofessionals

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.

The Title III extra-curricular activities will take place on five consecutive Saturdays. All 35 non-X-coded students, ranging from grades K-10, and their parents will be invited to participate. Direct instruction will draw upon research-based TESOL methodologies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR, which is particularly beneficial for non-verbal students), and native language scaffolding.

Students and their parents will participate in a variety of activities reinforcing English language acquisition. These will include interactive games that will bring together students from diverse linguistic backgrounds under the study of English, and will allow parents an opportunity to witness the staff interacting with their ELL children. Games purchased for the Title III program will be both computer-based and physically interactive.

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

In order to accommodate the schedules of participating staff, professional development will largely be conducted online through such services as Knowledge Deliver Systems, an online professional development program; and in person through New York City’s Office of Teacher Development.

Form TIII – A (1)(b)

School: P369K

BEDS Code: 307500013369

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$5,505.22	Staff: 1 Supervisor; \$43.93/Hr x 5 sessions x 5 Hrs = \$1,098.25 3 Teachers; \$49.89/Hr x 5 sessions x 5 Hrs = \$3,750.25 2 Paras; \$26.27/Hr x 5 sessions x 5 Hrs = \$656.75 <p style="text-align: right;">Total:</p> <p style="text-align: right;">\$5,505.25</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$4,000.00	Professional Development for staff involved in Title III program.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. 	\$2,500.00	Nintendo Wii x 3 = \$660.00 Educational Games = \$840.00 Books = \$500.00

- Must be clearly listed.		Total: \$2,000.00
Educational Software (Object Code 199)	\$1,606.40	"Bubbles" interactive software for ELLS, \$53.20 x 2 = \$106.40 Microsoft Office multi-license package, \$120.00 x 5 = \$600.00 Educational Wii games \$25.00 x 6 = \$150.00 BoardMaker, \$246.00 x 3 = \$738.00
Travel	\$750.00	MetroCards for students, parents and professionals participating in the Title III program
Other	\$750.00	Incentives for parental involvement and attendance, such as refreshments
TOTAL	\$1,599.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon enrolling their child at P369K, parents are asked to complete a Home Language Survey (HLS), which serves as the starting point for assessing each student's English language ability. The HLS also helps administration and staff to determine the parents' linguistic needs.

Once it is determined that the family of a student requires interpretive support, every effort is made to find a teacher, administrator, or paraprofessional who is competent or fluent in that family's native language. This is arranged largely by Mr. Blackfoot U-Ahk, Parent Coordinator at P369K.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of ELL's at P369K come from a Spanish-speaking background. Mandarin is second in frequency, and Haitian Creole is third. All of these languages are represented among the staff of P369K, at least competently, and in most cases fluently. All standard-issue documents distributed by P369K (such as the HLS) are available in multiple languages. When correspondence with parents needs to take place on a more individual level, we rely on our multi-lingual staff to aid in communicating with parents.

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.

School translation and interpretation services are rendered in-house by our multi-lingual faculty and staff. Since our classes have between six and twelve students with one teacher and one or more paraprofessional, there is no shortage of foreign language-fluent faculty to assist in communication between P369K and community parents. When correspondence for parents is sent home, teachers and

paraprofessionals, who are best-informed regarding the needs of their students' families, take these needs into account and translate documents accordingly.

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.

School translation and interpretation services are rendered in-house by our multi-lingual faculty and staff. Since our classes have between six and twelve students with one teacher and one or more paraprofessional, there is no shortage of foreign language-fluent faculty to assist in communication between P369K and community parents. When verbal communication with LEP parents is required, teachers and paraprofessionals, who are best-informed regarding the needs of their students' families, take these needs into account and interpret accordingly.

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>.

P369K will bolster our continuing efforts to communicate with LEP parents by providing each parent with a copy of the Bill of Parent Rights and Responsibilities in their home language; by posting signs informing parents of the interpretive and translation services available to them; and by ensuring that the school safety plan accommodates the needs of LEP parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE TITLE I FUNDS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

NOT APPLICABLE

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

MAY 2009

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The administration of P.369K will review the findings and identify the areas that are relevant to our school. We will share the findings with the school community during our weekly grade level meetings, parent meetings, SLT meetings and school-wide faculty conferences.

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?

P.369K follows a standards-based curriculum for all standard and alternate assessment students. Following curriculum maps that are aligned to the state standards tend to be challenging for our teachers as there is a need to differentiate the instruction for each and every student. Our standardized assessment students have learning disabilities in addition to their severe emotional disabilities and may be functioning several years below grade level. Our alternate assessment students are also cognitively delayed. They also follow the guidelines set by the state. We also find the areas noted in the report to be challenging for our teachers. They struggle to find the balance in providing appropriate standards based instruction while still supporting the diverse learning needs of their students. They continue to use formative and summative assessments to gain additional insight into the strengths and weaknesses of their students.

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.

We will continue to collect and analyze data on all of our students. We will look for trends in the data and provide support for our teachers in order to support the needs of the students. P.369K serves students with special needs. Being that the majority of our students perform several years below grade level, we recognize that they may not reach proficiency on NYS assessments at the appropriate time. However, they may eventually reach proficiency at a slower pace. This is most likely recognized by the city and state as they are entitled to remain in school until they are 21 years old. If a uniform, standards-based curriculum that addressed the needs of severely cognitively delayed students was available this would be extremely helpful to us I

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The administration of P.369K will review the findings and identify the areas that are relevant to our school. We will share the findings with the school community during our weekly grade level meetings, parent meetings, SLT meetings and school-wide faculty conferences.

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?

P.369K follows a standards based curriculum for all standard and alternate assessment students. Our standardized assessment students have learning disabilities in addition to their severe emotional disabilities and most are performing several years below grade level. Our alternate assessment students are also severely cognitively delayed. Math is an area that tends to build upon itself and the skills taught early on are necessary in later years. Our teachers are required to differentiate instruction for all of their students. They are given the curriculum set forth by the state and city, ex. Math A, Integrated Algebra, Impact Math, Everyday Math and have to recreate it in order to support their students. They also use the information obtained through formative assessments to identify areas of need for their students.

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.

We will continue to provide our teachers with the latest curriculum and standards set forth by the state. It is challenging for us when the core programs change as we have spent so much time planning for differentiation based on one program and then the program changes. It would be helpful to receive standards based instruction curriculum guides that also address the needs of special education students performing far below grade level. We will encourage our teachers to share strategies that they have found to be successful with each other during grade level meetings.

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.

MAY 2009

2A – ELA Instruction

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

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

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

The administration of P.369K will review the findings and identify the areas that are relevant to our school. We will share the findings with the school community during our weekly grade level meetings, parent meetings, SLT meetings and school-wide faculty conferences.

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?

The report supports areas of need that our school exhibits. We follow a standards-based curriculum for all standardized- assessment students. Curriculum maps that are aligned to the state standards has been, and continues to be a challenge to differentiate the curriculum and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes. We implement the K-8 Units of study for literacy in addition to the Workshop Model. These programs are modified and adapted to meet the individual learning styles of our students.

P369K also serves students with significant cognitive delays who also follow the guidelines set forth by the State. The school utilizes assessments designed for students with severe disabilities. These assessments drive instruction (IEPs) and are based on individual needs. A functional curriculum facilitates academics and increases independence for our students. ELL students still require the same programs to improve their communication and language skills but teachers infuse ELL techniques into their instruction to facilitate and enhance

instruction. We have seen that the results of NYSAA demonstrate this. The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program

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.

P.369K has begun to focus on towards more intense data analysis. P369K will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve are all special needs and the majority of these students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NYS exams; however these students will eventually achieve standards at a different pace and since they are able to be in school until age 21 we believe that this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Touch Math and Able Net, to address these issues.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The administration of P.369 K is a multi site organization made up of lead teachers and administrators who will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff

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.

faculty conferences, SLT and PTA meetings as well as in the monthly newsletter and on the school website. Curriculum meetings occur monthly at each site and are shared at biweekly cabinet meetings with the administrative team, coaches and lead teachers. In addition the administrative coordinator monitors and coordinates the ELL program for the entire organization. Information is then shared with parents at the monthly the SLT and PTA 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?

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.

P.369 K has begun to focus on more intense data analysis. P.369K will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve are all special needs and the majority of these students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NYS exams; however these students will eventually achieve standards at a different pace and since they are able to be in school until age 21 we believe that this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Touch Math and Ablenet, to address these issues.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The administration reviews the reasons why teachers chose to transfer to other schools outside the DOE. Teacher turnover is not an issue at P.369K. The core teachers have been here and are planning to remain.

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?

A review of the staffing finds that there is very little teacher turnover. P.369K opened up 2 sites in September 08, so 10 teachers were hired.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The administration of P.369K reviews the findings and identifies the areas that are relevant to our school. We share the information with all in the school community.

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?

District 75 has a very effective ELL office and our ESL teacher takes advantage of all the Professional Workshops. Also, a District ELL coach is assigned to this school for Professional Development.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

P.369K continually analyzed data on IEPs, formative assessments and NYSAA for all students. Data is taken on individual goals and objectives and monitored by site based supervisors. The NYSESLAT is not an effective tool to assess severely disabled students and the scores do not reflect student learning.

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

Applicable Not Applicable

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

NYSESLAT scores for severely disabled students are either very low or non-existent since our students are either functioning 2 to 3 grade levels below or are unable to do this type of test. Students do score well on the NYSAA, usually a 4 or high 3 result. Individual data based on IEP goals remain the best indicator for success with our students.

MAY 2009

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The academic cabinet of P.369K is a multi site organization made up of lead teachers and administrators who will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletter and on the school website. Curriculum meetings occur monthly at each site and are shared at biweekly cabinet meetings with the administrative team, coaches, and lead teachers. Information is then shared with parents at the monthly SLT and PTA 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?

At P.369K we are well aware of the NYSED Part 100 regulations and the courses we are required to offer our students to meet graduation requirements. Every one of our standardized assessment students is special needs and has an IEP. Our teachers are challenged with providing standards based content area instruction to students that perform far below grade level. We offer our students the same courses that are offered in general education, the seven core areas and regular high school curriculum .

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.

We will continue to refer to the NYSED Part 100 regulations when it comes to coursework for standardized assessment students. As the state updates the curriculum/course, ex. transitioning from Math A to Integrated Algebra we will offer our teachers Professional Development in that area.

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

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

Please respond to the following questions for Key Finding 7:

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

All students who participate in or NYSAA are not affected by promotion criteria since they are not graded. All students in standardized assessments have modified promotional criteria to meet the goals indicated on their IEP's. In addition all teachers must provide a behavior intervention plan and functional behavioral assessment for each student prior to completing student IEPs.

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?

While schools are proficient in providing students with the accommodations for assessment (as per Page 9), teachers often have difficulty in the classroom environment to continually provide accommodations during instructional time as well as on classroom assessment. There is also a discrepancy between the IEP goals (along with modified promotion criteria) and the assessed grade level content.

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.

Teachers and paraprofessionals regularly provide accommodations to students during the lessons in class. Paraprofessionals will assist with small group instruction under the teacher's supervision so that a variety of accommodations are met and all students receive equal instructional access during a lesson.

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

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE C4E FUNDS

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).¹⁴
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 studnets are eligible to attend any programs run through the STH units at the ISC.**

The Coy L. Cox School, P. 369K
383 State Street
Brooklyn, New York 11217
(718) 852-1701
Fax (718) 624 6746

Rudy E. Guiliani, Principal

P. 369K Language Allocation Policy

LIS: Adrian

LAP Committee: Elizabeth Rueda-Mattock-Assistant Principal, Blackfoot U-Ahk-Parent Coordinator, Maria Vega-Educational Assistant, Rosemary Grullon- Parent, Jeremy Booth-ESL Teacher

P369K has a freestanding push-in/pull-out program which is administered at the main site (383 State Street) and at various off-sites (P.5, P67, MS117, Adams Street, George Westinghouse, P261). The total school population is 572 special education students. The ethnic breakdown of this number is as follows: Native American or Alaskan Native=3, Asian or Pacific Islander= 5, Hispanic=155, Black=357, and white=52. The native languages spoken by ELL's at P369K include Spanish, Haitian Creole, Mandarin, Cantonese and Bengali. At this current point in the 2009-2010 school year, P369K is serving 33 ELL students, with 22 more X-coded. ELL students represent 5.8% of the total student population of the school. We serve two Spanish-speaking ELL students in first grade, three Spanish-speaking and two Mandarin-speaking ELL's in second grade, three Spanish-speaking ELL's in third grade, four Spanish-speaking, three Mandarin speaking, and one Bengali-speaking ELL's in fourth grade, two Spanish-speaking and one Bengali-speaking ELL in fifth grade, three Spanish-speaking ELL students in sixth grade, two Spanish-speaking ELL's in seventh grade, five Spanish-speaking, one Bengali-speaking and two Haitian Creole-speaking ELL's in eighth grade, two Spanish-speaking ELL's in ninth grade, and two Spanish-speaking and one Haitian Creole-speaking ELL's in tenth grade. P369K has no SIFE students. These students are served by Jeremy Booth, certified ESL teacher.

MAY 2009

Students receiving an Extension of Services, or those who have taken ESL classes for more than three years but less than six, continue to receive services. Mr. Booth collaborates with their classroom teachers to ensure that students receive language instruction that best facilitates their acquisition of English. Students whose ESL service has continued for more than 6 years receive testing and ESL if deemed necessary by their IEP committee. Parents are informed that P369K offers ESL through Jeremy Booth, ESL teacher, and that native language paraprofessionals are available for LEP students. However, P369K does not offer bilingual classroom instruction. We will, however, provide a bilingual paraprofessional for students who require bilingual assistance. Mr. Booth begins providing services to new students as soon as they come to his attention through the LAP committee, through district notification, or through ATS. P369K strives to provide all students with the correct number of service minutes as detailed in CR Part 154.

In respect to testing and testing outcomes, there were twenty students tested on the NYSESLAT in the Spring of 2009. Eighteen scored as intermediate, and two as beginners. We have 14 alternate assessment ELL students in the program. These students are assessed through the use of Data folios, direct and indirect observations, and overall performance in mastering the four language skills of reading, writing, listening, and speaking by achieving short and long term ELL IEP goals. For students tested on the NYSESLAT, it appears that, regardless of the grade level, all students performed better in the speaking and listening tests than they did in the reading and writing tests. Students who test out of ESL on the NYSESLAT or LAB-R receive two years of AIS support, ESL and Title III support.

Standard assessment ELLs routinely scored higher on New York State standardized assessments than the alternate assessment ELLs. Of the standardized assessment students who took the LAT, 50% scored beginner; 30% scored intermediate; and 20% scored advanced. Of the alternate assessment students to take the LAT, 75% scored as beginners, and 25% scored advanced. The alternate assessment ELLs' scores were typically low because of severe cognitive disability. Most could not complete the test.

The school leadership team and teachers use the above results and the ELL Interim Assessments as a means to determine student's strengths and weaknesses in ELA skills and content areas. We use it to determine the type and duration of service as well for scheduling purposes. Assessment is applied to both standard assessment and alternate assessment students. Mr. Booth uses this information to help ELL students improve in specific areas of the English language.

At all grade levels, Mr. Booth and the ELLs' classroom teachers collaborate during free time and prep periods to develop an ESL curriculum that scaffolds and supports the ELA instruction taking place in the classroom. This provides students with a sense of continuity between ESL and their content area subjects. This also allows Mr. Booth to work directly with the teacher who spends the most time with any given student, thus gathering the most information possible on that student's needs. ELLs at P369K always learn in monolingual

classrooms. Transition out of the ESL program would entail students' scoring proficient on the NYSESLAT, after which they would be entitled to support services for a minimum of one year.

The implications for the school's LAP and instruction is that the teacher provides the ELL students service through a push-in and pull-out program. This will improve professional collaboration between the ESL teacher and the classroom teacher and students can continue to receive content area instruction. It will also improve the quality of instruction by allowing team-teaching and permitting the ELL student to remain in the classroom at times and also allow the flexibility to be outside of the classroom during pull-out sessions. Pull-out sessions permit the ESL teacher to work with a student individually or in a small group. Student regrouping, according to proficiency level and/ or grade level, will also allow ELL students to be serviced together as a group. Presently, we do not have any SIFE students.

Some students who are newcomers to our school receive tutoring, scaffolding, and for those mandated for bilingual instruction as per their IEP, the support of an alternate placement paraprofessional who speaks the students' native language or languages. They are also provided an alternate placement paraprofessional who speaks the students primary language. Students who reach proficiency on the NYSESLAT receive one year of additional services as a means to facilitate the students' transition to a curriculum consisting completely of content-based instruction in English. We assure that students receive the mandated number of instructional minutes by reviewing and modifying the ESL teacher schedule to accommodate mandated ELL services. School administration supervise and review all ELL students' services through attendance records, direct supervision, and meeting with both the ESL teacher and classroom teachers.

Some of the instructional materials we use are Santillana Intensive English, Power Up! Building Reading Strength, and Voices of Literature.

Staff Development

During the 2009-2010 school year, staff development includes issues pertaining to ELL students such as interpretation and translation services for parents and students, NYS ESL Standards, NYSESLAT testing of ELL students with Autism, Alternate Assessment strategies, incorporation of technology in the ESL curriculum and content areas, and best practices in the ESL classroom. These services are provided through the District 75 Department of ELL's. P369K's teachers and paraprofessionals receive support from our district instructional coaches. In addition, we ensure the attendance of administrators, our ESL teacher, classroom teacher, and / or paraprofessionals at district, city, and state wide conferences/ workshops focusing on the

education of ELLs.

ESL

Beginning and intermediate ELL students in grades K-8 receive two units of ESL; advanced students receive one unit of ESL. High school students at the beginner level receive three units of ESL; intermediate level ELLs receive two units; Advanced ELLs receive 180 minutes as per CR Part 154 mandates. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology.

Parent Choice:

Parents are informed of their child's academic progress and status in our ESL program through various means. In September parents are sent a detailed letter about our ESL program and are encouraged to visit the school throughout the school year. Parents are informed of their options during the Educational Planning Conference at the CSE level. Ongoing progress reports are given during parent-teacher conferences and I.E.P. meetings. We also encourage parents to attend the yearly ELL Parent Conference which also allows parents an opportunity to keep informed of the current ELL programs which are offered throughout the district and schools. The parent coordinator at our school also provides vital information to our parents of ELL students through our monthly news letter which is distributed to students and parents.

Content Area:

The ESL teacher collaborates with the classroom teacher to plan and implement lessons in content areas which incorporate modeling, bridging, and scaffolding. Classroom teachers and paraprofessionals are trained and kept informed of ESL strategies approaches by the ESL teacher during professional development meetings and turnkey meetings held during prep periods. Both ESL and classroom teachers work collaboratively to plan and implement IEP goals in content areas i.e. math,

science, social studies, and ESL for short term and long term IEP goals. All students receive instruction according to current ESL methodologies. Content area instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math.

Plan for Academic Language Development:

Mr. Booth will focus on each student's strengths and weaknesses in language development. Using the NYSESLAT scores as a benchmark the ESL teacher can focus on particular areas that the student needs reinforcement in i.e. reading, writing, listening, speaking, and content areas. The teacher uses a variety of ESL instructional methodologies and strategies to help the student improve their academic language development through the use of thematic units, vocabulary games, realia, visuals and manipulatives.

Strategies for SIFE: Currently we have no new comers or SIFE students but at such time we will support a student by providing tutoring, buddy system, and instruction in content areas in the student's native language.

Long Term ELLs: Our long term ELLs will not reach proficiency due to the severity of their disabilities. They will continue to be supported through the communication and technology components of their programs.

Alternate Assessment: Students in alternate assessment are assessed through the use of classroom data folios, classroom observations, and mastery of short and long term IEP goals in ELA and other content areas. They receive instructional support from an alternate placement paraprofessional who speaks the child's native language.

Use of Native Language for ESL students: Students are given the freedom and opportunity to access a variety of books in their native language from our ESL library, as research demonstrates that strong L1 literacy skills translate into strong L2 literacy skills.

Rudy Giuliani, Principal

Jeremy Booth, ESL Teacher

MAY 2009

MAY 2009

**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 P369K
Principal Rudy Giuliani	Assistant Principal Elizabeth Rueda, Janine Nardon
Coach Sheila Shepp	Coach
ESL Teacher Jeremy Booth	Guidance Counselor Christine Swanson
Teacher/Subject Area Jeremy Booth, ESL	Parent Rosemary Grullon
Teacher/Subject Area Fernando Garcia, ESL/Technolog	Parent Coordinator Blackfoot U-Ahk
Related Service Provider type here	SAF Cheryl Watkins
Network Leader Adrian Edelson	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	2	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	12

C. School Demographics

Total Number of Students in School	572	Total Number of ELLs	55	ELLs as Share of Total Student Population (%)	9.62%
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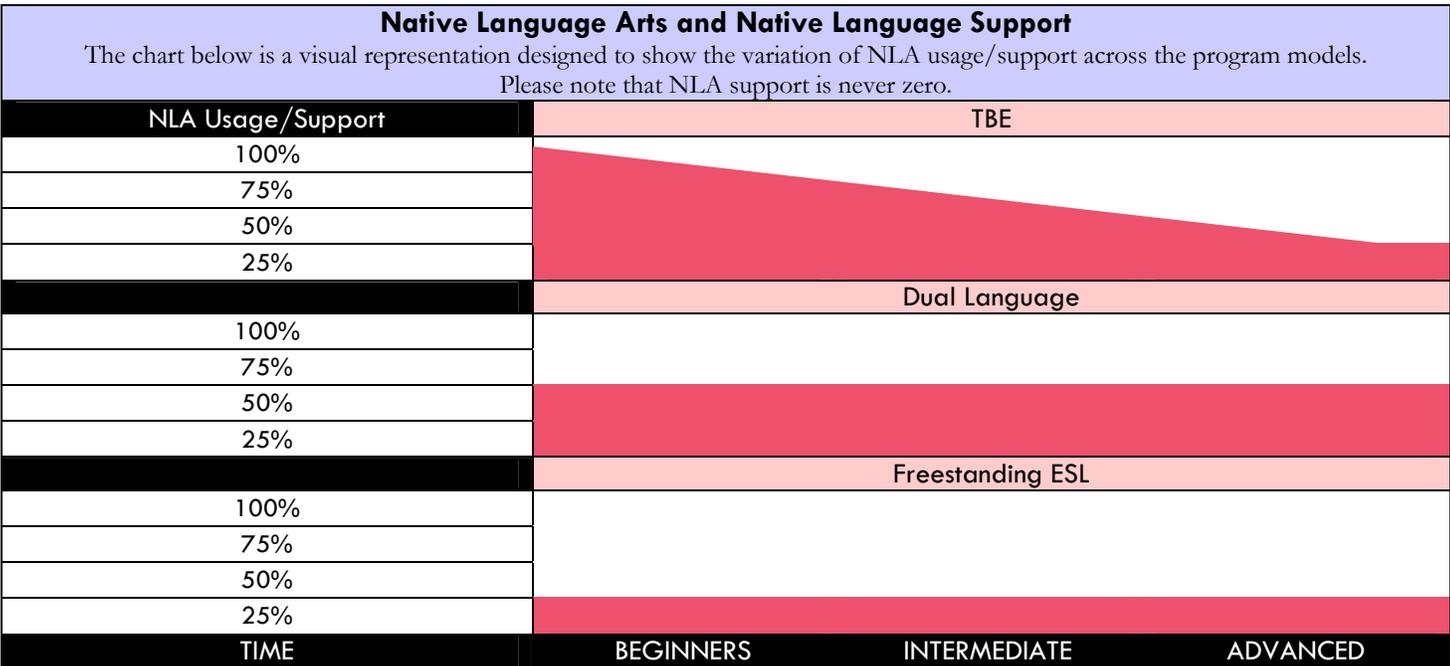
Part II: ELL Identification Process

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

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

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

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

NYSAA Bilingual Spe Ed									0
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NYS Social Studies

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

ECLAS-2

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

EL SOL

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

NATIVE LANGUAGE READING TESTS

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

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

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

Part V: LAP Team Assurances

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

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

Signatures

School Principal

Date

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date