



**P371K**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75K371**  
**ADDRESS: 355 37<sup>TH</sup> STREET BROOKLYN, NY 11232**  
**TELEPHONE: 718-788-7608**  
**FAX: 718-832-2213**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.371K      **SCHOOL NAME:** Lillian Rashkis High School

**SCHOOL ADDRESS:** 355 37 Street, Brooklyn, NY 11232

**SCHOOL TELEPHONE:** 718 788-7608      **FAX:** 718 832-2213

**SCHOOL CONTACT PERSON:** Mary Ann Andrews      **EMAIL ADDRESS:** mgargiu@schools.nyc.gov

**POSITION/TITLE** PRINCIPAL      **PRINT/TYPE NAME** MARY ANN ANDREWS

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Carol Urich

**PRINCIPAL:** Mary Ann Andrews

**UFT CHAPTER LEADER:** Ebony Russell

**PARENTS' ASSOCIATION PRESIDENT:** Claudette Francois

**STUDENT REPRESENTATIVE:** Monae Levy  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

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

**SSO NETWORK LEADER:** Arthur Fusco

**SUPERINTENDENT:** Bonnie Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
<b>Mary Ann Andrews</b>	*Principal or Designee	
Ebony Russell	*UFT Chapter Chairperson or Designee	
Claudette Francois	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Maria Garcia</b>	DC 37 Representative, if applicable	
Monae Levy	Student Representative	
Christian Rivera	Student Representative	
William Moon	CBO Representative, if applicable	
Carol Urich	Member/Teacher	
Joseph Aglialoro	Member/Teacher	
Barbara Staggers	Member/Paraprofessional	
Yolanda Otero	Member/Paraprofessional	
H Earl Carter	Member/Parent	
Maria Jiminez	Member/Parent	
Sylvia Morris	Member/Parent	
Kenneth Scott	Member/Parent	
Mary Coleman	Member/Parent	
Camille Harding	Member/Parent	

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



## **SECTION III: SCHOOL PROFILE**

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

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

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P371K, Lillian Rashkis High School, is a District 75, Grade 9-12 school, located in Sunset Park, Brooklyn. It serves approximately 359 students with disabilities including: Emotional Disturbances, Autism, Learning Disabilities and Mental Retardation. Approximately 65% of these students are standardized assessment (19 classes). The other 35% are alternate assessment (6 self-contained classes for children with Autism, 4 self-contained classes for Mental Retardation/Learning Disability students and 17 part time/full time worksites). We also serve two inclusion classes of students with mixed disabilities.

During the 2008-2009 school year, we awarded 34 diplomas; 7 Regents, 6 Local and 21 IEP. 100% of the students who received an IEP Diploma partook in an interview with VESID. Five students continued on to college.

We have several instructional/enrichment programs in place this year. For standardized assessment students: Keystone Literacy, Writer's Express and Achieve 3000. We have contracted the AUSSIE's to work with the staff in Global Studies. For our alternate assessment students, we have implemented the Eden 2 Curriculum, SMILE, Equals Math, Social Skills Training and Meville to Weville Literacy. We were awarded the PDAE grant for the arts as well.

This year, in addition to 17 full and part time worksites, 3 of our lowest functioning classes for children with Autism, are working with the community (local pizzeria) by having jobs delivered to the classrooms.

This year we have expanded our Inquiry Team work from 2 teams to 4.

Our related service providers (counselors, OT, PT and speech) work closely with students and families which enhance individual student development.

The school's mission is to create and sustain a school community which engages all of its members to reach their full potential. By stressing independence and functional skills, each student will have the opportunity to move towards a less restrictive setting, obtain a local diploma, or articulate to a vocational setting.

The school has several partnerships including: RUSH Philanthropic, Teachers and Writers Collaborative, New York Cares, Camp Vacamas, the Leadership Program and CHAMPS. Each of these collaborations, serve as enrichment opportunities for students in the arts, sports, camping, music and poetry. We have many dedicated parents who partake in these opportunities as well.

The administration feels strongly about creating a "family" atmosphere where the students can feel secure and cared for. There are celebrations throughout the year where food and the arts are shared among staff, students and parents. Incentives are given for Attendance, Positive Behavior and Dressed for Success each month.

Overall, P371K strives to be an academic and nurturing environment for students with special needs.

**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				
<b>School Name:</b>	P.371K Lillian Rashkis H.S.			
<b>District:</b>	75	<b>DBN #:</b>	75K371	<b>School BEDS Code #:</b> 307500013371

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		44.3/64.6		68.8		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		71.2		69.8		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		85.0	54.5	0.0		
Grade 8	9	0	0						
Grade 9	115	98	87	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	69	64	50	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	33	50	45		3	4	9		
Grade 12	43	21	52						
Ungraded	70	80	46	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	339	313	280		1	1	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	339	313	280						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	6	2			
Number all others	0	0	0	Superintendent Suspensions	8	3			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs:</b> Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	2	0	0	Early College HS Participants	N/A	N/A	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	7	6	4	<b>Number of Staff:</b> <i>Includes all full-time staff</i>			
# ELLs with IEPs	5	12	9	(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	47	50	53
<b>Overage Students:</b> # entering students overage for grade				Number of Administrators and Other Professionals	14	45	41
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	19	18
	48	35	32				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b> % 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	97.9	100	98.1
American Indian or Alaska Native	2.1	2.9	2.5	Percent more than two years teaching in this school	76.6	82.0	81.1
Black or African American	60.8	57.8	62.1	Percent more than five years teaching anywhere	61.7	62.0	64.2
Hispanic or Latino	26.0	28.1	25.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.3	0.7	Percent Masters Degree or higher	87.0	84.0	85.0
White	9.4	9.9	9.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.4	87.5	93.2
Multi-racial							
Male	76.1	79.6	76.1				
Female	23.9	20.4	23.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification: _____	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<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						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	0	0	0	0	0	0

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

## SECTION IV: NEEDS ASSESSMENT

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

Although the school received an overall rating of Proficient on the 1009 Quality Review, under the heading of what the school needs improve on, the following were recommended:

1. Extending goal setting and collection of assessment data to all subject areas (ie. the Arts)
2. Formulate individual teacher professional growth plans
3. Secure details of measurability in all goals across school
4. Ensure written feedback on the students' work with details

The 2008-2009 NYS School Surveys indicated that in all four areas: academics expectations, communication, engagement and safety and respect, there was an improvement from the previous year. There was however, a slight decrease on the teacher survey in the area of "school leaders invite teachers to play a meaningful role in setting goals and making important decisions for the school".

This September, we have added 7 self contained classes and 1 Inclusion class at a new site (Sunset Park High School). All of these students are Alternate Assessment. About half of them are in self contained classes for students with Autism and half have Learning Disabilities and/or Mental Retardation. Last year, we added 2 classes with students diagnosed with Autism and as a result, we opened a café, thrift shop model office and now an ADL room at SPHS.

In looking at data for the NYS Regents Exam in Global Studies and the Global Studies RCT's taken in the 2008- 2009 school year, our students had only a **23%** passing rate for both. This subject area proved to have the lowest outcomes, while we showed an increase of students passing Reading RCT (80%), Science ( 54%) Math (61%), Writing (88%) ! The outcomes of the Regents scores were also significantly better in other subject areas: Geometry (50%), Living Environment (38%), US History (58%), Chemistry (50%).

In the last couple of years, our greatest accomplishments have been, moving 15-17% of our students to Less Restrictive Environments, improving attendance (07-08-59%, 08-09 74%), improvement in earning Period 1 credits ( 66% in a cohort of 9<sup>th</sup> graders in 08-09), a continuation of few high level occurrences in OORS, an increase of parental involvement at monthly meetings and parent satisfaction (LES), an improvement in the quality of professional development given by the staff , an improvement of data collection and analysis for staff, parents and administration, the creation of more and varied job opportunities geared towards students interests, students taking a bigger stake in their work and grades ( as seen in test scores), continued mutual support of all staff through sharing in school planning and school celebrations.

## 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.

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**The goals for P371K for the 2009-2010 school year as chosen by the School Leadership Team and Administration are as follows:**

- 1. By June 2010, we want to increase the level of student understanding in the area of functional math by one grade level. Alternate Assessment students struggle with math, in particular money problems (as determined by their classroom teachers). We would like to create more opportunities for them to use money, measurement and time in their daily lives.**
  
- 2. To move at least 15% of our standardized students to a less restrictive setting by September 2010 as evidenced by credit accumulation and behavioral improvement.**
  
- 3. To show at least a 5% improvement on the Global Studies Regents and/or RCT's by June 2010, for standardized assessment student**

**SECTION VI: ACTION PLAN (P371K)**

**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):** Functional Math (Alternate Assessment students)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>50% of Alternate Assessment students will show an increase by one grade level in Functional Math Skills by June 2010, as measured by monthly teacher data collection sheets and as evidenced by NYSAA scores of Level 3 or above.</b></p>
<p><b>Action Plan</b> 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"> <li>- Use of district coaches and working with students and staff</li> <li>- Weekly meetings with AP to track progress and collect data</li> <li>- Utilization of school stores, model office and café</li> <li>- Trips (weekly) into community stores, post office, banks, restaurants to provide opportunities for using money, measurement and time</li> <li>- Use of ADL rooms for purpose of cooking and selling products to staff</li> <li>- Utilization of money software</li> <li>- Development of school wide math rubrics for community based functional math skill instruction and assessment</li> <li>- Devoting time during grade level meetings to analyze data</li> <li>- Integrating NYSAA Alternate Grade Level Standards and EQUALS Math Curriculum</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>OTPS budget will provide expenditures for 1) cooking needs ( ingredients pots, pans, utensils, etc) 2) Money games 3) Trips 4)Software 5) Books</p>

**Indicators of Interim Progress and/or Accomplishment**

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

- **Teachers will meet weekly with AP to create/choose assessments by October, 2009**
- **Teachers and paraprofessionals will monitor individual growth of students using assessments monthly**
- **Teachers will increase/decrease opportunities for students depending on progress made**
- **Benchmarks will be set and looked at by AP's in December, March and June**
- **IEP goals will be aligned with benchmarks**
- **50 % will show an improvement of 1 grade level on KTEA Math by June 2010**
- **Formal and informal observations of math lessons and community based instruction**
- **Informal walkthroughs and monthly collection of teacher data sheets**

**Subject/Area (where relevant):** Movement to LRE (Less Restrictive Environment)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>15% of Standardized Assessment students will move to a less restrictive setting by September 2010 (as determined by Teachers, Administration and SBST)</b></p>
<p><b>Action Plan</b> 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"> <li>-Baseline data will be looked at monthly for attendance, behavior and academic progress by AP's(taken from HSST, ATS and SWIS)</li> <li>-Mastery of IEP goals will be looked at and revised by teachers and counselors</li> <li>-Pupil personnel team will review candidates' progress monthly with AP's and Teachers.</li> <li>-Credit accumulation will be consistent with grade (i.e. 10credits at the end of 9<sup>th</sup> grade, 20 credits at the end of 10<sup>th</sup> gr.)</li> <li>-Functional Behavior Assessments that promote positive BIP's</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>OTPS for SWIS –Student Wide Information System which tracks minor behavior infractions. (\$250 per year)</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>-Monthly assessment of attendance, class work and behavior</li> <li>- Minimum of 4 months progress in all subject areas</li> <li>- Recommendation by at least one administrator, teacher and related service provider</li> <li>- Parental consent</li> <li>- Willingness of student to move to new environment</li> <li>- 75% or higher attendance</li> <li>- Passing all classes on report card</li> <li>- Mastery of IEP goals in Literacy and Math</li> <li>- Improved behavior levels (if applicable)</li> </ul>

**Subject/Area (where relevant):** Global Studies (Standardized Assessment students)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a minimum of 5% improvement on RCT or Regents in Global studies by June 2010, for Standardized Assessment students who are required to take the exams.</p>
<p><b>Action Plan</b> 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"> <li>-Creation of a Global Studies committee to address deficits in curriculum/pacing calendar</li> <li>- Contract staff developers to work with committee (AUSSIES) in improving student outcomes on practice tests</li> <li>- Create (mock) Regents and RCT exams that focus on target areas</li> <li>- Contract Learning Directions to create practice exams and track progress of individuals and classes</li> <li>- Weekly meetings with AP to review progress of committee</li> <li>- Use of Pacing calendars that are aligned with RCT and Regent questions</li> <li>- Staff attendance at professional development given at District 75 and Central</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>-Partial Funding for Learning Directions and AUSSIES provided by donations from New York Cares, remainder from OTPS (\$10,000)</li> <li>-Substitute Teachers as needed</li> <li>- Purchase of AGS Global Studies workbooks and text books</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>-Weekly meetings with AP and committee members to review pacing calendar and curriculum</li> <li>-Monthly unit quizzes/practice exams created from data (November through May)</li> <li>-Mastery of class work for each unit of study as assessed by teachers</li> <li>-Mastery of IEP goals (if applicable)</li> <li>- Assessment of nightly homework assignments</li> <li>5% increase ( from 23% to 28% students passing) on Regents and/or RCT</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

***Directions:*** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	40	38	40	40	IEP mandate only	N/A	3	9
10	0	5	5	2	IEP mandate only	N/A	2	6
11	0	1	2	1	IEP mandate only	N/A	0	6
12	1	0	0	0	IEP mandate only	N/A	1	3

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: Achieve 3000, Test Prep, WEX, 4 Square Writing</b>	<b>Achieve 3000 is an online newsletter that covers a range of topics that differentiates individual reading levels during school days M-F. WEX(Writers Express) and 4 Square are writing interventions/programs. 4 Square uses graphic organizers to develop essay writing skills (during school day, small group instruction. WEX is a journal writing program to enhance writing stamina during school days, M-F, small group instruction. Test Prep is offered T&amp;Th, 8:00-8:50, small group instruction</b>
<b>Mathematics: Test Prep, Manipulatives and Math Games, Online Websites (coolmath.com)</b>	<b>Test Prep given( during the school day and 8:00-8:50 M-Th, 3:-3:40, T-Th, small group instruction and/or 1:1 instruction, Use of math games ie., Payday, Millionaire, Monopoly, computer based math websites during school day and after school.</b>
<b>Science: Test Prep, Labs, Online websites</b>	<b>Utilization of Smartboards for online science websites and/ or test prep 8:00-8:50 M-Th, small group instruction.</b>
<b>Social Studies: Test Prep, Graphic Organizers, DBQ practice and essay writing, SS based websites(quia.com)</b>	<b>Document based questions used for comprehension of information, graphic organizers used for essay writing practice skills, test prep, online content websites, given M-Th, 8:00-8:50, small group and/or 1:1 instruction</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>IEP mandates only</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker: Social Skills Games, Role Playing, Counseling</b>	<b>1:1 and small groups, M-F 8:00-8:50</b>
<b>At-risk Health-related Services: CHAMPS, NY Cares, Leadership Program, Extended Day Program</b>	<b>Fitness Club, Yoga, Cooking, Art, Violence Prevention, after school T-Th, 2:50-4:50</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**  
**NOT APPLICABLE- SCHOOL DOES NOT RECEIVE TITLE III FUNDS**

*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.

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**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)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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

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

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

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

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

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

At the beginning of every school year the Parent Coordinator (PC) sends around a form to classroom teachers, inquiring about the home and preferred language of every single student enrolled in the school. She follows up until she has the information necessary for every single student. In addition, the PC reviews the home language report (RPOB) monthly.

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.

Based on our Home Language Report and PC contact with families this school year, the families of 48 students were identified as preferring their communication with the school in Spanish, 4 families have requested information be sent home in Egyptian Arabic and 3 families have requested information in Haitian-Creole. The PC shares this information with administrators, office staff and teaching staff and provides information on how translation and interpretation services can be accessed.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. We use the services of the "Office of Translation and Interpretation". In addition, translations are provided by several staff members. The school has a bilingual social worker, a bilingual school aide and several bilingual paraprofessionals. They translate notices and letters on an as-needed basis.

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. For pre-arranged meetings, the bilingual staff members attend on a routine basis. When parents arrive unannounced, one of the bilingual staff members is released to provide interpretation services.
  
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>.

Parents and families who speak a language other than English will be notified upon admission and annually thereafter of their right to translation and interpretation services. School staff will provide translation and interpretation services when feasible. The DOE's Translation and Interpretation Unit will be used as a resource when our school is unable to meet the families' language needs. We keep language translation cards on hand at all times. In addition, the PC sends a mini language translation card home along with most correspondence.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS  
NOT APPLICABLE: NON-TITLE 1 SCHOOL**

*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 TO SCHOOL**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> School Under Registration Review (SURR)  
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**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**  
**NOT APPLICABLE TO SCHOOL**

*All SURRE schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In looking at the data, 9 of our students were ELL. The instruction was provided in groups of 2 and 3 and in some cases 1:1. Therefore, the quality of the program was satisfactory despite the students handicapping conditions.

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?

Small group and 1:1 instruction provided an ideal situation for our ELL students. However, it should be noted that many of the students' scores were invalid due to the nature of their disabilities.

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.

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**1B. Mathematics**

**Background**

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New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

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

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

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration did walkthroughs and formal and informal observations and found that although the materials were aligned with the new standards the students disabilities severely interfered with the depth of understanding required to pass the Regents.

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?

The evidence (class work, test scores) speaks to the students inability to pass the state exams.

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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The administration conducted informal and formal observations and walkthroughs continuously to assess whether the findings were applicable.

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?

371K services students with severe disabilities. Our teachers are challenged with differentiating instruction for students at all different levels. They tend to work with small groups of students and individuals to ensure that all students learn what they are taught. Lecture type instruction rarely works with our student population as it is very hard for students to sit and listen to a teacher lecture. Our students respond much better to individual attention or working with the teacher or a paraprofessional in a small group. Teachers are encouraged to use a balanced literacy model of instruction where the mini-lesson presented is short and to the point. They then move around providing additional individualized support to their students during a closely monitored independent work period.

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.

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## **2B – Mathematics Instruction**

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

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration conducted informal and formal observations and walkthroughs continuously to assess whether the findings were applicable.

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?

RCT math scores improved (47%-61% students passing in 1 year). Integrated Algebra improved (6% - 18% students passing in 1 year).

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.

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

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

Please respond to the following questions for Key Finding 3:

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

Administration reviewed the staff roster for the past 3 years. Two staff members voluntarily sought other teaching positions, 2 others retired.

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?

The evidence shows that 76% of the staff have worked at the school for a minimum of 5 years. 20% are newly hired to staff a new site (Sunset Park High School).

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.

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

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

Please respond to the following questions for Key Finding 4:

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

The administration reviewed the findings to determine whether they were relevant to our school. Our ESL teacher and AP attended district ELL trainings and brought back relevant information to classroom teachers of ELL students.

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

Applicable  Not Applicable

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

Our ESL teacher is scheduled to present bi-monthly at grade level meetings on various topics. Topics include: ESL through the Arts, Using communication devices and PECS, Cooperative learning and peer tutoring and Writing prompts in ELA and SS for ESL students. Paraprofessionals are included in the 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.

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

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

Please respond to the following questions for Key Finding 5:

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

Administration has reviewed the findings to determine whether they are relevant to our school. Teachers are given trained how to use ARIS to access ELL data and are given data packets on every one of their students, which include yearly NYSESLAT scores.

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?

Scores and proficiency levels are addressed at grade level meetings. Teachers are made familiar with coding of students (ex. x-coded students). Teachers are also informed of mandates which require all ELL's to be tested even if they are considered alternate assessment according to New York State.

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.

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

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

Please respond to the following questions for Key Finding 6:

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

The administration reviewed evaluation feedback forms filled out by staff after each PD to determine whether teachers felt the information was relevant to their teaching assignments. Teachers who attended PDs given by the DO and central were asked by administration to provide feedback to assess whether the workshops were relevant.

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?

Special education administrators are always finding new ways to differentiate the Part 100 NYSED standards based curriculum. Administrators and teachers are fully familiar with the content of the iep's, including the accommodations and modifications that help support students with disabilities.

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

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

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

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Please respond to the following questions for Key Finding 7:

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

In looking at this issue, we found that all students classified as emotionally disturbed or had behavior problems listed in the social/emotional description on their iep's had a behavior plan (page 11).

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?

Our entire school population is special education students and all have iep's. The administration ensures that all goals and objectives are aligned to meet the student's needs.

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**  
**NOT APPLICABLE – SCHOOL DOES NOT RECEIVE C-4E 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>

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### **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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
**N/A: School does not receive any set aside funds**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

**N/A: As a non-geographic, administrative district, students in D75 schools identified as STH, receive support from the STH Content Expert in each borough. The D75 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. D75 students are eligible to attend any programs run through the STH units at the ISC.**

**Language Allocation Policy  
School Year 2009 - 2010  
Lillian Rashkis High School - P371K  
District 75/Citywide Programs**

Cohort Leader- Arthur Fusco  
Principal-MaryAnn Andrews

Language Allocation Policy Committee Members

Diane Zinn, A.P.  
Natalia Taryguina, Teacher  
Sandra Pajaro, Social Worker  
Cindy Margul, Parent Coordinator  
Claudette Francois, Parent

We have 357 students at our high school, out of which 2 are Native American, 7 are Asian, 87 are Hispanic, 219 are African American, and 42 students are Caucasian. Twenty-seven (27) students are ELLs representing 7.61% of the student population. Of these twenty-seven, 15 are entitled ELLs and 12 are X-Coded ELLs (serviced as per their IEPs). Of the entitled ELLs, eleven students are Hispanic, two are Cantonese, one is Chinese and one is Haitian-Creole.

Currently, we have one certified ESL teacher. Our Students participate in an ESL program using a push in/pull out model of instruction. There are eleven students in Alternate Assessment and four students in standardized assessment in our ESL program. Twelve students are in the 9<sup>th</sup> grade, one is in 11<sup>th</sup> grade and two students are in 12<sup>th</sup> grade.

We make every effort for our students to receive the mandated requirements of 540 minutes of ESL for beginners, 360 minutes of ESL for intermediate students and 180 minutes of ESL for advanced students as per CR Part 154.

**Parent Community Involvement:**

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P371K will offer parents of ELLs on-going information in their home language and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences

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with a translator. Our school will periodically describe the program to ELL parents by parent orientation meetings or letters sent home. Parents will be made aware of special programs through mailings and letters sent home with their children. They are also informed of school events and happening through our monthly parent newsletter.

### **ELL Identification Process:**

When a child is referred to the CSE for an evaluation, the CSE is supposed to administer the HLIS and administer the LAB-R. The CSE is the first step in the identification process in determining whether a student is an ELL. Once a student is admitted to our program, we immediately check in CAP to see if they have been identified by the CSE as an ELL and are entitled to receive ESL or Bilingual services. We also identify the newcomers and check for the HLIS and administer the LAB-R in English and Spanish (if native language is Spanish) if the CSE has not already done so. Our ESL teacher then makes the determination of the level of proficiency and the mandated minutes of ESL. We make it clear to parents that our school does not offer program choices such as, Transitional Bilingual, Dual Language or Freestanding ESL. The program that our school provides is Freestanding ESL. Based on our limited options, we have not seen trends in choices of desired program models selected by parents.

### **Delivery of Instruction:**

Our ESL teacher will continue to use the implications of the LAP on instructions based on the performance of ELL's in content areas. The teacher will continue to utilize strategies such as, using graphic organizers, note taking, making inferences, finding main idea, using context clues to find meaning of words and summarizing information. As per the 2009 NYSESLAT, The students' strengths are in the listening/speaking modality. The modalities that need to be focused on by our ESL professional are reading/writing.

Presently we have one SIFE student. He is also one of our eleven newcomers. The SIFE student and newcomers will be provided with the following: ESL instruction that follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher will use the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher also will use technology to give him additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City's literacy requirements, each contains books in the native language, including those adapted by teachers to meet his individual needs. He will be receiving peer tutoring and working to develop initial literacy in his native language. He will be placed in a nurturing environment in order to facilitate language production.

We have four long term ELL students at this time. We offer long term ELLs extra services such as AIS, peer tutoring and after school programs, summer school and counseling. The students receive extensive support to ensure that strategies practiced in the ESL classroom transfer to the grade level content classroom. The type of instruction (language sensitive instruction) has been utilized where content teacher is sensitive to both the language needs of the student and the language demands of the content subject. It is important to choose high priority content studied in depth and relate it to student's prior knowledge.

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One of our students receives an “extension of services”. He has been in ESL for three years. In order to provide the support needed to assist him in acquiring English, the student receives AIS, peer tutoring, small group instruction, differentiated instruction, extended day program, summer school and counseling. He also participates in our work program. This allows him to acquire everyday job skills and polish his English language communication skills. Our ESL teacher creates individual projects for him to complete related to his work experiences. Currently she is working on a project entitled “International Cuisine”.

Due to the small number of ELL students there are no bilingual classes at our school. Every effort is made to service all of our ELL students and to provide them with ESL instruction and mandated minutes according to their levels. All of our ELL students are presently being served.

All ESL instruction is imparted in collaboration with content area teachers. This instructional program will be explicitly aligned with mandated ESL and ELA New York State learning standards as well as other content-based learning standards.

Seven students are in alternate placement. We provide paraprofessionals who speak the students’ native language. There is close collaboration with classroom teachers, our ESL teacher, and paraprofessionals in order to support our ELLs.

In reviewing NYSESLAT, we have four students at the Beginning level and three at the Intermediate level. When reviewing the patterns in students’ scores (standard and alternate) by modality across proficiency levels we see that speaking is the strongest. The standardized students have slightly higher scores in the speaking modality than the alternate assessment students. Reading and writing are the weakest modalities; writing is slightly lower than reading. The scores are the same amongst the standard and alternate. The listening modality has moderate results but the standard assessment students scored slightly higher than the alternate. Eight students received invalid scores because they were unable to attend to any task. In looking at the state assessments for standard and alternate assessment students, which include the 8<sup>th</sup> grade state tests that our current standardized 9<sup>th</sup> graders took last year and the NYSAA results for our alternate assessment students we see that the majority of the ELL’s scored at comparable levels. Of the 10 students that participated in state assessments (6) alternate and (4) standardized, (3) alternate assessment students and (3) standard assessment students scored at level 1 in math. (1) alternate and (1) standard assessment student scored at level 2 in math. (2) alternate assessment students scored at level 4 in math. In ELA/Reading, (1) standard assessment student scored at level 1, (3) standard assessment students and (3) alternate assessment students scored at Level 2 and (3) alternate assessment students scored at level 4. The only students that have shown ant levels of proficiency on the state assessments are (3) of our alternate assessment students. This was on the NYSAA datafolio. Many students need extra academic help in the content areas and will require additional assistance in the form of tutoring and after-school programs. For alternate assessment, in addition to the NYSESLAT, we use the NYSAA portfolios, notebooks, teacher observations and data collection sheets. Academic language is developed through content area instruction in ESL for all students.

Students are transitioned out of the ESL program when they show proficiency on the NYSESLAT exam. Once transitioned, they will be provided with up to two years of ESL/AIS support.

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To ensure that students meet the standards and pass required state and local assessments, ESL instruction follows the New York State English as a Second Language (ESL) Standards, and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following materials: “Longman Photo Dictionary of American English”, “Get Ready to Write”, “Exploring English”, books on folktales, fiction and non-fiction. Content area textbooks are also used when working with standardized assessment students following the NYS Part 100 regulations.

To date, our standardized assessment students have not taken any Regents/RCT exams as of yet but will be scheduled to sit for them in June 2011 as tenth graders. Students will receive additional tutoring in the content areas that they will be (NYS Regents/RCT) tested on as the exams approach.

The teacher also uses technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City’s literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities.

As stated in the DCEP, ELA instruction for ELLs follows the core curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi-sensory approaches, Cooperative Learning, the infusion of the arts and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

During the school year, Professional Development will be incorporated in workshops that will teach ESL strategies for ELL students. This Professional Development will be offered by the ESL coach and teacher and other professionals from the district office. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers at the middle and high levels work collaboratively with the ESL teacher. Teachers plan lessons that compliment instead of merely translate the content instruction in the other language. Some of the topics included are ESL through the Arts (October), using communication devices and PECS (December), cooperative learning and peer tutoring (March) and writing prompts in ELA and SS for ESL students (May). Paraprofessionals are to be included in the professional development.

**MaryAnn Andrews**  
Principal

**MAY 2009**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES 9-12 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

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

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>P371K</b>
Principal <b>MaryAnn Andrews</b>	Assistant Principal <b>Diane Zinn</b>
Coach <b>Vanessa MacDonna</b>	Coach
ESL Teacher <b>Natalia Taryguina</b>	Guidance Counselor <b>Sandra Pajaro</b>
Teacher/Subject Area <b>ESL</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Cindy Margul</b>
Related Service Provider	SAF
Network Leader <b>Arthur Fusco</b>	Other

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>355</b>	Total Number of ELLs	<b>15</b>	ELLs as Share of Total Student Population (%)	<b>4.23%</b>
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## Part II: ELL Identification Process

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

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

# Part III: ELL Demographics

## A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
<b>Dual Language</b> <small>(50%:50%)</small>					0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>					0
<b>Push-In/Pull-Out</b>	12		1	2	15
<b>Total</b>	12	0	1	2	15

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	15
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	1	10	1	0	1	4	0	4	15
<b>Total</b>	10	1	10	1	0	1	4	0	4	15

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

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	8		1	2	11
Chinese	1				1
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole	1				1
French					0
Korean					0
Punjabi					0
Polish					0

Albanian					0
Yiddish					0
Other	2				2
<b>TOTAL</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>15</b>

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

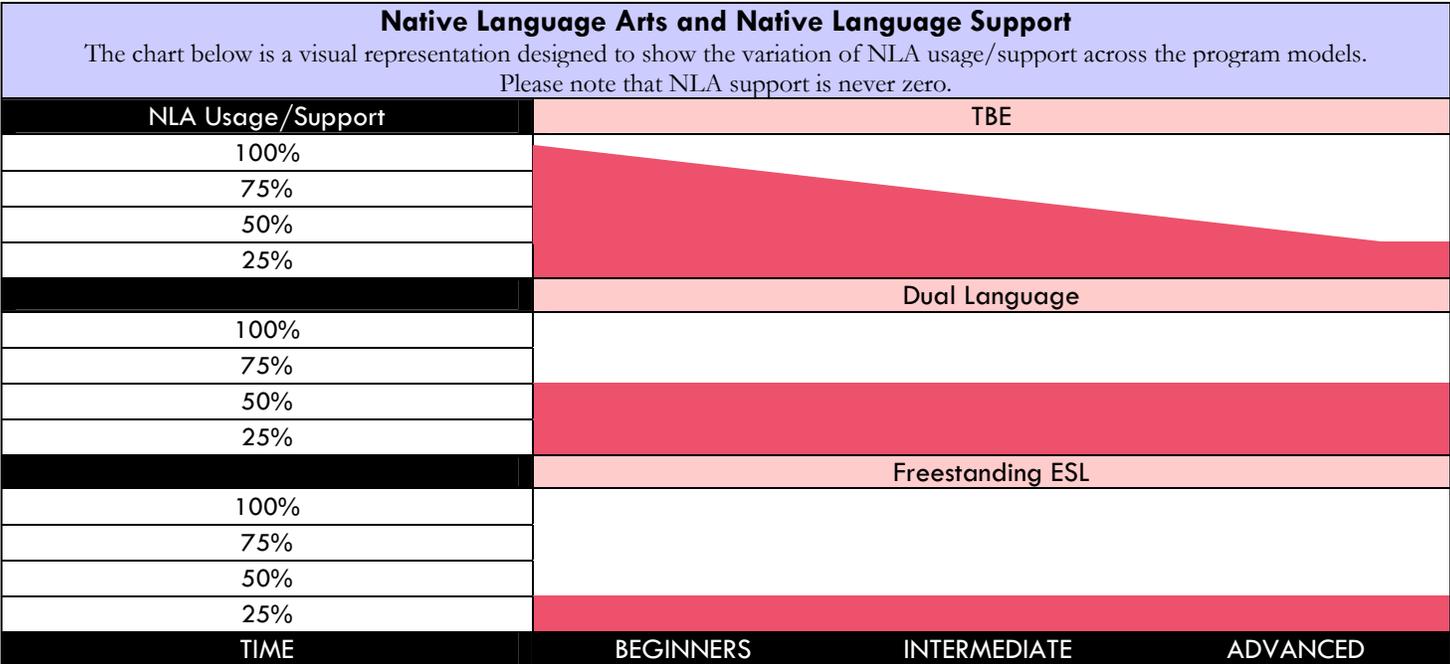
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

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

Programming and Scheduling Information					
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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 9-12			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	45 minutes per day	45 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.
14. What language electives are offered to ELLs?

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, 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. **OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	11			1	12
Intermediate(I)	1		1	1	3
Advanced (A)					0
Total Tested	12	0	1	2	15

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A	1		0	
Math B				
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government				
Foreign Language				
NYSAA ELA	2		2	
NYSAA Mathematics	2		2	
NYSAA Social Studies	2		2	
NYSAA Science	2		2	
Other				
Other				

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

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

## Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Zinn	Assistant Principal		
Cindy Margul	Parent Coordinator		
Natalia Taryguina	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Vanessa MacDonna	Coach		
	Coach		
Sandra Pajaro	Guidance Counselor		
	School Achievement Facilitator		
Arthur Fusco	Network Leader		
	Other		
	Other		

**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

