

PS 372K - THE CHILDREN'S SCHOOL

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75K372 FINAL CEP

ADDRESS: 512 CARROLL STREET, BROOKLYN, NY 11215

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75K372 **SCHOOL NAME:** The Children's School

SCHOOL ADDRESS: 512 Carroll St Brooklyn, N.Y. 11215

SCHOOL TELEPHONE: 718 624 5271 718 522 1879

SCHOOL CONTACT PERSON: Arthur P. Mattia **EMAIL ADDRESS:** amattia@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ira Yankwitt

PRINCIPAL: Arthur P. Mattia

UFT CHAPTER LEADER: Herbert Quester

PARENTS' ASSOCIATION PRESIDENT: Gina Castellano and Alison Bowers

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75/15 **SSO NAME:** District 75

SSO NETWORK LEADER: Bonnie Brown

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 |
|----------------------------------|--|-----------|
| Arthur P. Mattia | *Principal or Designee | |
| Herbert Quester | *UFT Chapter Chairperson or Designee | |
| Alison Bowers Gina Castellano | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Ira Yankwitt | Member/ Parent/Chairperson | |
| Felicia Eve | Member/ Parent | |
| James Lola | Member/ Parent | |
| Carey Johnson | Member/ Parent | |
| Marcia Lerner | Member/ Parent | |
| Jennifer Vallone | Member/Parent | |
| Amy Vagelatos | Member/ Teacher | |
| Gillian Williams | Member/ Teacher | |
| Joseph Sultana | Member/ Teacher | |
| Mary Beth Carroll | Member/ Teacher | |

| | | |
|------------------------|----------------|--|
| Inna Pannell St. Surin | Member/Teacher | |
|------------------------|----------------|--|

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 372 K, The Children's School, a collaboration between Districts 15/75 has been in existence since 1992. The school is made up of the main site on Carroll Street where Collaborative Team Teaching (CTT) is employed. Our Collaborative Team Teaching site serves students from Pre-K through grade 5. Collaborative Team Teaching (CTT) seeks to include children with a wide range of abilities in a single cohesive class with a special-needs teacher, a general education teacher, and a paraprofessional, who all work together to address all the children's needs. The ratio of students is 17 general education students and 8 students with disabilities. Student disabilities range from learning disabled, emotionally handicapped, on the spectrum and speech/vision/hearing impaired. Seventy percent of our CTT population is general education and the remaining thirty percent is our students with disabilities.

CTT defines our philosophy, our pedagogy, and our community. While adhering to a rigorous curriculum, CTT challenges and empowers both general education and students with special needs together. Students are supported and challenged to reach their highest potential academically, socially and emotionally. This collaboration creates a whole that is greater than the sum of its parts.

The annex site located within MS 113 serves children on the Autism Spectrum in self-contained (6:1:1) classes. Our ASD site is a specialized setting which serves students from ages 5 – 11. We employ a curriculum with a strong emphasis on communication, social interaction skills and independence for the students at the site. In addition, when needed a functionally based curriculum is implemented.

The ultimate goal of our Autism Spectrum Disorder (ASD) program is for each student to become as independent as possible; to improve each child's ability to function at home and in the community. The acquisition of the basic skills allows each child to participate in the least restrictive educational environment which affords them the opportunity to transition into our CTT Model.

The vision of our school is to provide a rich, standards based curricula that is rigorous and challenging for all of our students in a safe environment where respect is given to our diverse population of learners. We follow the NYS Standards-Based Curriculum for all of our students in standardized instruction. Alternate Grade Level Indicators which are aligned with NYS Learning Standards are implemented for our students with severe cognitive disabilities who require NYS Alternate Assessment.

Due to the strong collaboration between parents and staff, our philosophy is mirrored throughout the entire school community. Parents are an integral part in the success of our program and are actively engaged in their child's education. This strong collaboration energizes the entire school and helps contribute to the students' consistently high level of performance.

MAY 2009

The Children's School analyzes data in an effort to maximize instruction with the classroom environment. Our data specialists have constructed a data base which creates a profile of each individual student. The database includes Standardized Assessments, DY0 Assessments, Word Study, Academic Intervention services where applicable. Our school initiative is to construct a student profile which will encompass addition factors to provide us with a more comprehensive view of each individual student.

The arts and technology are integral to our educational programming for all of our students and are integrated throughout the curriculum.

The Arts program at The Children's School includes five primary components.

Sequential instruction is provided by full time Arts Specialists in dance, drama, music, and the visual arts. Our curriculum is standards based, and built upon developmentally appropriate experiences. Vocabulary acquisition, skill development, problem solving, critical discussion around art, and cultural awareness happen throughout the grades.

Partnerships with cultural organizations deepen instruction by involving students and teachers in projects that integrate the arts with grade level curriculum. Partners include the Metropolitan Opera Guild, The Mark Morris Dance Group, Manhattan New Music Project, Learning by Design, Thunderbird American Indian Dancers and the Brooklyn Conservatory of Music.

Enrichment Programs include Art Studios and Lunch Clubs. Studios are weekly electives in the Arts for grade 4 and 5 students, who choose from offerings such as West African dance, desktop publishing and Lego robotics. Lunch clubs are offered for students in grades 2 to 5 in dance, visual arts, and chorus.

The arts are integrated across the curriculum by classroom teachers who implement thematic units in social studies and language arts. Arts specialists also align activities with social studies and language arts throughout the year.

Children's School parents are active arts partners. Parents sit on the school-wide arts committee, produce an annual 'Arts Day' each March, and volunteer in the classrooms. The PA earmarks over \$10,000 a year for arts programming.

Our focus for technology at PS 372 for the teachers has centered around communication, organization and analysis of data. We have used an Echalk site for our internal email and school website for the past 5 years. With this tool we have a flexible email system that allows us to create multiple group pages and group emails so teachers can more easily communicate about issues that are important to them. IEP dates are posted for all to see, grade level groups exist for all grades, announcements and calendars are posted on the front page of the site. We have an internal server where all teachers save their work and can access work by other teachers. Group projects can be created by and looked at by any members of the group from anywhere in the school. The Filemaker Pro Student Database has all State Tests, Running Records, AIS, Related Service and IEP information about students and is accessible from any classroom. Teachers can look and see how long a student has been at a Running Record level, if they have stalled before, how it compares with their state test, what interventions are happening in the classroom and how it relates to their IEP goals.

For the students, our technology focus is to develop strong technology, communication and presentation skills that will help them to present and communicate their ideas as well as using specific technological interventions to help special need students. To organize the teachers' presentation to

the students and to present our teaching more clearly we have installed Smartboards in the 1st - 5th grade classrooms. For the students, we develop keyboarding and word processing skills to help students create polished looking projects that can be easily edited and improved. The students are instructed in internet research and often provided with appropriate sites to meet their specific needs. Upper grade students have almost 1:1 laptops and access to a school wide server so they learn how to care for and maintain technology as well as file management. Multiple ways to present ideas is very important to us so students learn not only how to create text based projects, but also how to create Graphs and Tables in Excel, oral presentations with graphics in PowerPoint, documentary movies in iMovie and websites with eZedia or eChalk, and musical projects in Garage Band. Available throughout the school are specific technology tools or programs to help students with special needs such as Lexia (Phonics) Edmark (Site Words), Write Out Loud (Talking Word Processor), CoWriter (Word Prediction).

Parents can see what is happening at the school via the website as well. School calendars, events, and announcements are on the front page. Newsletters for each class and specialty are also available. Parents can find email addresses of any staff member to contact them at the site as well. Student projects are posted for parents to see when appropriate. Some teachers maintain class web pages to keep the parents updated, but it is not required.

In conclusion, our Administrative Cabinet and the SLT will continue to review and assess practices and policies outlined in the CEP to determine if we are meeting our goals and objectives. This organizational practice affords us the opportunity to continuously review our goals and objectives.

P.S. 372 The Children's School Mission Statement—

- **To provide a learning environment for the Autism Spectrum Disorders program that promotes learning, social interactions, and independence with individualized goals for each student.**
- **To provide and promote an inclusive environment for general education students and students with special needs, to meet their diverse abilities and to maximize their growth and potential.**
- **To build a diverse learning community, in which all differences – based on ability, gender, race, ethnicity, socio-economic status, sexual orientation and religion are celebrated, and in which our common humanity is honored.**

- **To provide a curriculum that challenges all students to perform at their highest level of capability.**
- **To provide rigorous professional development for staff so that their knowledge and skills allow them to meet the needs of our students who have varied abilities and levels of functioning.**
- **To provide every student with a literacy-based education with an emphasis on integrating the arts and technology into the learning process across the curriculum.**

- **To support students to develop a positive self-image and well-rounded interests and abilities, to be socially and physically competent, and to embrace individuality and differences in their peers.**
- **To develop a strong partnership between home and school to ensure success for all students.**
- **To provide curriculum content for our program that emphasizes the basic skills (social, communication, and behavioral) that are important for children on the Autism Spectrum.**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|--|------------------------------|---------------|---------|---|
| School Name: | PS 372 The Children’s School | | | |
| District: | 75 | DBN #: | 75K/372 | School BEDS Code #: 307500013372 |

| DEMOGRAPHICS | | | | | | | | | |
|--|---|---------------------------------------|---------------------------------------|---|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2008-09: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 | | |
| Pre-K | 33 | 36 | 36 | | 93.3 | | TBD | | |
| Kindergarten | 73 | 69 | 74 | | | | | | |
| Grade 1 | 72 | 69 | 74 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 72 | 71 | 73 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 3 | 71 | 69 | 73 | | 94.1 | 96.2 | TBD | | |
| Grade 4 | 66 | 69 | 71 | | | | | | |
| Grade 5 | 66 | 65 | 69 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 7 | | | | | 31.5 | 32.3 | 0.0 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 11 | | | | | 1 | 1 | TBD | | |
| Grade 12 | | | | | | | | | |
| Ungraded | 33 | 37 | 35 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Total | 486 | 485 | 505 | | 1 | 0 | 0 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Number in Self-Contained Classes | 24 | 20 | 35 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 137 | 143 | 141 | Principal Suspensions | 5 | 5 | TBD | | |
| Number all others | 0 | 0 | 0 | Superintendent Suspensions | 1 | 0 | TBD | | |

DEMOGRAPHICS

| | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | CTE Program Participants | 2006-07 | 2007-08 | 2008-09 |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 6 | 0 | 5 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 4 | 0 | 2 | (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 | 37 | 37 | 43 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 6 | 27 | 29 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | Number of Educational Paraprofessionals | N/A | 13 | 13 |
| | 0 | 0 | 0 | | | | |
| Teacher Qualifications: | | | | | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| American Indian or Alaska Native | 0.6 | 0.0 | 0.4 | Percent more than two years teaching in this school | 89.2 | 89.2 | 81.4 |
| Black or African American | 23.0 | 21.5 | 13.5 | Percent more than five years teaching anywhere | 56.8 | 64.9 | 69.8 |
| Hispanic or Latino | 23.6 | 29.4 | 22.6 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 3.7 | 4.3 | 6.7 | Percent Masters Degree or higher | 89.0 | 92.0 | 84.0 |
| White | 49.1 | 44.8 | 56.6 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 95.2 | 97.2 | 93.3 |
| Multi-racial | 0 | 0 | 0 | | | | |
| Male | 71.4 | 73.6 | 58.2 | | | | |
| Female | 28.6 | 26.4 | 41.8 | | | | |

2008-09 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | |
|---|---|---|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/> | If yes, area(s) of SURR identification: | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | |
| <input type="checkbox"/> In Good Standing | <input type="checkbox"/> Improvement – Year 1 | <input type="checkbox"/> Improvement – Year 2 |
| <input type="checkbox"/> Corrective Action – Year 1 | <input type="checkbox"/> Corrective Action – Year 2 | <input type="checkbox"/> Restructured – Year ____ |
| | | |

MAY 2009

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|--|--|--|
| Overall Letter Grade | | Overall Evaluation: | |
| Overall Score | | Quality Statement Scores: | |
| Category Scores: | | 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 | |
| <p>Note: Progress Report grades are not yet available for District 75 schools.</p> | | | |

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?
-

After reviewing the results of the 2008-2009 Quality Review, Learning Survey, New York State Standardized and Alternate Assessments, DY0 Periodic Assessments, Inquiry Team Action Plans and Results, past goals and objectives of the P. 372K CEP, School Demographics, notes and action plans of the Administrative Cabinet and the SLT of P. 372 K the School Leadership Team of P. 372K has conducted the following Needs Assessment for the 2009-2019 CEP.

Performance Trends:

Based upon the data available from the summative assessments for grades 3 through 5, P. 372 K has made positive gains in ELA and Math for all students in standardized assessment classes.

Ninety-four percent of the general education students scored at levels 3 or 4 in ELA with only one percent scoring at level 1 and five percent scoring at level 2. Ninety eight percent of the general education population scored at levels 3 or 4 in Math with zero percent scoring at level 1 and two percent at level 2.

Students in special education classes made considerable gains in both ELA and Math. Seventy two percent of the students with disabilities in the current grades 4 and 5 scored at levels 3 or 4 in ELA with only four percent scoring at level 1 and twenty four percent at level 2. Ninety two percent of the students with disabilities in the current grades 3 and 4 scored at levels 3 and 4 in math with only two percent scoring at level 1 and six percent at level 2.

After close analysis of the data it is evident that students who scored at Level 1 or Level 2 will require additional support in decoding and comprehension skills. In addition it is critical to maintain this high level of performance of the majority of the students by closely analyzing ongoing formative assessments and planning for deficit areas.

All students who participated in NYSAA and for whom a Data folio was submitted received a Level 3 or 4. While growth is apparent in all of the students who participate in alternate assessment, it is critical that we continue to focus on independence of skills and an alignment to the NYS Learning Standards and the Alternate Grade Level Indicators.

Upon review of mandated related services it is apparent that students are receiving many mandated services throughout their school life that hinder their independence. It is critical that we provide educational services that will promote independence and the ability to generalize learning in all parts of the students' life.

Based on the data reviewed the School Leadership Team has decided to focus on the following areas:

Parental/Staff Communications:

While the results of the Quality Review and the Learning Survey revealed that parents were pleased with home school communication with eighty six percent of parents expressed satisfaction with home-school communication and the Quality Reviewer stated "parents called the support they receive from the site and the related progress of their students a lifesaver and a Godsend". The school leadership team felt that this high level of communication and collaboration be maintained as the foundation of the school was built upon these two critical points.

English Language Arts:

The results of the 2009 New York State Assessments in ELA identified both general and students with disabilities in our current Grades 4 and 5 scoring at Levels 1 and 2. Six percent of the general education students scored at Levels 1 and/or 2 and twenty eight percent of the students with disabilities scored at levels 1 and/or 2. The percent of general education students scoring at these levels remained virtually the same. There was a seven percent decrease of the students with disabilities scoring at these levels.

While there is upward growth and movement in ELA the ultimate goal is to move student even further, to that end additional support will be provided for all students scoring at level 1 and/or 2 in the area of ELA for the 2009-2010 school year. In addition, in order to maintain this high level of performance, there is a need to analyze very closely the skill deficits of the students who fell within Levels 3 and/or 4 and to provide remediation in these areas.

Communication/ELA:

After reflecting upon an informal parent survey and ongoing conversation at the ASD site the School Leadership Team has determined that there is a need to continue to provide more in-depth professional development for staff and parents on communication methodologies used in school settings that should be carried home to school and beyond.

The results of the 2008-2009 Quality Review reported that while it is evident that P. 372K embraces Professional Development there needs to be a systemic means of capturing the professional growth of all teachers and its impact on student outcomes. As a result, the staff will implement the Professional Teaching Standards (PTS) during the 2009-2010 school year.

Diversity:

After reviewing the Kindergarten enrollment statistics for the 2009-20010 school year, there has been a ten and three fourths percent increase in the enrollment of non-white students. While the school has made gains in this area, the school does not yet reflect the demographics of the surrounding neighborhood. Ongoing efforts will continue to be implemented in order to increase enrollment which better reflects the ethnic diversity of the surrounding neighborhood and district.

Data Analysis:

As a result of the Quality Review it was determined that the school should increase the focus on using data to identify patterns and trends in the learning outcomes for different groups of students. While the school created a data base reflecting different sub groups in ELA and Math, the School Leadership Team has decided that it is necessary to expand this data base to include the other core areas of Science and Social Studies.

Listed are some of P372K's greatest accomplishments over the past few years:

- Received a Well Developed on our Quality Review for 2006-2007 and 2007-2008 school years.
- Professional development through Teachers College Reading and Writing Project 2008-2009.
- Design Your Own assessments in ELA and Math.
- Revision of Curriculum Maps in writing for grades K-5.
- Collaboration with Math in the City.
- Departmentalized math groups in grades 4 and 5.
- School created database which reflects student progress.
- Expansion of our ASD program.
- Students moving from our ASD program to our less restrictive CTT program.
- Recipients of the UFT Partnership Award for collaboration between staff and administration 2008-2009.
- Recognized by Autism Speaks for fundraising efforts.
- Professional Development in Resolving Conflicts Creatively (RCCP) for all staff.
- Smart boards installed in grades 1 through 5.
- Individual laptops for each student in grades 4 and 5.
- PTA funded Chess cycles in grades 2 and 3.
- Recipients of Reso A and Parents as Art Partners grants.
- Collaborations with several arts organizations throughout the grades. Metropolitan Opera Guild with grades Kindergarten, 1st grade and 4th grade; New Victory Theatre, all grades; Manhattan New Music project with 3rd grade; Architecture by Design grade 2; SPECTRUM with grade 5; Brooklyn Conservatory of Music for ASD program; Principal's on Broadway grades 3,4and 5.
- General Education Counselor 3 days per week.
- Small teacher turnover.
- A successful outreach resulted in an increase in diversity in the school community.

Some barriers include but are not limited to:

- Challenge to redesign Science Program in Grades K-2 due to loss of funding.
- Decrease in Academic Intervention Services for our students due to budget cuts.
- Loss of the use of the playground due to construction and the need to make outreach to neighborhood organizations for additional resources.
- Loss of professional development from Teachers College due to budget cuts.

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.

Goal 1:

To implement the Professional Teaching Standards within P372K staff community.
By June 2010, 50% of all classroom teachers will identify a specific Professional Learning Goal as it pertains to the Professional Teaching Standards continuum, and master the elements of that standard as evidenced by teacher observations, collegial conversations, walk throughs and grade level meetings.

Goal 2: To maintain and/or increase the scale scores of levels 3 and 4 of students presently in Grade 4 in the NYS ELA assessment.

By June 2010, 60% of the students presently in Grades 4 , who scored at levels 3 and 4 as a result of the 08-09 NYS assessment in ELA, will maintain /and or increase their scale scores as measured by the results of the 09-10 NYS ELA test results.

Goal 3:

To increase ethnic diversity in our Kindergarten classes.

To increase ethnic diversity in our Kindergarten classes for the 2010- 2011 school year that will better reflect the ethnic demographics of the surrounding neighborhood by increasing the applicant pool by 3 %.

Goal 4:

To expand the Word Study program in the ASD offsite program to all classrooms.

By June, 2010 50% of the students involved in the expanded Word Study program will demonstrate an increase in phonemic awareness and letter identification as evidenced by documented running records.

Goal 5:

Workshops will be provided by Related Service providers and the Parent Coordinator in their respective fields to support home and school collaboration.

By June 2010, we will expand, by 50%, upon our parent workshop program initiated by our parent coordinator and related service providers, as evidenced by informational sessions provided at both our ASD and CTT sites.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

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| <p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To implement the Professional Teaching Standards within P372K staff community. By June 2010, 50% of all classroom teachers will identify a specific Professional Learning Goal as it pertains to the Professional Teaching Standards continuum, and master the elements of that standard as evidenced by teacher observations, collegial conversations, walk throughs and grade level meetings.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>The Administration and Coaches will roll out the Professional Teaching Standards to teachers during grade level meetings and engage individual teachers in conversations around the Teaching Standards. The administration will focus on the guiding the teachers in accordance to the following breakdown: Administration and Coaches will divide the staff into 3 groups</p> <ul style="list-style-type: none"> • new teachers (2yrs or less) by November 2009, March and June 2010, • new CTT teams, by November 2009, March and June 2010. • seasoned teachers, ongoing. <p>Teachers in concert with an administrator and coach will identify a standard that they would like to explore and to develop two specific goals that fall under that standard.</p> <p>Administration and Coach will monitor the progress that the teachers are making throughout the year and determine the level of success for the implementation of the identified goals within the specific Standard.</p> <p>The administration will conduct at minimum two observations to ensure that the goals identified are worked upon.</p> <p>The administration will conduct at minimum one documented conversations to evaluate the status of the goals within the specific standard.</p> <p>Teachers will identify specific areas to work upon with targeted students and will share with the administration throughout the school year the impact their PTS goal has had on these targeted students.</p> |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Ongoing Professional development will be provided to staff by the school based coach on the Professional Teaching Standards.</p> <p>Tax Levy Funding will be budgeted to support workshop presentations.</p> <p>District based coach to support implementation and development of Professional Teaching Standards.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>100 % of the teachers will have identified two specific goals within a specific Professional Teaching Standard. Classroom observations and conversations with teachers around the specific goals will be documented as further evidence that supports each teacher's personal professional growth and positive impact upon student growth.</p> |

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| <p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, 60% of the students presently in Grades 4 , who scored at levels 3 and 4 as a result of the 08-09 NYS test in ELA, will maintain /and or increase their scale scores as measured by the results of the 09-10 NYS ELA test results.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Identify all level 3 and level 4 students currently in grade 5 whose 08/09 ELA scale score showed a decrease from grade 3 to grade 4 in the NYS ELA Assessment.</p> <p>Compare NYS grade 3 and grade 4 tests of identified group.</p> <p>Ongoing analysis of data to see what component(s) of the exam shows a decline in student responses.</p> <p>Ongoing collection of data will be analyzed by the Data Specialists and administration to determine if there are any recognizable patterns among the Level 3 and Level 4 students in grade 4 on the 08-09 NYS ELA Assessment.</p> <p>The Data Specialist will input information into our school created database, (November '09, March '10 and June '10), obtained through school wide assessments (running records), ATS, ARIS, and NYStart. Upon completion, the team consisting of the School Based Coach, Administration and staff will disaggregate the data to determine if there is any identifiable reason for a drop in scale scores from grade 3 to grade 4.</p> <p>The Data Specialist will also input NYS ELA standardized test scores (June '10) for the identified group of students into the system from grade 5.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Budget permitting, funds will be allocated in Galaxy for the team to analyze the data after school at a per session rate.</p> <p>The Coach will meet with grade 4 teachers to discuss the findings and development next steps. Professional development will be provided where needed.</p> |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>The results of interim assessments will result in a forecast of an increase in scale scores.</p> <p>60% of the students who scored at levels 3 and 4 as a result of the 08-09 NYS tests in ELA will maintain /and or increase their scale scores as measured by the results of the 09-10 NYS ELA and/or Math test results.</p> |
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| <p>Annual Goal 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To increase ethnic diversity in our Kindergarten classes for the 2010- 2011 school year that will better reflect the ethnic demographics of the surrounding neighborhood by increasing the applicant pool by 3 %.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Ongoing collaboration with the OSEPO in re-assessing the zoning for our school.</p> <p>Ongoing visits to local day care programs and share information about our school.</p> <p>To hold two open house events (February and March 2010) during the school year.</p> <p>To make outreach to families (in the Spring of 2010) of children who were accepted through the lottery process.</p> <p>Literature sent to translation unit throughout the school year to ensure outreach is made in multiple languages.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Per session funds allocated in Galaxy.</p> <p>Galaxy allocated funds to Parent Coordinator for outreach.</p> |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>To ensure that staff is scheduled to speak at open houses that are conducted in the late winter and early spring in neighboring pre-schools.</p> <p>To ensure that families of color have ample information about the school by having the PC make follow up calls to interested families after having toured the school or after expressing interest after the pre-school open houses.</p> <p>Enrollment will reflect the ethnic demographics of the surrounding neighborhood by an increase of 3%.</p> <p>ATS enrollment statistics RSEC report.</p> |
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| <p>Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To expand the Word Study program in the ASD offsite program to all classrooms. By June, 2010 50% of the students involved in the expanded Word Study program will demonstrate an increase in phonemic awareness and letter identification as evidenced by documented running records.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Inquiry team consisting of Administration, Literacy Coach and staff will review list of identified students 2x a month to review progress and next steps.</p> <p>Weekly time allocated in the schedule of the Literacy Coach to visit offsite.</p> <p>Coach will meet with staff weekly to review data collected.</p> <p>.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Coach will provide ongoing professional development to staff that require training in Word Study.</p> <p>Budget permitting, per session funding will be allocated into Galaxy to review and analyze data.</p> |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Targeted group shows progress in the stages of Word Study program and an increase in reading levels as evidenced by Running Records.</p> <p>As a result of progress made, two students will be identified as possible candidates and move to a less restrictive environment at the main site CTT model.</p> |
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| <p>Annual Goal 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Workshops will be provided by Related Service providers and the Parent Coordinator in their respective fields to support home and school collaboration. By June 2010, we will expand, by 50%, upon our parent workshop program initiated by our parent coordinator and related service providers, as evidenced by informational sessions provided at both our ASD and CTT sites.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Related service providers will hold an informational session for parents to be informed of their role as a provider in our school.</p> <p>Related service providers will provide families with a survey to identify the needs of the family.</p> <p>Speech teachers will use information from the parent survey and provide a minimum of one informational session to families.</p> <p>Occupational therapists will use information from the parent survey and provide a minimum of one informational session to families.</p> <p>Parent coordinator will provide families with information regarding her role and how she can provide support to the families at monthly PTA Meetings.</p> <p>Parent Coordinator will provide training to parents in areas of need once a year.</p> <p>Parent coordinator will send out ongoing emails regarding upcoming sessions to the parent body.</p> |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Tax Levy money will be scheduled in school budget to provide per session hours in Galaxy.</p> <p>Galaxy allocated funds to Parent Coordinator for outreach.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Parent survey will yield positive results.</p> <p>Bi-monthly review of parent feedback sheets regarding workshops.</p> <p>A minimum of five informational sessions held by Related Service providers.</p> <p>A minimum of two informational sessions held by Parent Coordinator.</p> <p>Results of the learning survey will show an increase in parent awareness regarding topics generated through the parent survey.</p> |

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 | 0 | 0 | N/A | N/A | 1 | 0 | 0 | 0 |
| 1 | 0 | 0 | N/A | N/A | 3 | 0 | 0 | 0 |
| 2 | 18 | 0 | N/A | N/A | 1 | 0 | 0 | 0 |
| 3 | 16 | 8 | N/A | N/A | 1 | 0 | 0 | 0 |
| 4 | 8 | 8 | 0 | 0 | 4 | 0 | 0 | 0 |
| 5 | 9 | 8 | 0 | 0 | 4 | 0 | 0 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
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| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
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| ELA: | <p>The principal goal of our Academic Intervention Services in the English Language Arts area is to raise achievement in reading for students who have scored below level three on the ELA exam and for students in Primary grades who perform below the standard. We are especially committed to our students developing the ability to read with good comprehension. AIS begins in the classroom with small group and individualized instruction provided by classroom teachers. Children are engaged in interactive writing, shared reading and guided reading. Classroom environments are organized for literacy learning. All classrooms are equipped with Apple laptops which have been programmed with the Lexia reading program. Smart Boards have been installed in all classrooms grades 1-5. Smart boards enhance the lessons in the Word Study program that we follow. In addition, many of our classroom teachers engage in the use of the SRA and Foundations (Wilson). Boardmaker (Mayer Johnson) symbols are used to enhance the teaching and learning in classrooms with Alternate Assessment students. In addition, Alternate Assessment students receive special attention via a Lead Special Education teacher. Academic Intervention Services outside of the classroom are provided by our Reading Specialists. Instruction by this team is provided on an individual and small group basis. These sessions are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. Programs that are implemented throughout these sessions include Wilson/Foundations, Orton Gillingham and Guided Reading.</p> |
| Mathematics: | <p>At the Children’s School students receive ongoing Academic Intervention services in Mathematics in the classroom. Students who perform below the standards are engaged in one to one and small group instruction. Individual needs are addressed with the use of appropriate math materials. Classroom environments are organized for Mathematical learning in numerous ways. All classrooms are equipped with Apple laptops, which allow children access to Everyday Math games provided on-line. Smart boards are used to enhance math lessons. Outside of the classroom, a Mathematics Specialist provides Academic Intervention Services in individual and small group sessions. This specialist works hand in hand with classroom teachers to modify and adapt curriculum when necessary. Sessions with the Mathematics specialist are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. As a school community utilizing the Everyday Mathematics Program, our specialist modifies the curriculum to reinforce skills taught in the classroom. In addition, students participating in Alternate Assessment who require a modified curriculum work with a Lead Special Education teacher who uses the Functional Academic Curriculum for Exceptional Students. These students are also given the opportunity to engage in real life situations such as spending money at local shops.</p> |

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| Science: | At the present time there is no need for Academic Intervention Services within our school community in the content area of Science. All support is given to students within the classroom setting. Students participate in individual and small group instruction which takes place regularly, when needed. The small groups target the specific academic needs of the students. For example, teachers use such things as guided reading, interactive writing and read alouds to provide children with necessary information to meet the Science standards. In addition, the Science classroom is equipped with desk top Apple computers, as well as laptops. Alternate Assessment students receive individualized attention via the Lead Special Education teacher. The LSET also adapts and modifies curriculum as needed along side the classroom teachers. Strategies of differentiated instruction are used in the classroom at all times with students in need of modifications and/or intervention. Also, content based books are always available at a variety of reading levels for students to access. |
| Social Studies: | At the present time there is no need for Academic Intervention Services within our school community in the content area of Social Studies. All support is given to students within the classroom setting. Similar to other content areas, students are instructed in individual and small groups. The specific academic needs of the students are targeted and enhanced using both desk top computers and laptops. Alternate Assessment students receive individualized attention via the Lead Special Education teacher. The LSET also adapts and modifies curriculum as needed along side the classroom teachers. Strategies of differentiated instruction are used in the classroom at all times with students in need of modifications and/or intervention. Also, content based books are always available at a variety of reading levels for students to access. |
| At-risk Services Provided by the Guidance Counselor: | Guidance Counselors provide at-risk services for our students according to the specific needs of the child. Also, weekly LRE and counseling meetings provide a forum to discuss strategies that can be implemented in the classroom and not solely in isolation with the counselor. We work in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a students needs. Counselors work in partnership with the Crisis Intervention Teacher who employs LSCI techniques and works closely with Positive Behavior Support staff. Counselors and ninety percent of the staff have received training in Resolving Conflicts Creatively Program which is practiced throughout the school community. |
| At-risk Services Provided by the School Psychologist: | Our School Psychologist provides at-risk services for our students according to the student's specific needs. Also, weekly LRE and School Based Support Team meetings provide a forum to discuss strategies that can be implemented in the classroom and not solely in isolation with the Psychologist. The Psychologist works in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a students needs. Functional Behavioral Assessments are used to gain a better understand of a child's behavior. Once completed the Behavior Intervention Plan is created and implemented within the school community to ensure the child's success. |
| At-risk Services Provided by the Social Worker: | Not Applicable |

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| At-risk Health-related Services: | In compliance with a child’s IEP, Health-related Services are provided to children who require both preventative care and at risk care. Health services provided by our school nurse, builds community awareness and medical alert responsiveness to the staff, students and families, via a bi-monthly newsletter and a quarterly publication. These publications contain vital information about the health needs and special concerns regarding the students. One to one health paraprofessionals are in place to ensure that a student is able to participate within the school community without boundaries. Assistive technology such as FM units, noise control panels (which are installed in classrooms to ensure sound control and noise reduction) and voice output devices are available to students evaluated and found in need. |
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

372K LANGUAGE ALLOCATION POLICY (LAP)

LAP TEAM:

Arthur Mattia, Principal

Rosa Amato, Vice Principal

Holly Bowers, Coach

Lori Goodman, ESL Teacher

Susan Bagarozza, Guidance Counselor

Jose Ramos, Teacher

Gina Castellano, Parent

Roxanna Velandria, Parent Coordinator

Amy Vagelatos, Related Service Provider

ELL Identification

The Committee on Special Education (CSE) opens all initial referrals, stores student special education records and assigns a CSE case number for public school students. Identification of English Language Learners (ELLs) occurs at this initial stage through completion of the Home Language Identification Survey (HLIS). Options for special education ELL students are discussed with parents during the Educational Planning Conference at the CSE level.

We then use the ATS report to identify students for LAB-R testing. For students who are already in the NY Public School System, we review the ATS reports, which enable the school to identify students as eligible for LAB-R testing and eligible for the NYSESLAT. Students who do not pass the LAB-R are identified as ELLs eligible for services, as are longer standing students via not scoring a Proficient on the NYSESLAT.

When new students who may not have gone through CSE come to our school, we initially identify ELLs by administering the HLIS and interviewing them along with the child. We then administer the LAB-R within the child's first 10 days of school, and if they are Spanish speaking and unable to pass the English version, we give the Spanish LAB. If they do not pass the LAB-R (and in some cases, the Spanish LAB), they are considered an English Language Learner.

Once a child is designated for services, parents are informed of the three program choices (TBE, Dual Language, and Freestanding ESL), which are provided by the DOE, and how placement decisions are made at CSE with full disclosure made to the parents. PS372K only offers Freestanding ESL, and parents are informed of this at the CSE and/or school level after the HLIS and LAB-R are administered. At the school level, PS372K administrative staff, some who are bilingual, provides outreach to parents of ELLs at an orientation meeting. Information, including program choices

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is given via a bilingual staff member when relevant and available, as well as a DOE pamphlet and video, if it is one of the many languages offered. In the case of an uncommon language, we make arrangements with the DOE's Translation and Interpretation Unit to notify the parents in a language that they understand. This information is imparted to parents immediately upon designation as an ELL requiring services.

Statistics

PS372K has 181 students. 49% of students are white; 20% black; 27% Hispanic; 3% Asian and .5% other.

The school has 8 English Language Learners (ELLs): 1 Standardized Assessment and 7 Alternate Assessment, which is less than 4% of the total population. These students are in grades K thru 5. The 7 Alternate Assessment students are in self-contained classes with monolingual peers having a similar disability, while the Standardized Assessment student is in an inclusion, CTT, class. It was determined in an IEP meeting that the 8th ELL, an Alternate Assessment student, would not benefit from ESL services due to her disability; thus, she is serviced as per her IEP and continues to take the NYSESLAT.

The breakdown of ELLs by grade currently is: 1 Kindergarten, 2 First, 1 Second, 1 Third, 2 Fourth, 1 Fifth. A fulltime certified ESL teacher services the ELLs as per state mandate (outlined below).

Of our 8 ELLs, the following are the home languages: 5 have a home language of Spanish, 1 Mandarin, 1 Cantonese and 1 Arabic. There are 8 entitled ELLs, 5 classified as Bilingual and 3 classified as ESL.

Implications for Instruction

ELL students participate with their monolingual peers in the Teachers College Workshop Model of curriculum instruction. Mainstream academics are adapted using ESL strategies. The Workshop Model and small group instructional strategies address the need for improved reading comprehension and writing applications of our ELL students.

During the 2009-2010 school year P372K will serve a total of 8 Special Education students (1 at our CTT site with Standardized Assessment; 7 at our ASD site). The ELL student in Standardized Assessment at PS 372K participates in a full-time inclusion model. These classes are composed of 17 general education students and 8 special education students. All students interact the entire day with the support of a special education teacher, general education teacher, and a paraprofessional.

All ESL instruction is provided as a pull out / push in program by a certified/licensed ESL teacher and is in alignment with the New York State Standards for both standardized and alternate assessment. This model implements an integrated approach to instruction based upon the interconnection among all instructional areas and support services, with shared responsibility among all professionals and paraprofessionals serving

English Language Learners. Three students have been identified as requiring the services of an Alternate Placement Paraprofessional who provides native language support, translating for the student academic information given in English. These students are taught concepts and skills in each content area in conjunction with the goals and objectives set forth by the pedagogical staff. Student portfolios are viewed as a longitudinal record of performance for all students identified as ELL.

NYSESLAT Scores

A review of the NYSESLAT scores determines the level of instruction each student receives.

1 Beginning (as per LAB-R)

7 Beginners

1 Intermediate

With the majority of our ELLs being young Newcomers with little if any prior schooling, it is to be expected that the majority would score Beginner on the NYSESLAT. Additionally, since only 2 of our students are truly reading and writing, it is no surprise that the majority scored Beginner on these modalities, with only 1 (Standard Assessment student) scoring Intermediate. In Listening/Speaking, again the majority scored Beginner. However, two students achieved Intermediate, and the 1 Standard Assessment student scored Advanced.

With regards to ELL's Performance on other assessments, 100% of the Alternative Assessment students that took the ELA and Math (3) NYSAA assessments scored 4s, while the Standardized Assessment student scored a 1 on ELA and a 3 on Math. Thus, based on NYSAA data collected in each of the content areas, ELLs in Alternate Assessment scored at comparable (or better) levels to their Standardized peers. The one Alternative Assessment student who took the NYSAA Science scored a 4. ELL students in Alternate Assessment who are targeted for the Portfolio Assessment have samples of their work in Language Arts and in Content Areas included. All students have a portfolio of work that is kept showing their progress during the course of the year, as well as outstanding work that reflects growth from year to year.

Based on performance data for ELLs in both Standardized and Alternate Assessment, the implications of our school's LAP on instructional planning can be described as follows: The ESL teacher provides direct ESL instruction either in Language Arts or the Content Areas for a minimum of 360 minutes per week for beginning/intermediate students and 180 minutes of ESL and 180 minutes ELA for advanced students, as per the NYSED CR Part 154 requirements. Currently, 6 Beginners + 1 Intermediate are to receive 360 minutes per week of ESL services. AIS services (reading) are given to the student who received a 1 on the Standardized Reading Assessment, and a 1-to-1 paraprofessional has been assigned.

Currently, we have 7 Newcomer ELLs. All ELL students are included in all AIS activities provided by the school. Students not meeting the Performance Standards in ELA and Math are included in all AIS activities provided by the school. Presently, we have one ELL student receiving Extension of Services (4-6 years) in D75, who has a one-to-one paraprofessional, and receives AIS and ESL services. There are no long-term ELLs. If we were to have such students, they would receive AIS and ESL services, as well as paraprofessional services. There is one SIFE student at the ASD site.

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We do not have a bilingual program; thus, we offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an alternate placement paraprofessional for students whose IEP recommends bilingual instruction.

Program Description

372K operates a Push-In and a Pull-Out freestanding ESL program. The Push-In model is implemented in order to support the ELL student's full time participation in Literacy, Mathematics, Science, Social Studies and Multimedia activities. A Pull-Out model is implemented in order to address the specific linguistic needs of individual students, using ESL methodologies and scaffolding strategies.

English as a Second Language All our K-5 students will receive a minimum of 180 (1 unit) - 360 minutes (2 units) per week of ESL instruction services in accordance with CR Part 154 mandates by a licensed/certified ESL teacher. ESL instruction will be given to students based on the levels determined by the NYSESLAT administered the previous spring or the LAB-R administered in the fall to new admits (i.e. 1 unit for Advanced or 2 units for Beginner/Intermediate level).

Content Area Instruction:

All subject areas are taught in English using ESL methodologies by General and Special Education teachers who have or will complete the mandated hours of ESL training respectively. In addition, when scheduling permits, the ESL teacher will push in during subject area periods.

English Language Arts All students will receive a minimum of 450 minutes a week of ELA instruction during our Balanced Literacy Program, and Writers/Readers workshop. Teachers who have or will complete the mandated hours of ESL training respectively will provide instruction. In addition, special emphasis will be placed on providing current ELL students and students who have recently tested out of the ESL program, with strategies that will improve their reading comprehension, writing, critical thinking and problem solving skills.

PS372K fosters students' academic language development through the use of, for example, Thematic Units in content areas, and Think-Pair-Share in order to move the students along the language continuum. The instructional strategies that are embedded into content area instruction and used to ensure that students meet the New York State grade level standards include, but are not limited to: Cognitive Academic Language Approach, Language Experience, Whole Language, Graphic Organizers and Cooperative Learning. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting ELLs. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction. In addition, scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are:

Modeling: Students are first introduced to new vocabulary. Students are then walked through an example of the task they are asked to complete.

Bridging: Students are asked to activate prior knowledge of a topic in anticipation of the new vocabulary and content information that will be used to better understand and reinforce the relevant class work.

Schema building: Previewing a text and using advance organizers with ESL adapted vocabulary help clarify reading assignments or brief oral lessons before they are taught in the main Language Arts or Content Area class.

Support services provided to ELLs

In addition, in order for the students to meet the standards and to pass the required state and local assessments, PS372 employs a variety of Instructional Interventions for the Extension of Services such as the following ESL strategies: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Whole Language, Graphic Organizers, Cooperative Learning and the Language Experience Approach.

These are employed while engaging the students in the Workshop Model of Instruction in all subject areas. This model provides for individualization and small group work. The Teachers College Model of instruction is the Language Arts curriculum blueprint for the ESL instruction program. A mini lesson is first presented to the class and then students break into small groups to work on the assignment. This is the opportune time to work with individual students or in a group. The grouping is in a push-in setting as he/she works with his/her monolingual peers. Specific skills can be worked on in Reading and Writing during this time. Students identified as being Bilingual receive additional support by the Alternate Placement paraprofessional. This model provides for individualization and small group work. The Comprehensive Balanced Literacy Program we employ focuses on the individual child whereby students are matched to “just right books”; they are assessed informally on a regular basis and they receive specific reading/writing skills to help them become proficient readers and writers. Throughout the day, students, including ELL learners, receive the supports of a licensed reading specialist; thus an additional intervention for the extension of services.

The Comprehensive Balanced Literacy Program we employ focuses on the individual child whereby students are matched to “just right books”; they are assessed informally on a regular basis and they receive specific reading/writing skills to help them become proficient readers and writers. Throughout the day, students, including ELL learners, receive the supports of a licensed reading specialist; thus an additional intervention for the extension of services. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting all learners.

Curriculum planning and grade level meetings are conducted with the classroom teachers to address the needs in all content areas. These meetings take place in collaboration with our Literacy and Autism Coaches.

The certified ESL Teacher participates in curriculum planning and grade level meetings with the classroom and cluster teachers in order to highlight and address specific needs of ELL students. The certified ESL Teacher has been provided the Santillana Intensive English Resource Kit. Units from this resource can be selected to reinforce the Teachers College workshop curriculum calendar through related skills practice and texts that address the students’ level of understanding and ability.

For SIFE students, for SIFE students, tutoring and AIS services are arranged immediately in order to assess initial literacy in native language and facilitate English language development. Tutoring and AIS services are arranged immediately in order to assess initial literacy in native language

and facilitate English language development. For students who have received an Extension of Services, we continue their ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. In addition, tutoring and AIS services are provided as deemed necessary. Currently, we do not have any long term ELLs (more than 6 years). However, we will provide services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT, as well as providing for tutoring and AIS.

Transitional ESL instruction

In addition, having passed the NYSESLAT, (and after their IEP has been amended to state that bilingual instruction is no longer required) students placed in a monolingual class without ESL services, will be supported for two years with AIS support, and/or Tutoring in order to assist in their transition to a completely monolingual setting. If an ESL teacher's schedule permits, services will continue to be provided for up to 2 years.

Extracurricular activities

Our school offers Academic Intervention Services during school, after school and on Saturday test prep. All of our Standardized Assessment ELL students are eligible to receive these services.

Parent/community

All parents of ELL students will receive information on the State standards, assessments, school expectations and a description of bilingual and ESL programs. In addition, the guidance counselor and the ESL teacher are available to address any concerns the parents may have. PS372K will also hold parent workshops relating to standard-based instruction for ELL students and topics of interest to the parents. When necessary, a language translator will be available during these workshops.

Project Jump Start

At this present time, no programs or activities are available to assist newly enrolled ELL/LEP students prior to the first day of school.

Professional Development

During the 2009-2010 school year, the P372K Professional Development plans include training on ELA Standards, Science instruction, Technology, and the Arts, all with an emphasis on its application to the ELL student. All the staff will complete the mandated training on ESL methodologies.

Staff Developers from the District 75 Office of English Language Learners will visit the ESL program/teachers (first one scheduled for November 4) and provide hands on assistance and individual consultations regarding ESL methodologies and materials.

All teachers of ELLs attend district/citywide workshops and meetings. In addition to that provided by the DOE's Office of English Language Learners and the District 75 Office of English Language Learners, they attend sessions at BETAC and other outside organizations such as the Literacy Assistance Center (November 13) and NYC Department of Youth and Community Development (DYCD) on November 20. Additional sessions are planned but not scheduled yet for 2010. The ESL teacher is responsible for providing in-house professional development opportunities

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to both classroom and cluster teachers during grade level meetings and in-house Professional Development. Planning time is made possible by scheduling preparatory periods with grade levels on different days. Our Alternate Placement Paraprofessionals are included in grade level meetings and consults with school representative regarding ESL issues and will continue to participate in District professional development workshops.

Data

75K372 has 11 English Language Learners: 3 Standardized Assessment and 8 Alternate Assessment. These students are in grades K thru 5. 15K418 has 2 English Language Learners, who are Kindergarten and 2nd grade Standardized Assessment students. The eight Alternate Assessment students are in self-contained classes with monolingual peers having a similar disability.

Options for special education ELL students are discussed with parents during the Educational Planning Conference at the CSE level.

Over the past four years P372K has been unable to obtain the services of an ESL teacher. This is due to the shortage of ESL teachers within our system as well as the limited needs of our program. As a result of continued outreach we have now identified an ESL teacher to accommodate our needs. We look forward to having our ESL teacher begin to implement the program that we have outlined below.

Implications for LAP

The ELL student in standardized assessment at PS 372K participates in a full-time inclusion model. These classes are composed of 17 general education students and 8 special education students. All students interact the entire day with the support of a special education teacher, general education teacher, and a paraprofessional. ELL students participate with their monolingual peers in the Teachers College Workshop Model of curriculum instruction. Mainstream academics are adapted using ESL strategies. The Workshop Model and small group instructional strategies address the need for improved reading comprehension and writing applications of our ELL students.

There a total of eight Alternate Assessment students of which seven are in a self-contained ASD class and one student participating in our CTT model. Three students have been identified as requiring the services of an Alternate Placement Paraprofessional who provides native language support by translating for the student academic information given in English. These students are taught concepts and skills in each content area in conjunction with the goals and objectives set forth by the pedagogical staff.

Implications for Instruction

NYSESLAT Scores

1 Beginning
7 Alternate Assessment (scored)
1 Advanced

A review of the NYSESLAT scores determines the level of instruction each student will receive. In addition, data analysis is made for each student to compare how he/she performs in the standardized tests. ELL students in Alternate Assessment who are targeted for the Portfolio Assessment have samples of their work in Language Arts and in Content Areas included.

All students have a portfolio of work that is kept showing their progress during the course of the year, as well as outstanding work that reflects growth from year to year.

Transition ESL instruction is given to any student for 1 year after testing out of the program. Prior to the acquisition of a certified ESL teacher, as school appointed representative would monitor such students' progress. Upon hiring an ESL teacher, he/she will provide direct ESL instruction either in Language Arts or the Content Areas for a minimum of 360 minutes per week for beginning/intermediate students and 180 minutes for advanced students as per the NYSED CR Part 154 requirements.

Currently, we do not have Newcomer students or SIFE. However, if such a student is to be enrolled, tutoring and AIS services will be arranged immediately in order to assess initial literacy in native language and facilitate English language development. Presently, we do not have any Long Term ELL students. At such time that we do, we will provide academic intervention during school hours and through after school programs. All ELL students are included in all AIS activities provided by the school. Students not meeting the Performance Standards in ELA and Math are included in all AIS activities provided by the school.

Program Description

With the acquisition of a certified ESL teacher, PS 372K will implement both a Push-In and a Pull-Out freestanding ESL program. The Push-In model will be implemented in order to support the ELL student's full time participation in Literacy, Mathematics, Science, Social Studies and

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Multimedia activities. A Pull-Out model will be implemented in order to address the specific linguistic needs of individual students, using ESL methodologies and scaffolding strategies.

The Teachers College Model of instruction is the Language Arts curriculum blueprint for the ESL instruction program. A mini lesson is first presented to the class and then students break into small groups to work on the assignment. This is the opportune time to work with individual students or in a group. The grouping is in a push-in setting as he/she works with his/her monolingual peers. Specific skills can be worked on in Reading and Writing during this time. Students identified as being Bi-Lingual receive additional support by the Alternate Placement paraprofessional.

The scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are:

Modeling: Students are first introduced to new vocabulary. Students are then walked through an example of the task they are asked to complete.

Bridging: Students are asked to activate prior knowledge of a topic in anticipation of the new vocabulary and content information that will be used to better understand and reinforce the relevant class work.

Schema building: Previewing a text and using advance organizers with ESL adapted vocabulary help clarify reading assignments or brief oral lessons before they are taught in the main Language Arts or Content Area class.

Curriculum planning and grade level meetings are conducted with the classroom teachers to address the needs in all content areas. These meetings take place in collaboration with our Literacy and Autism Coaches.

In the interim of hiring a certified ESL Teacher, a representative from the school has participated in curriculum planning and grade level meetings with the classroom and cluster teachers in order to highlight and address specific needs of ELL students.

With the acquisition of a certified ESL Teacher, the teacher will be provided the Santillana Intensive English Resource Kit. Units from this resource can be selected to reinforce the Teachers College workshop curriculum calendar through related skills practice and texts that address the students' level of understanding and ability.

Professional Development

Planning time is made possible by scheduling preparatory periods with grade levels on different days. Once acquired, the ESL teacher will participate in Teachers College Workshops and Labs alongside grade level meetings. The ESL teacher will also be responsible for providing in-house professional development opportunities to both classroom and cluster teachers.

In the interim of hiring a certified ESL Teacher, a representative from the school has attended district/citywide workshops and meetings and turnkey information to the rest of the staff during grade level meetings and in-house Professional Development. Our Alternate Placement Paraprofessionals are included in these grade level meetings and consults with school representative regarding ESL issues in the interim of hiring ESL certified teacher. Also, Alternate Placement Paraprofessionals will continue to participate in District professional development workshops.

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.

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

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

| | | |
|---------------|--|--|
| | | |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A yearly language survey is distributed to our families to determine the written and spoken language in the home. Other ways of identifying the spoken language within the home are:

- School application for our yearly lottery;
 - Registration procedures which include completing the Home Language Survey and administering the LAB-R;
 - Emergency Contact Cards in various languages;
 - Students identified by teachers through day to day interactions;
 - Students identified through the use of the Child Assistance Program (CAP) system
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.

Although most of our families speak and write English it is not the primary language of three percent of our families. As a result of the methods outlined above, staff is provided with the necessary information regarding the language needs of our students and families. This information is disseminated by our IEP Coordinator, Parent Coordinator and Assistant Principals.

Part B: Strategies and Activities

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

Teachers are encouraged to have instructional and informational letters translated into the identified languages within their classrooms. Our Parent Coordinator (P.C.) serves as an important resource for interpretation and translation within our community. The P.C. as well as other school staff is encouraged to have the Translation & Interpretation Unit's contact information on hand to assist them in communicating with non-English speaking families. Families with fluency in a particular language are identified for volunteer translation of flyers (i.e. PTA information, events and fundraising). **Families are also encouraged to be at school events for support of families that are English Language Learners.** Faculty members are called upon to interpret during parent/teacher meetings and outreach to community organizations for possible new admits. Our **family worker** participates in family/parent outreach (via phone and in person) to explain policies and school information when written materials cannot be translated in a timely fashion.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by a combination of resources: the Interpretation Unit, staff and family volunteers will be on-hand for parent/teacher conferences and events. Interpretation needs will be faculty driven for day-to-day family needs.

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>.

P372K will fulfill Section VII of Chancellor's Regulations by the Parent Coordinator holding yearly translation and interpretation training for the PTA to address materials sent home (newsletters, flyers, and event information). Translation resources will be posted on the schools parent/PTA created blog/webpage and linked to the DOE's Translation & Interpretation site. Our school community will submit documents requiring translation to the Interpretation Unit in a timely fashion. The schools handbook and directory will list the contact information for the DOE's Translation & Interpretation Unit. Interpretation services at group and one-on-one meetings will be provided upon request when such services are necessary for parents to communicate with the DOE regarding critical information about their child's education. Welcome signs as well The Parents bill of rights will be posted in the school in the languages spoken by our population. A full time ESL provider has been budgeted in Galaxy to meet the needs of our ELL population at both sites. As a result of our in house survey, meetings will be held with faculty and administration to review the needs of our families in an effort to accommodate the identified needs.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS
NOT APPLICABLE

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT
NOT APPLICABLE

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

¹ School Under Registration Review (SURR)
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APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)
NOT APPLICABLE

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Our school has consistently engaged in a process of following the curriculum selected by the NYC Department of Education and created by Teachers College (TC) at Columbia University, an accredited university in education. Teachers College draws upon the research and expertise of various heads in the field of literacy; such as Fountas & Pinnell for reading, Tim Rasinki in the area of reading fluency, and Donald Bears for spelling development. We therefore assert that the rich expertise backing Teachers College and their staff developers, coupled with our staff are key contributors to our current writing and reading units of study which are aligned with state standards.

To further assess whether this finding is relevant to our school, a subcommittee was formed to review the findings and identify areas that are relevant. This subcommittee will share the findings with the academic cabinet of P.S. 372K.

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?

The independent auditors key finding #1 indicated that there was a “lack of understanding ...by teachers, schools etc. regarding what student should understand at each level.” This particular finding is not applicable to our school's educational program. As previously stated, the staff at our school, in conjunction with coaches and TC staff developers, created the curriculum maps, pacing calendars and rubrics to

teach and assess our students. They are therefore cognizant of the appropriate goals and developmental needs of our student population (both general education and special education).

A portion of our school population falls under the category of severely challenged. Often these students' are at a minimum two years below grade. We continually are assessing how to differentiate the curriculum effectively in order to meet the promotional criteria needs of our diverse special needs population (i.e. severely emotionally challenged, learning disabled and cognitively delayed).

Our ELA curriculum is written in such a way as to state the goals and purpose within each unit of study. A unit of study narrative indicates both the teacher and student's role during the course of that unit, and sets a timeframe in which the unit should be completed. Specific resources, both teacher resources and mentor texts, are listed for each unit of study. A corresponding rubric or "checklist" has been created to ascertain the mastery of the curriculum.

To ensure the alignment of our written curriculum and the state standards, our school based literacy coach reviewed grades K-5 curriculum calendars as well as word study programs used in our school. Each ELA Alignment Issue is addressed below:

Gaps in the Written Curriculum: Initial findings indicate that specific state standards are not listed on the curriculum maps. To rectify this issue, the formation of a "standards" committee was created. The goal of this committee is to correlate the applicable state standards to the grade level units of study. This committee consisted of our school based literacy coach, two teachers (one general education and one special education teacher), and an administrator. Upon completion of this task they presented their findings and updated curriculum maps to the school's academic cabinet for their review and approval. The Academic Cabinet is comprised of teachers from each grade (PreK-5th).

Curriculum Maps: The Children's School curriculum maps traverse both the topical terrain as well as details required to fully understand the content. The actual planning of many units was done with the TC staff developer and school based coach. Often the focus of planning was to see the "bigger picture" and determine how that unit of study would manifest in the next grade. This building upon and extending the learning from the previous grade addresses the issue of vertical *alignment* employed at our school. Furthermore, each unit of study contains many teaching points which explicitly address the instruction of content, skills and strategies. Consistency across grade level instruction is required. (e.g. *horizontal alignment*). Rubrics and reading and writing continuums are used to assess mastery of content, skills and strategies. Currently, an ongoing analysis and correlation of the TC writing continuum to the state standards is taking place. The goal is to disperse this document to teachers to be used for the purposes of conferring with students and determining appropriate grades on reports cards.

Taught Curriculum: The SEC finding and data indicated "that students were not creating written products nor spoken presentations." This is not at all applicable for our school. The depth and breath of written products can be seen in each student's yearly portfolio. Speaking and listening is integrated in our daily routines as well as manifests in our reading curriculum with the number of book club units.

ELA Materials: There is an abundance of relevant materials available in each classroom, as well as our school library and teacher resource library. The policy of the administration has always been to provide appropriate materials (books, computer software, adapted books etc.) to meet the needs of our diverse population. Constant vigilance is applied to our ever growing and changing population: to meet all cultural, cognitive and developmental needs.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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- 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.

Classroom observation, teacher interviews, a review of student work, and results of March 2009 New York State mathematics assessment are used to determine the relevancy of the above finding.

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?

Although the Everyday Mathematics curriculum is a program based on the standards of the National Council of Teachers of Mathematics (NCTM), in the past, there has been some misalignment with the process strands outlined in the New York State Learning Strand for Mathematics. However, the third edition of Everyday Mathematics attempts to address some of those deficits in the strands of reasoning and proof, problem solving, communication, connections, and representation. For example, every unit assessment now contains an "Open Response," which encourages students to solve a real-life problem by applying and adapting a variety of strategies. They are then expected to communicate and justify, in writing, the strategy chosen. Possible strategies include choosing and creating appropriate and efficient representations to organize and record mathematical ideas.

In order to strengthen the math curriculum in our school and to meet the educational needs of our diverse student population, all classrooms have been supplied with manipulatives and materials in order to supplement and enrich the Everyday Mathematics curriculum. Resources include an extensive library of literature and guides designed by Marilyn Burns, whose lessons provide children with opportunities for open-ended math explorations in all content strands. These explorations provide children with content knowledge through all of the process strands outlined in the New York State Learning Strand for Mathematics. In addition, our school's partnership with the Math in the City program at City College, as well as numerous district and citywide professional development opportunities, offers additional resources for our staff.

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.

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.

Given that the key finding 2 on instruction does not apply to our school's educational program, a specific process to assess its relevance is not applicable. It is important however to discuss how our school has engaged, since its inception, to teach balanced literacy and follow the tenants of cooperative learning to convey the material.

The structure our school has in place to verify the methodology of instruction is formal and informal observation by the administration. On a regular basis, an administrator "walks thru" various classes. Our literacy coach also regularly attends the presentation of mini lessons on all grade levels. During a weekly meeting between administrators and coach, topics such as best practice instruction are discussed and plans are

put in place to meet targeted goals. For example, to increase shared reading in upper grades or fine tune interactive read aloud in lower grades.

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

Applicable Not Applicable

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

The following examples are evidence that dispels the relevance of key finding 2. Namely, the consistent instructional approach, practiced by the teachers in our CTT classes, relies specifically on a model that teaches one specific teaching point and gives students multiple opportunities to practice the skill taught. The architecture of the mini lesson contains specific components, which allow for student participation and on-going teacher assessment. Our instructional approach is also exploration and project based.

The instructional model used with our students on the autism spectrum is based on the TEACCH methodology: A highly scaffold and differentiated program. TEACCH focuses its attention on verbal behavior, which requires communication in whichever way possible for the student (e.g. PECS books, communication devices etc.). All elements of the model are differentiated. For example, students work in workstations where they have the opportunity to work on skills already mastered. In addition, "discreet trial teaching" of new skills is delivered through 1:1 instruction. For students with higher verbal abilities, small group instruction, such as guided or shared reading, is given.

Given the make-up of our school, and the diverse needs of our students, differentiated instruction goes on regularly. Whether it manifests in separate mini lessons, with each teacher taking a group of students, or strategy lessons that teach a skill, our instructional model engages students and targets specific needs.

During the course of our reading and writing workshops, there are ongoing individualized teacher / student conferences which focus on their needs (i.e. strategies for deeper comprehension of a particular reading level). Any "independent seatwork" done by students is extremely individualized. Students choose their own reading book, based on assessments given by teachers. Students also choose to write personal narratives and expository writing based on their own interests and knowledge base. Both individualized and small group conferring are employed to help students master the skills.

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 (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Classroom observation, teacher interviews, and a review of student work were used to determine the relevancy of the above finding.

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?

Our school utilizes the workshop model of instruction in all areas of the curriculum. Lessons begin with a mini-lesson of no more than ten minutes on average. Although most lessons do involve some seatwork, it is rarely independent. Children are encouraged to work in pairs and groups for most activities. An important part of the Everyday Mathematics curriculum is the inclusion of games

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

that reinforce and extend concepts presented and practiced during lessons. In addition, all classrooms are supplied with enough manipulatives for every student and they are available for student use in all lessons and activities.

Technology is available in all our classrooms. In addition to calculators, our school is fortunate to have an abundance of computers. There is a laptop computer for every child in the upper grades, and each classroom is outfitted with a Smartboard and projector. These offer students the opportunity for interactive participation in math lessons. Computers are used often to enrich the math curriculum through the use of online, interactive websites like Brain Pop and Math Playground.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

This finding is not relevant due to a low percentage of teacher turn over.

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?

After reviewing our findings, this low percentage of teacher turnover is due to advancement within the DOE, child care leave and retirement.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Our ELL teacher attends all available training. This staff member has presently attended BESIS, LAP and CR Part 154 trainings. We continuously review the professional opportunities listed on the district calendar as well as the Principal's Weekly. Our entire staff is aware that these calendars are available for review in the main office. Staff is always encouraged to review these calendars and attend workshops that are appropriate to their students needs.

Staff files are presently being reviewed to identify teachers who have not fulfilled the Jose P. mandated training.

Staff has been trained in the protocol of the NYSESLAT Lab which will be administered in the Spring.

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 ELL teacher has attended all available district trainings. Professional development opportunities will continue to be made available to all staff. Our goal is to have all staff meet the mandated hours for Jose P. training.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Through ATS and the BESIS report we have identified students in need of ELL services. The district has allocated the funding for a full time ELL teacher. A vital role of this ELL teacher is to communicate with staff regarding the needs of our ELL students. This collaboration has afforded our school community the opportunity to align the curriculum to meet the needs of our ELL students.

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

Applicable Not Applicable

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

As stated in 5.1, our ELL teacher works in collaboration with the classroom teachers in order to address the specific needs of our ELL students. The needs are determined by analyzing student data within the classroom as well as the work with our ELL teacher.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The process by which we assess the understanding of or the capacity to fully implement the range and types of instructional approaches in our program is multilayered. Our Collaborative Team Teaching model is in itself an on-going process of exchange between general and special educators. Additionally, professional development, IEP related-meetings, and various committees enable us to monitor the effectiveness of our program. These meetings are scheduled throughout the school year as new information is received from the DOE, or on an as needed basis

Curriculum is developed at grade level meetings, year-end planning days, and during professional development days at the school. General and Special educators, as well as teaching assistants, are in attendance. Accommodations and modifications for special needs students are discussed and developed.

Our teachers received support in understanding and implementing appropriate modifications through our Special Education Support Team. The committee reviewed current practices and introduced new methods in regard to accommodations and modifications. All teachers have access to the Professional Resource Library and the on-line resource link to Special Education websites that were one of the outcomes of the committee.

All teachers are required to bring any concern related to a student's academic or social progress to the Least Restrictive Environment Committee (LRE) prior to a request for evaluation. This committee is a resource that provides classroom teachers with an understanding of appropriate pre-referral supports and accommodations for any student. Intervention plans are developed with the teachers and follow-up

meetings are held to evaluate the effectiveness of the intervention plan. All professionals working with a particular student are invited to attend.

In the past we have made it a priority to educate and involve our teachers in the development of Functional Behavior Analysis. The process involved 2-3 meetings with the classroom teachers. These meetings have described the complete process, explain the data collection forms, and discussed the development of the formalized plan. Teachers, as well as the LRE Committee, may initiate the request for a FBA. Guidance Counselors and teaching teams collaborate in setting IEP goals. FBAs are reviewed on an as-needed basis. IEPs are reviewed to ensure that annual goals are in alignment with the behavior plans and the promotional criteria on the IEP.

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?

We can support the fact that this finding is not applicable to our school in several ways.

We maintain and review an in-house database that captures IEP due dates, promotional criteria and testing accommodations. Our on-line IEP Meeting calendar that is available to all school personnel. This data permits us to pre-conference, formally or informally, with the teaching and/or related service teams. These pre-conferences are used to develop appropriate understanding of the classroom modifications and curricular adaptations required by the IEP.

The Grade Level Performance Indicators are available to teachers through the use of our in-house computer server, as well as in paper copy. Checklists and manuals related to accommodations and modifications are similarly available.

Files for students with behavior plans are set-up and maintained throughout the student's life at our school. These files contain LRE notes, plans and follow-up reports as well as FBA documents and anecdotal records.

IEPs are distributed to teachers and related service providers. All IEPs are available in the central office file.

Recently, the school has developed electronic, as well as paper, copies of visual supports for classrooms. Our school psychologist is developing an executive functioning toolkit.

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Our Special Ed PD catalog is available in the central office. Many teachers have signed up. We have suggested or highlighted workshops that are relevant to our specific needs.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The process by which we assess the implementation of accommodations and /or modifications in the classroom environment is multilayered. Our Collaborative Team Teaching model allows for paraprofessionals to assist in small group instruction with teacher supervision. Individual modifications and accommodations are provided through this model.

Specific grade-level meetings are targeted at IEP development. We provide information and support to our teachers in developing, creating and refining the necessary and appropriate modifications and accommodations for our students. These meetings are scheduled throughout the school year as new information is received from the DOE, or on an as needed basis.

Last year our newly created Special Education Support Team met twice a month to review current practices and introduce new methods in regard to accommodations and modifications. One outcome of the meeting was to create a professional library for teachers; another was the development of a computer-based resource link to Special Education websites.

Our Least Restrictive Environment Committee (LRE) meets weekly. Our mission is to provide appropriate pre-referral supports and accommodations for any student on a case-by-case basis. All professionals working with a particular student are invited to attend.

Using the Grade-Level Performance Indicators we have developed annual goals and modified promotional criteria. The Performance Indicators were reviewed and distributed to each teaching team. Additionally, individual teaching teams consult with the IEP Teacher to assist in developing goals. We continue to focus on improving our facility in writing SMART goals.

Over the past few years, our FBA team, comprised of school personnel as well the parent and the child, completed several formalized behavioral analyses. Classroom teachers also create Behavior Intervention Plans (BIP). Teachers, as well as the LRE Committee, may initiate the request for a FBA. Guidance Counselors and teaching teams collaborate in setting IEP goals. FBAs are reviewed on an as-needed basis. IEPs are reviewed to ensure that annual goals are in alignment with the behavior plans and the promotional criteria on the IEP.

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?

We can support the fact that this finding is not applicable to our school in several ways.

We maintain and review an in-house database that captures IEP due dates, promotional criteria and testing accommodations. A list of IEP due dates is generated from this database and distributed to all necessary parties. We maintain an on-line IEP Meeting calendar that is available to all school personnel. This data permits us to pre-conference, formally or informally, with the teaching and/or related service teams.

The Grade Level Performance Indicators are available to teachers through the use of our in-house computer server, as well as in paper copy. Checklists and manuals related to accommodations and modifications are similarly available.

Files for students with behavior plans are set-up and maintained throughout the student's life at our school. These files contain LRE notes, plans and follow-up reports as well as FBA documents and anecdotal records.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

Active Students: Total 181
Temporary Housing: Total 0

2. Please describe the services you are planning to provide to the STH population with the Title I 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.

MAY 2009

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | |
|---|---|
| SSO/District District 75 | School PS372K |
| Principal Arthur Mattia | Assistant Principal Rosa Amato/Cathy Sarno |
| Coach Holly Bowers | Coach |
| ESL Teacher Lori Goodman | Guidance Counselor Susan Bagarozza |
| Teacher/Subject Area Jose Ramos, 5th, SpecialEd | Parent Gina Castellano |
| Teacher/Subject Area | Parent Coordinator Roxanna Velandria |
| Related Service Provider Amy Vagelatos | SAF Cheryl Watkins |
| Network Leader Adrienne Edelstein | Other |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/FL Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | 181 | Total Number of ELLs | 8 | ELLs as Share of Total Student Population (%) | 4.42% |
|------------------------------------|------------|----------------------|----------|---|--------------|

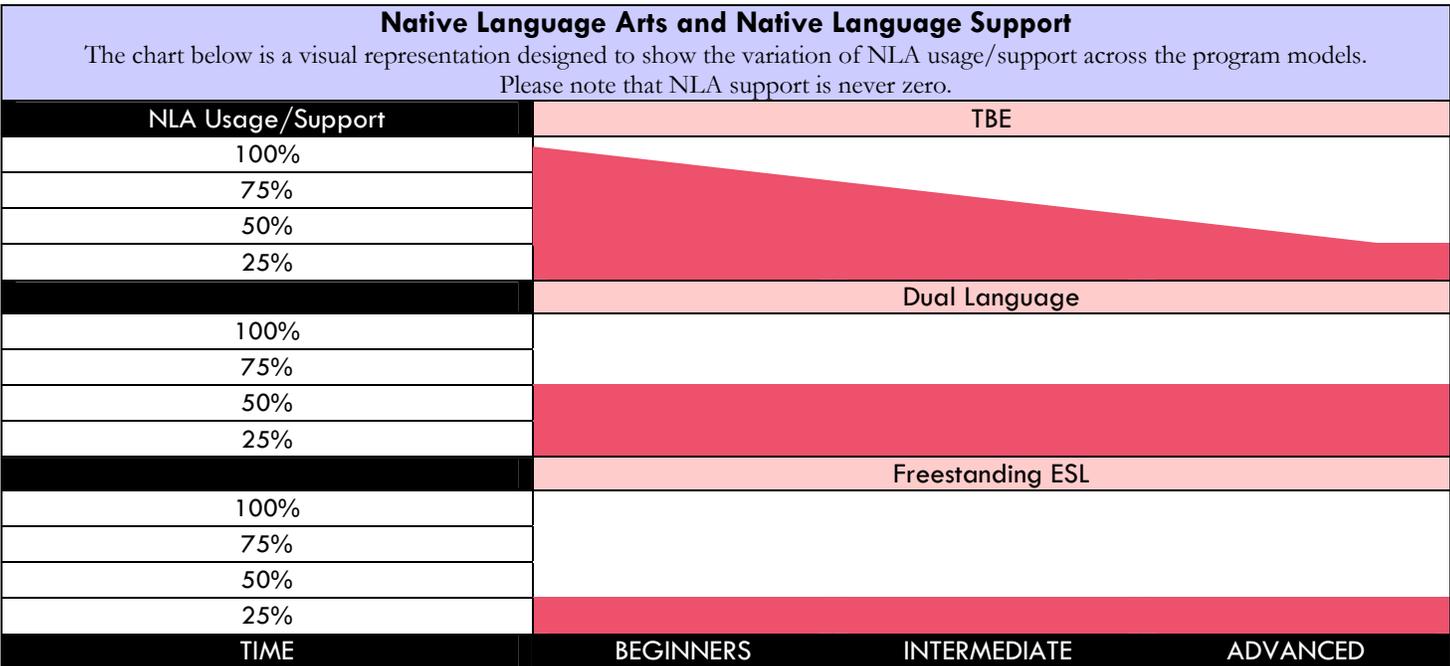
Part II: ELL Identification Process

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

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

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

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

| | | | | | | | | | |
|------------------------------|--|--|--|--|--|--|---|--|---|
| NYSAA Bilingual Spe Ed | | | | | | | 1 | | 1 |
|------------------------------|--|--|--|--|--|--|---|--|---|

NYS Social Studies

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

ECLAS-2

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

EL SOL

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

NATIVE LANGUAGE READING TESTS

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

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

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

Part V: LAP Team Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------------------------|--------------------------------|-----------|-----------------|
| Cathy Sarno | Assistant Principal | | |
| Roxanna Velandria | Parent Coordinator | | |
| Lori Goodman | ESL Teacher | | |
| Gina Castellano | Parent | | |
| Jose Ramos, 5 th ,Sp.Ed | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| Holly Bowers | Coach | | |
| | Coach | | |
| Susan Bagarozza | Guidance Counselor | | |
| Cheryl Watkins | School Achievement Facilitator | | |
| Adrienne Edelstein | Network Leader | | |
| Amy Vagelatos | Other | | |
| | Other | | |
| | | | |
| | | | |

Signatures

| | |
|---|------|
| School Principal | Date |
| Community Superintendent | Date |
| Reviewed by ELL Compliance and Performance Specialist | Date |