



373K

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75K373
ADDRESS: 185 ELLERY STREET, BROOKLYN, N.Y. 11206
TELEPHONE: 718-782-6800
FAX: 718-782-7098

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P373K SCHOOL NAME: _____

SCHOOL ADDRESS: 185 Ellery Street Brooklyn, NY 11206

SCHOOL TELEPHONE: 718-782-6800 FAX: 718-782-9098

SCHOOL CONTACT PERSON: Valerie Miller EMAIL ADDRESS: vmiller@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Heather Lifland/Melody Foxworth

PRINCIPAL: Valerie Miller

UFT CHAPTER LEADER: Pamela Jackson

PARENTS' ASSOCIATION PRESIDENT: Melissa Blount

STUDENT REPRESENTATIVE:
(Required for high schools) Elijah Blount

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: _____

SSO NETWORK LEADER: _____

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
Valerie Miller	*Principal or Designee	
Pamela Jackson	*UFT Chapter Chairperson or Designee	
Melody Foxworth	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tisha Lamb	DC 37 Representative, if applicable	
Elijah Blount	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Raquel Martell	Member/	
Jeannette Paige	Member/	
Ana Medrano	Member/	
Ernest John	Member/	
Kate Fenton	Member/	
Heather Lifland	Member/	
	Member/	

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

* Core (mandatory) SLT members.

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

MAY 2009

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.

373K is a Special Education District 75 High School which serves students who have been classified by the Committee on Special Education as having Learning Disabilities, Emotional Disturbance, Mild to Moderate Retardation and Autism. The mission of our school is to empower and motivate our students to realize their capabilities and potential through exposure to academics and the world of work. The school is a diverse collaborative community dedicated to achieving both standards-based and community-based instruction in the high school program and at the work sites.

The vision of 373K is to create a community of life-long learners where students, parents and staff are actively engaged in the education and transition process. 373K is a multifaceted school comprised of building based high school students, 2 high school inclusion sites, 2 college inclusion programs, and a Career Path Program that prepares students for the world of work at various work-study sites.

All students participate in Alternate Assessment with Individualized Education Plans (IEPs) based on academic, social and vocational goals. They receive a full continuum of IEP mandated services. Emphasis is placed on data-based differentiated instruction using assessment tools including Brigance, Vocational Level I, Scantron, Wilson, and Caught Reading to meet the needs of individual students. Technology is infused in all curriculum areas to support classroom instruction and to increase student learning. Student clubs, which include basketball, dance, drama, chorus, painting, chess, Stepping and cheerleading have been implemented to enhance the arts, physical education and social curricula.

The Treatment and Education of Autistic and Related Communication-handicapped Children (TEACCH) methodology of instruction is used in the classes with students with autism. Project-based thematic instruction is being implemented throughout the school year to include a Multicultural Fair, Health Fair, Career Fair, Science Fair, Poetry Slam and Human Rights Studies. Students in the junior and senior grades participate in part-time work study programs to prepare them for a seamless movement into fulltime community experiences.

The Career Path provides full time community based instruction for students ages 19-21 with the goal of preparing them for supported and competitive employment upon graduation. The staff serves as job coaches, job developers, and adult service coordinators to assist in providing community linkages and partnerships with community based organizations and adult service agencies including, but not limited to, Heartshare, VESID, YAI and AHRC.

A unique component of the Career Path is the Paraprofessional/ Teacher Aide Training Program which affords District 75 students the opportunity to train for careers as paraprofessionals or teachers' aides in the Department of Education.

The school has developed and implemented a school-wide behavior program to promote social/emotional competencies and work readiness for the students. Students understand and practice four major behavioral expectations, Cooperation, Accountability, Respect, and Safety (CARS). Training for staff in Therapeutic Crisis Intervention (TCI) is ongoing to provide support for all students.

The school continues to build capacity through collaboration with staff, parents, students and community organizations. Through Cabinet meetings, school committees, School Leadership Team, parent meetings/ workshops, professional development, student government and affiliations with community organizations, the school continues to improve strategies to build a community of learners.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 373K			
District:	75	DBN #:	75K373	School BEDS Code #: 307500013373

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		82.7				
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		88.0		91.4		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		65.1	65.1	0.0		
Grade 8	0	0	0						
Grade 9	0	1	1	Students in Temporary Housing: Total Number					
Grade 10	4	4	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	2	1	6		4	7	15		
Grade 12	118	5	159						
Ungraded	274	358	182	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	398	369	348		2	4	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	398	369	348						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	3	4	4		
Number all others	0	0	0	Superintendent Suspensions	1	1	2		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	19	12	8	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	55	9	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	26	0	41	(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	50	53	49
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	58	59
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	43	39
	63	58	48				
				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	.8	.5	0.0	Percent more than two years teaching in this school	80.0	79.2	69.4
Black or African American	62.8	65.0	65.5	Percent more than five years teaching anywhere	58.0	60.4	61.2
Hispanic or Latino	29.6	26.8	28.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.6	1.1	Percent Masters Degree or higher	96.0	91.0	90.0
White	5.3	6.0	4.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	33.3	100.0
Multi-racial							
Male	64.6	64.5	65.8				
Female	35.4	35.5	34.2				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" 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 checked="" type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{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	W
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit		Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

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

As determined by the Committee on Special Education, all students that currently attend 373K participate in Alternate Assessment, according to their Individual Educational Plans (IEPs). IEPs are developed through consultation with staff, families, students, related service providers, and other interested parties. Students are assessed through the NYS Alternate Assessment, Brigance, Informal observation, Teacher-made materials, Vocational Level 1, Scantron, rubrics, anecdotes, Caught Reading, School wide Information System (SWIS) data, Functional Behavior Analysis (FBA), and Behavior Intervention Plans (BIP) to determine their individual strengths and needs. The school's IEP tracking forms and IEP Goal Mastery forms are being used to monitor student progress on a monthly basis.

373K has two high school and two college inclusion programs. Students continue to access these Least Restrictive Environments which allow them to become integrated into general education classes with the supports of paraprofessionals and the special education teachers. Based on the programs services categories on the IEP, these students will go from self contained classroom settings (V) to inclusion settings (L) classification, in accordance with our Alternative Accountability System Supplementary Indicator goal.

The 2008-2009 CEP goals, Quality Review, Learning Surveys, NYSAA results, Inquiry Team Action Plan, Student Data Binders, IEP Progress Reports, SWIS and Online Occurrence Reporting System (OORS) data, and graduation outcomes were reviewed by the Administrative cabinet, School Leadership Team (SLT), grade cohorts, Inquiry Team, and the Parent Association. Upon reflection we noted the following trends and needs at 373K.

1. NYSAA results for the past 3 years show an increased proficiency in Level 3 scoring in ELA, Math, and Social Studies and a slight decrease in Level 4 scoring in these content areas. There was a consistent proficiency scoring of Level 4 in the Science content area. Initial testing in Brigance is conducted in October with follow-up assessments in February and May. As measured by students' IEP progress reports and Tracking Forms, report cards, and student data binders, we have noted that students are consistently mastering individual IEP goals. According to our Quality Review Report, "Careful attention to data analysis means that teachers and leaders have an ongoing picture of students' performance and progress, initiating fruitful interventions and adjustments when needed, which improves students' outcomes". Review of the 2008-2009 summative data from the Inquiry Team showed

- improvement in the targeted areas of communication, reading comprehension, and communication skills in vocational settings.
2. We have observed continued improvement in how teachers use data from the Brigance assessment, Vocational Level 1 assessment, and teacher informal tests to align IEP goals and plan differentiated instruction for individual students. While there has been improvement in how data is collected and used to monitor and show students' progress, staff, and particularly new teachers, will need additional professional development, workshops, and consultation with the data team to ensure that 100% of the staff understand how to use data from multiple sources to ensure students achievement.
 3. In previous years, parent involvement in the school has been minimal. In a review of parent logs, sign-in sheets, in-school activities, there was a 20% increase in parental involvement in school activities compared to the 2007-2008 school year. The results of the 2008-2009 parent survey, showed a 3% increase in the number of parents who participated. It is critical to build on this recent trend to increase the level of parental involvement to ensure continued success of all students.
 4. The 373K work-study program enables students to participate in part-time and full time work training experiences in the community. In assessing the program, we have observed that there has been continued success with the 19-21 year old students who have secured competitive and supported employment over the years. Based on our assessment of the students entering the career path there is a need to infuse a community-based component to the existing curriculum to ensure that all students are fully prepared for a seamless transition into the work study programs and eventually into the world of work. Data shows that of the 60 June 2009 graduates, 21 received competitive employment, 15 are in supported employment, and 24 in day habilitation. There has been an 8% increase in students gaining competitive employment.
 5. Upon analyzing the 2008-2009 OORS data, it was evident that the school had a decrease in Level 4 occurrences and an increase in Level 3 incidents. Further analysis showed that 41% of these occurrences were attributed to those students categorized as having autism. SWIS data show a 33.37% decrease in all referral categories. A school-wide behavior program – Cooperation, Accountability, Respect, Safety (CARS) is in place. Analysis of SWIS data tells us that behavioral incidents occur predominantly in the classrooms, followed by the cafeteria and hallways. An accelerated initiative, addressing behavior interventions for students with autism is indicated. In addition, our staff must be provided with the professional development needed to address this initiative.

Accomplishments:

- An increase of 8 students moving to LRE
- An increase in the number of students at job sites in preparation for the world of work
- An increased proficiency in teachers' ability to use assessment tools to monitor ongoing student progress including an IEP Tracking form, an IEP Goal Evaluation Form, and a mid-year Brigance.
- Each student has a Student Data Binder containing information including IEP's, all assessments, anecdotes, outreach, and student work samples that provides multiple sources of both hard and soft data.
- The school maintained its rating of Proficient with some well developed qualities in the 2009 Quality Review
- An increase in the use of technology to facilitate teaching and learning
- An expansion of our school-wide behavior program
- School-wide clubs continue to provide students with more opportunities for student centered growth and achievement
- Community building through increased school-wide celebrations
- Recipient of an arts education grant – Technical Arts Partnership (TAP) focusing on teachers' professional development in the arts

- The school has been awarded a RESO A Technology grant for the 2009-2010 school year.

Some barriers include but are not limited to:

- The challenge of providing the necessary PD for 10 first year teachers and 2 new incoming teachers.
- With the absence of a Crisis Intervention Teacher, there is a need for staff to assume more responsibility and to invest more time in classroom management.
- A greater influx of students with autism who exhibit extreme behavioral challenges
- A lack of in-depth training for the pedagogical staff to adequately deal with students with autism
- Data shows that as students get older, parental involvement lessens. As a school that serves students throughout the borough of Brooklyn, it is difficult for parents to be physically present as much as we would like them to.
- Limited choice of age-appropriate materials across all content areas for our high school aged students.

Therefore, based on the data reviewed, we decided to focus on the following areas:

1. Teacher Growth – To improve pedagogical performance, the school will focus on the use of the Professional Teaching Standards, individual goal setting (SMART Goals), lesson observations, professional development opportunities, and honing the skills of collecting, analyzing, and using data to drive instruction and improve student learning.
2. Parent Involvement – The results of the Parent Learning Survey revealed that 100% of respondents felt satisfied with academic expectations, 88% were satisfied with communication, and 100% felt they were provided with opportunities to be involved in their child's education. However, only approximately 15% of our parents replied to this survey. That percentage, in addition to other data, reveals a need to increase parental engagement.
3. Data Analysis – The results of our Quality Review found that the school needs to continue to refine data tools and analysis and cross-reference data across all subjects, groups and sub-groups, and ensure school-wide consistency in the practice and skill in using data to track performance and progress and to drive instruction.
4. Curriculum – Based on the NYSAA data and the Quality Review Report, the school needs to focus on delivering curricula in the core subjects including the arts that is aligned to the NYS standards and is differentiated to meet the needs of individual students based on their IEP goals.
5. Behavior – Review of SWIS and OORS data, shows that the largest number of incidents occurs among the students classified as having autism. There is a need for the school to provide professional development in the use of behavioral strategies including Functional Behavioral Analysis (FBA), formulating individual behavior programs and classroom management techniques.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. By June, 2010, the school will increase parental outreach and school related- activities, and parent/guardian outreach by 10% as compared to last year as measured by attendance logs at events, school messenger system, parental surveys and telephone logs.

2. By June 2010, 100% of the instructional staff will consistently demonstrate the use of data to drive instruction by tracking IEP goals in order to achieve mastery of IEP goals and to plan for next instructional steps.

3. By June 2010 at least 90% of the students will participate in age appropriate community- based learning and job related experiences as evidenced by the number of students participating in worksite activities.

4. By June of 2010, 373K will broaden effective strategies and resources used in the school-wide behavior program to reinforce positive behavior intervention for students. A decrease in student behavioral incidents will be measured by the number of level 4 and 5 OORS reports, SWIS data and suspensions as compared to last year's data as a result of increase in staff training in order to decrease incidents.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Parental Participation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, the school will increase parental outreach and school related- activities, and parent/guardian outreach by 10% as compared to last year as measured by attendance logs at events, school messenger system, parental surveys and telephone logs.</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>Principal, assistant principals, and parent coordinator will review the results of the parent survey done in June, 2009 and chart responses to areas of interest. Principal will present results of attendance to the members of the parent association and the SLT during the monthly meetings. Principal will meet with the Parent Coordinator to develop calendar of school-wide events, meetings, and workshops to distribute to parents by the November 2009 meeting. Information will be communicated to all parents through letters, followed by phone calls and periodic news letters by the parent coordinator and postings on the parent website regularly. Publicize and promote celebrations and workshops including Multicultural Fair, Health Fair, Job Fair, Science Fair, Honor Society, CARS Celebrations, and document attendance on a regular basis. Sponsor Transition Fair twice a year to educate parents on opportunities that might be available to their young adults. Target events to include workshops on sexuality, tolerance, technology and transition periodically throughout the year. The parent coordinator will train parents to access the ARIS Parent link regularly.</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>Tax Levy Money will provide for presenters, materials, food, and transportation. Child care will be provided for parents in need.</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>Attendance will be reviewed by the Parent Coordinator and the administration monthly to evaluate if the parental outreach has been successful There will be an increase in the number of activities as noted in the yearly calendar by 10% as compared to last year Review results of Parent Learning Surveys in order to more effectively respond to the needs of parents. Review workshop feedback surveys completed after each workshop to more effectively respond to the needs of the participants. There will be a 10% increase in outreach to parents as measured by the phone logs of the parent coordinator, school messenger system, related service providers, and teachers which will be reviewed regularly.</p>

	<p>up with members of the staff to aid in the understanding of the alignment of data to instruction. Periodic review of lesson plans to check for alignment of data to instruction</p> <p>Staff will participate in District 75 PD courses throughout the school year and turnkey information regularly.</p> <p>Assistant principal in charge of PBIS will meet with the School-Wide Behavior Support team on a regular basis to review SWIS, Bus, and OORS reports and to assist teachers with the development of individual behavior plans.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • D75 professional development course/training • school based coach • D75 coach • Data Inquiry Team • Data Specialist
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student data binders will be reviewed regularly to review student progress Focused walk-throughs to evaluate teaching and learning and provide feedback to instructional staff regularly Lesson plans will be reviewed periodically to evaluate alignment to curricula and plans for differentiated instruction Formal observations will be conducted at least twice yearly and informal observations on an ongoing basis. PD agendas and feedback forms will be used to show staff participation and assess subsequent needs. IEP goals are monitored monthly to check progress. Staff uses multiple assessment resources on an ongoing basis to drive instruction. The resources used are:</p> <ul style="list-style-type: none"> • Brigance assessment • Vocational Level 1 • Caught Reading • Scantron III • Wilson • Focused Walk-throughs • Teacher individual growth plans (goals and objectives) • Formal and informal observations • Student data binders • Teacher made tests <p>Teachers will use the materials and data to plan for the next step for individual students.</p>

Subject/Area (where relevant): Vocational

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 at least 90% of the students will participate in age appropriate community-based learning and job related experiences as evidenced by the number of students participating in worksite activities.</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>During the month of September and throughout the school year when new students are admitted to the school, teachers will administer the Vocational level 1 and the Student Career Interest Inventory assessments to gather data on students' abilities and interests. An expanded intake form will also be used by the staff to evaluate the transition needs and work site placements of all students in the 19-21 year old age range.</p> <p>Freshman and sophomore students do not participate in the work program. They receive academic instruction and comprise the other 10%.</p> <p>Using the following age groupings as guidelines all students will participate in community-based instruction and job activities.</p> <ul style="list-style-type: none"> • 13-15 year olds will participate in classroom instruction which covers community-based education. Classroom instruction will be based on academic and occupational skills within the vocational standards on a daily basis. • Project based learning projects (eg. Career Fair and Multicultural Fair) will be taught throughout the school year • Theme-based learning projects throughout the school year will provide strategies for integrating classroom instruction along with on-the-job experience. • 16-18 year olds will participate in three to four day work experience per week • Work experience, structured training and mentoring at job sites will be in place for students participating in work-based learning 3-4 days per week. • 19-21 year olds will participate in full time community-based -work study program and job training. Students will participate in job training outside the traditional classroom with full staff supervision. This will increase collaboration between classroom staff and staff in the full and part time school-to-work programs. • All 19-21 year olds will be registered with adult service agencies before graduation

- Instruction will focus on skills, social/emotional readiness and competencies.
- Work-based learning will focus on career exploration, work experience, structured training and mentoring on job sites daily.
- Students participate in Summer Youth Program working within the school and at community based worksites
- Staff will attend VESID, adult service agencies and Brooklyn Council meetings to receive updated information that will further benefit our students.
- Student evaluation checklists will be completed on a weekly basis

The school will continue to use the CDOS Learning Standards, the Wave curriculum and the Syracuse curriculum to prepare students for the world of work on a regular basis.

The school will introduce the Eden Institute Curriculum Series and FACES.

Assistant principals and the job developer will meet on an ongoing basis with grade cohorts and students to determine suitable work sites, and work-study programs, for individual students based on interests, skills, and competencies.

Teachers in the full time work study program will meet on a monthly basis to share knowledge through collaboration about the various work communities, and access to adult service agencies.

Parents will be notified by classroom teachers and job developer by letters followed by phone calls about student placement and worksite information.

Parents will continue to be encouraged to become involved in work-based learning activities. Communication with parents will be increased through Parent Coordinator's newsletter, individual teacher/coach updates, and meetings with the principal regularly.

Parents will continue to learn about available adult services and assist in the preparation of their young adults as they transition to the world of work and independent adulthood on an ongoing basis. They will be invited to attend the school's Career Fair and Agency Fair.

Assistant principals will meet with job coaching staff on a monthly basis to discuss and implement agency linkages for students. Staff will plan meetings with parents/guardians to discuss adult service agencies.

Assistant principals, teachers, and job developer will review students' IEP and ITP plans, and worksite summary reports to monitor students' progress. Bi-annual student evaluation forms will continue to be completed in January and May of 2010.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Schedule adequate staffing for job coaching • Schedule meetings with teachers of the junior, senior grade and transition staff • VESID • BDDSO meetings • Cohort meeting agendas • Professional Development and turnkey to staff • Newsletters • Meetings with parents/teachers/coaches • Adult Service Agencies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student binders will be evaluated on a regular basis to monitor student progress • Student worksite evaluation checklist will be filled out two times yearly • Progress towards students' ITP's will be monitored on an ongoing basis • IEPs will be tracked monthly to monitor student progress • Vocational Level 1 assessment will be assessed two times yearly to monitor student progress • Student Interest Inventory assessment will be filled out to assess student interest in order facilitate student worksite placement • Staff will schedule meetings with parents/teachers/coaches to target areas of improvement • Brigance assessment will be completed 3 times per year to monitor student progress • Schedule adequate staffing for job coaching • Schedule meetings with teachers of the junior, senior grade and transition staff on an ongoing basis to monitor that benchmarks are being met • Staff will link students with VESID services as appropriate • Staff will attend adult support service agency meetings as appropriate • Designated staff will attend professional development and turnkey information to support ongoing training

Subject/Area (where relevant): Behavior

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2010, 373K will broaden effective strategies and resources used in the school-wide behavior program to reinforce positive behavior intervention for students. A decrease in student behavioral incidents will be measured by the number of level 4 and 5 OORS reports, SWIS data and suspensions as compared to last year’s data as a result of increase in staff training in order to decrease incidents.</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>Starting in September and continuing throughout the 2009-2010 school year, staff will attend District 75 TCI and Positive Intervention training. At the end of each training session, trained staff will conduct turnkey professional development with other staff members.</p> <p>The instructional staff will continue to infuse the curriculum for the school-wide behavior program CARS (Cooperation, Accountability, Respect, Safety) into weekly instructional planning. (CARS lessons are being taught throughout the school year)</p> <p>The staff will continue to prepare students for monthly assemblies to support CARS expectations and to celebrate students’ achievement.</p> <p>Principal and assistant principals will work with the Safety Agents to maintain schedule of hall patrol, lunchroom supervision, and to maintain the safety of the entire school community. Meet on a regular basis with Safety Agents, PBIS team.</p> <p>Principal and assistant principal will meet with PBIS committee to monitor and analyze SWIS data, Bus reports, and OORs data on a periodic basis. From this data the school will enlist assistance from the D75 Behavior Intervention Coach to conduct workshops for staff on classroom management and writing individual student behavior plans.</p> <p>Expand in-school store for use as an incentive to support school-wide behavior program (CARS)</p> <p>Increase number of staff to monitor lunchroom and hall passing to support school-wide behavior program</p> <p>Develop Individual Behavior Plans based on SWIS data</p> <p>Schedule meetings with parents/ guardians to develop intervention strategies</p> <p>Weekly grade cohort meetings with administration and the school-based coach and regular Pupil Personnel Team meetings will be held to discuss behavior intervention strategies and to case conference individual students</p> <p>Weekly school-wide clubs for all students will provide academic and recreational activities</p> <p>PD and ongoing observations will be conducted to ensure good pedagogy in best practices to decrease acting out behaviors.</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>Tax levy money District PBIS coach District trainings in Behavior Management techniques District trainings in TCI</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Designated staff will attend D75 TCI training and turnkey information to increase knowledge • Designated staff will attend D75 workshops in behavior management techniques and will turnkey information increase knowledge • SWIS, OORs, Bus report data will be evaluated to infuse appropriate instruction to diffuse incidents • Individual student behavior plans reviewed 4x yearly • C.A.R.S. assemblies/celebrations scheduled regularly to motivate positive student behavior • Meetings with PBIS team scheduled regularly to assess intervention strategies and implement appropriate changes • Meetings with safety agents scheduled regularly to review student behaviors and incidents to fine tune intervention support strategies • PD agendas and feedback forms will be used to show staff participation and assess subsequent needs

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	36	36	36	36	IEP mandated only	IEP mandated only	IEP mandated only	36
10	36	36	36	36	IEP mandated only	IEP mandated only	IEP mandated only	36
11	36	36	36	36	IEP mandated only	IEP mandated only	IEP mandated only	36
12	60	60	60	60	IEP mandated only	IEP mandated only	IEP mandated only	60

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Caught Reading Wilson Quick Reads Scantron Rigor FACES</p>	<p>Small group and 1:1 instruction – 5X weekly – during the AM literacy block</p> <p>Caught Reading: A systematic, leveled program with development of phonics, language and reading skills which promotes and celebrates reading with books, newsletters, posters, etc. Quick Reads: Small-sized fiction and non-fiction books for emergent adolescent readers Wilson: A highly structured, scripted phonics program Scantron: An online assessment and reading program used for students in inclusion classes for Grade level 2+ reading skills</p>
<p>Mathematics: Real Life Math Series FACES</p>	<p>Small group and 1:1 instruction – 4X weekly – during the math block</p> <p>Real Life Math Series: Functional, practical math skills program to enhance activities of daily living</p>
<p>Science: HIV/ AIDS Curriculum Health/ Sex Ed Curriculum</p>	<p>Small group instruction 2X weekly during the science period</p> <p>HIV/AIDS curriculum supports instruction in prevention of STD's and HIV/ AIDS Health/ Sex Education curriculum provides lessons in promoting good health and safe sexual behaviors</p>
<p>Social Studies: CMVI – Transition Center Wave Curriculum CDOS/ ADL Syracuse Curriculum</p>	<p>Community Based Vocational Instruction (CBVI), The Career Path & Travel Training Programs provide students with small group and 1:1 vocational instruction during the school day – 3 -5 X weekly Wave Curriculum – a vocational curriculum stressing skills needed to improve vocational outcomes Career Development and Occupational Studies curriculum and instruction in Activities of Daily Living support the life skills/ vocational program during the school day in small group and 1:1 instruction Syracuse Curriculum – a comprehensive functional and vocational curriculum</p>
<p>At-risk Services Provided by the Guidance Counselor: PBIS, Intensive Counseling/ Guidance, LSCI, TCI, BIP</p>	<p>Intensive counseling/ guidance, Life Space Crisis Intervention, Therapeutic Crisis Intervention, Positive Behavior Intervention Strategies are provided in 1:1 and small group instruction Behavior Intervention Plans - Individual Behavior Plans written for students based on SWIS, OORS and anecdotes.</p>
<p>At-risk Services Provided by the School Psychologist: LSCI, Intensive Counseling/ Guidance</p>	<p>Intensive counseling/ guidance, Life Space Crisis Intervention are provided in 1:1 and small group instruction during the school day as needed</p>

At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services: Clubs CHAMPS Health and Fitness	After school – 4X weekly In school – 1X weekly during block Students participate in clubs such as basketball, dance, cheerleading, cooking etc. CHAMPS – after school program for health and fitness

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** **LEP : 18**

Number of Teachers: 2 **Other Staff (Specify); (2) Paraprofessionals; (1) Payroll Secretary; (1) Supervisor**

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.

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

P373K has a Transitional Bilingual Education Program, comprised of 2 Spanish Bilingual classes; one (1) in the high school and the other at a community-based full-time worksite as well as an ESL program. Out of an overall school total of 344 students 18 of these are ELLs mandated for services. All students in the Spanish Transitional Bilingual Education (TBE) program receive the required units of ESL as per CR Part 154. The TBE program provides instruction for thirteen (13) students, grades 9 through 12 who are mandated for these services. Our ESL program presently serves 5 students 4 of whom are Spanish speaking and 1 French Haitian Creole. Native Language Arts (NLA) instruction is provided as per CR Part 154 for the required number of minutes (180) per week. Technology is incorporated to give students additional instructional supports. Our two (2) Bilingual Teachers and our one (1) ESL teacher are all fully certified. Our Spanish Transitional Bilingual Education class at our main-site is comprised of eight (8) Spanish bilingual students.

MAY 2009

Our full-time community-based worksite Spanish Transitional Bilingual (TBE) class at Buena Vida Senior Center is comprised of 5 students. These students reinforce and strengthen both Native Language Arts and English Language Arts skills by interacting with and working alongside the mostly Spanish bilingual worksite personnel.

Five (5) students are provided with ESL services at our main site by our fully certified ESL teacher through a pull-out/ push-in program. Fifty-four (54) students took the spring (2009), NYSESLAT test. Of these students, three (3) scored at the Intermediate level, seven (7) at the Beginning level and forty-four (44) scored Invalid. The scores of Invalid received by these forty-four (44) students can be attributed to their having severe cognitive deficits and being unable to complete all four modalities of the test.

With regard to NYSAA, of the nine (9) ELLs who were Data-folioed in the spring of 2009 NYSAA Reading, 8 scored 4s and 1 scored a 3. These scores, representative of roughly 15 percent of our school's total number of ELLs suggest that ELLs are performing as well or better than their standardized peers.

Given the success of the previous years' Title III programs, we have decided on the theme of Standards Based Content Instruction in Social Studies through Memoir Writing, and the use of Technology. This instruction will be delivered in small thematic units. As a supplemental program Title III will complement mandated services by reinforcing skills learned in the content areas, during the regular school day while receiving mandated services. A careful look at published works and pertinent publications, namely the National Writing Project (2009), shows that when one is engrossed in writing about one's experiences and own culture, there is a greater earnestness which comes out. This is true for all writers but is even truer for those who are grappling with the task of mastering a different language, in this case, English Language Learners.

The Title III program 2009-2010 will be conducted as an After-school program and will be held (2) days a week lasting for (1.5) hours each day and beginning immediately after the regularly scheduled school day. The program will serve students in grades 9 through 12 and will run for a duration of thirteen (13) weeks, twice a week for one and a half (1.5) hours per session, Tuesdays and Thursdays, from 3:00pm – 4:30 pm for a total three(3) hours/week. It will begin on Tuesday, March 9, 2010 and end on Thursday, June 17, 2010. There will be two (2) students in the 6:1:1 ratio and 16 students in the 12:1:1 ratio participating in the program. The current staffing ratio will adequately satisfy proper student-to staff ratios. Staff will gauge the efficacy of the Title III program by looking at students' subsequent performances on the Brigance Inventory Assessment and NYSAA for those students ELL who will be data-folioed.

Based on student and parent responses the program will serve approximately 18 ELLs. The program is designed to promote the continual development of academic language of ELLs. The program will be staffed one (1) fully certified ESL teacher, who will be the "lead" teacher seeing students during each session, one (1) certified Bilingual teacher, (2) paraprofessionals (1- Spanish-speaking ; 1- Haitian-Creole speaking) Parents have been notified of the program by the official Title III parent letter. Telephone calls were also made to their homes by staff, advising them of the program and answering their questions and concerns.

Parent Involvement-

Parents have been notified of the proposed Title III 2009-2010 program through the official Title III parent letter on school letterhead, which was sent out to all parents of ELLs. These letters provided parents with all the particulars of the program, advising them of the start and ending dates, days and hours of duration of the program, and were sent in a language that the parents could comprehend. These letters were followed up by telephone calls to homes as a reminder to parents. In addition, two parent orientations were held to advise parents of the program would benefit their children as well as themselves. These parent orientations were held on Wednesday, November, 4, 2009 and Thursday, November 5, 2009 respectively. At these orientation sessions, parents were invited to attend the Title III and participate alongside their children in order gain English Language proficiency. For those parents who participated in the previous years' programs alongside their young adults, information was given on how this

MAY 2009

year's program will build on those of the previous two years. Student metro-cards will be provided from non-Title III funding. However, adult metro-cards will be provided for parent participants using Title III funding.

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.

The theme of this year's (2009-2010) Title III program is, Standards Based Content Instruction in Social Studies Through Memoir Writing, and the use of Technology.

Eight (8) one (1) hour-long professional development workshops involving the 2 teachers, 2 paraprofessionals and 1 supervisor will be scheduled after school and prior to the beginning of actual classes to provide relevant Professional Development related to the theme. These workshops will be held on consecutive Tuesdays and Thursdays in January 2010, beginning on Tuesday, January, 12 and ending on Thursday, February 4. This Professional Development will involve the research and review of literature related to the theme and the implementation of the program. There will be a focus on the efficacy of memoir writing and English Language acquisition. Our school's ESL teacher will turn-key to other staff, training she received on memoir writing through a number of District-wide Professional Development trainings. There will mid-session and culminating events involving the display and celebration of the work done by all participants.

Form TIII – A (1)(b)

School: 373K BEDS Code: 307500013373

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,175.05	1 Supervisor – (2 days x 1.5 hrs daily x 13 weeks) 39 hrs @ \$52.21 = \$2,036.19 2 Teachers- (2 days x 1.5 hrs daily x 13 weeks) 39 hrs each @ \$49.89 = \$3,891.42 1 Secretary – (10 weeks) 10 hrs @ \$30.74 = \$307.40 2 Paraprofessionals - (2 days x 1.5 hrs daily x 13 weeks) 39 hrs each @ \$28.98 = \$ 2,260.44
		Professional Development:

		1 Supervisor – 8 hrs. @ \$52.21 = \$417.68 2 Teachers – 8 hrs. @ \$49.89 = \$ 399.12 per teacher = \$ 798.24 2 Paraprofessionals -8 hrs each @ \$28.98 = \$231.84 per para = \$ 463.68
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$ 3,787.70	4 Dell laptops (\$859.30 each) = \$ 3,437.20 , 1 Canon digital camcorder (\$280.50), Photo/Art paper \$70
Travel	\$468	Parent involvement 104 Metro-cards (4 parents, 2 days weekly, 13 weeks) @ \$4.50 per Metro-card = \$468
Other	\$569.24	Instructional program 26 instructional sessions (2 sessions/week for 13 weeks) (\$10 for snacks each session) = \$260 Parental Involvement 2 Events (\$154.62 food/beverages for Mid session, and Culminating session events) = \$ 309.24
TOTAL	\$14,999.99	

Language Allocation Policy

School: P 373K/BTC

District: 75

Principal: Ms. Valerie Miller

LAP Committee:

Roger Greenidge, Assistant Principal; Amercy Shields, ESL Teacher; Felix Valentin and Joseph Aguilar, Bilingual Teachers; Santa Amoroso-Grillo, Bilingual Counselor and Tisha Lamb, Parent Coordinator; Ketly Guillaume, Family Worker; Mayra Pascual, ESL/Bilingual Coordinator

During the 2009-2010 school year, P373K will serve 61 LEP/ELLs (18%) out of a total of 344 students. All of our students are in alternate assessment. The ethnic breakdown of the school is as follows: Hispanic-103, African American-224, and White-17. P.373K has both a bilingual and an ESL program for students in alternate assessment. A total of 18 students are mandated for Bilingual and ESL instruction and are entitled to such services. For the purposes of the LAP the

MAY 2009

numbers reflected are for the entitled ELL students only. In addition, we have 43 students who are x-coded and are serviced as per IEP. The languages spoken and number of students mandated for bilingual and ESL services are as follows: 16 Spanish, 1 French Haitian Creole, 1 Haitian Creole. The breakdown of ELLs by grade is as follows: grade twelve- 13; grade eleven -1; grade ten- 3 and grade nine – 1. ELLs are identified first through checking for the completion of the Home Language Identification Survey (HLIS). This survey must be done at the school if it has not been completed at the CSE level. The ATS report (RLER-LAB-R), which identifies students as eligible for LAB-R testing is utilized. For those students who are already enrolled in the NYC Public School System, ATS reports are reviewed to identify students as eligible for LAB-R testing (RLER-LAB-R) even if they did not take the test and eligible for the NYSESLAT (RLER-LAT)

Parent Community Involvement: Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator will offer parents of ELLs ongoing information in their home languages and training on different aspects of their children's education such as, activities to support learning, outside supports in their local community, and transition services. At the PA meetings translation services are offered. Our goal is to increase parent outreach and participation by encouraging parents to attend District 75, city and state wide parent conferences in which translation services are offered.

Assessments: Content Area progress is measured using The Brigance Diagnostic Inventory and the data-folios for NYSAA. ELLs scored as follows in comparison to their non-ELL peers. ELLs scored parallel to their non-ELL peers on the NYSAA. In the math NYSAA of Spring 2008, eleven ELLs took the exam, eight scored 4s, three scored 2s, and two scored 1s. The scores for the ELLs compare favorably with their non ELL peers who took the test for that same time period. Of the seventy three non- ELLs, fifty eight scored 4s, twelve scored 3s, and three scored 2s. For the 2008 NYSAA reading, eleven ELLs took the test. Ten scored 4s, and one scored a 3. This again compares favorably with the seventy four non ELLs who also took the test. Seventy scored 4s, two scored 3s, and one scored 1. Most of the students recorded a score of invalid on the 2008 NYSESLAT. All students currently receive instruction at the Beginning proficiency level.

Patterns in proficiency

Due to the disabilities of our students they were not able to complete all portions of the NYSESLAT exam. In our analysis of the 2008 NYSESLAT our LAP committee found that student strengths are the listening and speaking modalities. The areas to be focused on for instruction are reading for comprehension and writing.

Implications for LAP: During the LAP process we have evaluated our program needs. Current Staffing, materials, and programs available are meeting the needs of our ELLs. We still need to develop a plan for ELL students in Alternate Placement settings at the worksites. The ESL teacher will continue to work closely with the worksite teachers to develop a plan that incorporates ESL strategies.

Implications for Instruction: The use of ESL strategies, scaffolding, classroom libraries in the Native Language as well as English, using ESL and NLA Standards are all an integral part of the instruction of our ELLs. In order to further develop the reading levels of our ELLs, the classroom teacher is currently using the RIGOR program (Reading Instruction Goals for Older Students).The ESL teacher will work closely with worksite teachers to address the needs of the students. To develop academic language, teachers will use graphic organizers, scaffolding strategies for concept development and vocabulary building. Worksite experiences facilitate academic language development and students learn to manipulate language in a variety of ways. In both the bilingual and ESL programs, instruction is differentiated for both the disability and the level of English proficiency. The use of technology, the various types of groupings, scaffolding activities, materials with age appropriate pictorial representations detail the various ways that teachers differentiate instruction for ELLs.

Transitional Bilingual Program: Our TBE is composed of 2 bilingual classes with a total of 13 students. One of the bilingual Spanish classes for ELLs in Alternate Assessment is at the High School and the other bilingual Spanish class is at a full-time community based worksite. The bilingual teachers assigned to

MAY 2009

these classes are both NYS certified/ NYC licensed, and provide instruction in a variety of subject areas. Teachers adapt the instruction to the students' individual needs. Instruction is imparted in English as well as Spanish. The components of the Bilingual Programs are:

English as a Second Language: All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Multisensory and multicultural ESL materials are also infused throughout all aspects of instruction.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the workshop model, emphasizing the development of comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multisensory approaches, the infusion of the arts, and the use of technology. The classroom library includes a variety of books in native language. In the bilingual program the students are at a beginner's level. The ratio of Native Language to English is 60:40 Spanish/English ratio. The allocated minutes for each subject are as follows: ESL – 90; NLA – 90 (NL); Mathematics – 50 (NL)/ 10 (English using ESL); Social Studies – 35 (NL)/10 (English using ESL); Science – 35 (NL)/10 (English using ESL)

Students reaching proficiency in the NYSESLAT are given a number of options, after the modification of their IEP. One of these options is placement a monolingual class including one of our four inclusion classes- two (2) high school inclusion and two (2) college inclusion, contingent on their ages. A second option is two (2) years of AIS support, or ESL if the teacher's schedule permits. Additional options include participation our school's Title III program, CHAMPS and Tutoring. The aforementioned options can accessed individually or in varying combinations in order to assist student's transition to a completely monolingual setting.

English Language Arts: In addition, students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYS ELA Standards and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multisensory approaches, the infusion of the arts, and the use of technology. The classroom library contains a variety of books in English.

Content Area Instruction: Academic language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs. Content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYS Content Area Standards. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction The materials used are age and grade appropriate and are of an eclectic nature and come from various sources including Santillana, Benchmark, Rigby(*On Our Way to English*), National Geographic Theme Sets, teacher-made and differentiated materials as well as augmentative devices such as Dynavox and Big Mac.

Freestanding ESL Program: We have one fully certified ESL teacher who uses a blended pull-out/push-in model in working with our ELLs. The language of instruction for the ESL program is English. Our ESL program is composed of 6 ELLs, including 5 student whose IEPs indicate ESL only and 1 student in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English.

ESL Instruction: ELLs receive the units of ESL required by CR Part 154: 3 units for alternate assessment students at the Beginning level, 2 units for students at Intermediate level and 1 unit for student and 1 at the Advanced level. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as:

Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology is incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom libraries include a variety of books on all levels that reflect the background, needs, strengths and languages of ELLs. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction: Content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the 10 mandated hours of Jose P. ESL training. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, graphic organizers, multisensory approaches and Scaffolding Techniques. Content Area Instruction follows the NYS Content Standards. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction. Moreover our ESL teacher participates in grade meetings with content area and ELA teachers to plan units of study which the ESL teacher will then provide to students using ESL methodologies including Total Physical Response (TPR), Language Experience Approach, Graphic Organizers and text adaptation

English Language Arts: Students at the advanced level will receive 1 unit of ELA. Literacy instruction for ELLs follows the NYS ELA Standards, the workshop model and the Units of Study developed by District 75. Teachers work together collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that she serves.

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have five **Newcomers** or **SIFE** but at such time that we do they will receive an orientation of the school community, tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. In addition, Newcomers are targeted for AIS. **Transition Plan:** students no longer requiring Bilingual or ESL services according to the IEP will be supported for one year with ESL services. **Long term ELL students** i.e. students receiving more than three (3) years, but less than six (6) years of services are supported through: a continuance of their ESL services, as per their IEP, and in accordance with their proficiency levels as indicated on the NYSESLAT, extended day programs, AIS, Instructional Technology, visual arts enrichment, tutoring, pairing with a buddy student and work site programs. Many of our long term ELLs have developed a working knowledge of the English language and are allowed to improve their understanding of The English language when they transition into our several community based worksites.

With regard to planning for future Students with Interrupted Formal Education (SIFE), we intend to draw heavily from the support provided by our family workers. Our school boasts of two family workers one of which is fluent in English, Spanish, Haitian-Creole and French; the other is fluent in Spanish and English. We plan to use the services of these two individuals to not only assist the individual students but their respective families as well. Working with other staff, these Family workers will serve as a vital link between school, home and community. We know the importance of this linkage, since, more often than not, parents of these students lack the facility with the English language and, as a result are unable to access vital services.

Professional Development:

Professional development topics for teachers of ELLs include: Language Allocation Policy, Language Acquisition, Differentiated Instruction, Teaching across the Content Areas. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the time of admission of new students to our school, parents are interviewed and complete an extensive intake form. We elicit from parents, the language spoken at home. For those parents unable to visit the school, outreach is done by telephone. If this fails we rely on our two family workers to visit the home. As a final resort we refer to the child's IEP and Home Language Survey to determine the language spoken at home.

On determining the home language, plans are made accordingly for written and oral communication. At this time we serve students whose home languages are Spanish, Haitian-Creole, Urdu and Polish. We use DOE documents to provide translation in the home language. Contact is made with the Office of Translation to translate all school notices, newsletters, and interview forms when staff is unable to provide this service.

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.

P373K uses official translated DOE documents when provided. We also use our alternate placement paraprofessionals and other staff who are fluent in the identified language to provide oral as well as written translation to parents. Outreach is made to DOE when there is hardship in providing this service. These efforts are reported in the school's monthly newsletter as well as the minutes of the school leadership team. At present we have eight (10) parents whose preferred language of communication is Spanish; four (4) Haitian-Creole. With regard to Spanish-speaking parents, we utilize our staff (teachers and multilingual family workers) to address any written and oral translation when the need arises. In addition, our school has just installed a *School Messenger calling service* which notifies parents of absences and lateness on a daily basis, as well as significant school events and unforeseen emergencies such as emergency school closing and the likes. At present, these calls are made only in English and Spanish. This information has been with parents at School Leadership team meetings and at Parent Association meetings.

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.

MAY 2009

P373K's written translation services are provided by either staff members or parent volunteers. When there is no one available our school's Parent Coordinator turns to the contacts the DOE for help with written translations. To ensure the timely provision of translated documents to parents, languages are target based on advanced knowledge of such a need.

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. P373K will provide oral interpretation services for parents through school staff and parent volunteers. In those instances where we do not have a staff member or parent volunteer fluent in the identified language, outreach is made to the Department of Education's Office for Interpretation and Translation Services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents will be informed monthly through the school newsletter, mailings and written communication given to students. It will also be sent in the appropriate home language. Our school newsletter will also feature this information. The P373K Safety Plan will be shared with the School Leadership team and the Parent Association. P373K will work with Parent Coordinator to ensure that each family is provided with a copy of the Parents Bill of Rights. Interpretation notice signs will be visibly posted.

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

1. Enter the anticipated Title I allocation for the school for 2009-2010_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year_____
5. 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.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and

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 2 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 School Improvement Schools

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 that Have Been Identified for School 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.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)
MAY 2009

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

NOT APPLICABLE

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

MAY 2009

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

1A.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.

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

The administration, along with the school-based coach, the data team, and the literacy committee will review the data related to the findings of the audit on standards based curriculum as it relates to the 373K student population. All students at 373K participate in alternate assessment and have IEP's that are based on academic, social, and vocational goals. We will review the results of the NYSAA scores and Alternate Grade Level Indicators in ELA with our curriculum to determine alignment to the standards based curriculum and the school's educational program. The results of our findings will be shared with the school community at staff conferences, school leadership team meetings and Parent Association meetings.

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

Applicable Not Applicable

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

The students of 373K with significant cognitive delays and the students with autism follow the guidelines set forth by NYS and students participate in the NYSAA. The areas cited in this report are the same areas that our teachers struggle with as they support students. The absence of a standardized curriculum and limited age appropriate books and materials to address the instructional needs of high school aged students who read on a pre K - 3.5 grade level, presents additional challenges in the instructional process. The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program. Adaptations of standard based curricula and differentiation of instruction is determined by the individual needs of each student according to multiple assessments and IEP's.

MAY 2009

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.

373K will continue to analyze and use multiple sources of data to identify and address curricula that will adequately align to the NYS standards and is appropriate to educate our cognitively impaired students. The unavailability of a uniformed curriculum that addresses the instructional needs of the severely cognitively disabled has led us to seek alternate ways to adapt standardized curriculum in ELA. Professional development in gathering, analyzing, and using data to differentiate instruction and adapt curricula to meet the needs of our students will continue.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The administration, along with the school-based coach, the data team, and the grade leader cohorts will review the data related to the findings of the audit on standards based curriculum as it relates to the 373K student population. All students at 373K participate in alternate assessment and have IEP's that are based on academic, social, and vocational goals. We will review the results of the NYSAA scores and Alternate Grade Level Indicators in Math to determine alignment to the standards based curriculum and the school's educational program. The results of our findings will be shared with the school community at staff conferences, school leadership team meetings and Parent Association meetings.

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

Applicable Not Applicable

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

Adaptations of standards-based curriculum in Math to drive differentiation of instruction are determined by the individual needs of each student according to their assessments and IEP's. Although our students work towards the NYS learning standards for Math through the Alternate Grade Level Indicators, student engagement in content is accomplished through functional math (ex.: time, money, measurement, numeration, operations) which is reinforced through experiential learning. Results of NYSAA and students' transitional outcomes, substantiates the need for the use of functional math curricula in the classroom. To the extent possible, the students are introduced to the concepts of mathematical areas including algebra and geometry through their connection to community education. Data generated from individual assessments is used to plan instruction that will foster independence in real world situations such as shopping, budgeting and job skills.

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

MAY 2009

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

Lesson plans are reviewed on an ongoing basis to ensure alignment of planning to direct instruction based on IEP goals. Lessons must reflect how students are instructed in whole group, small group and individual instruction. Formal and informal teacher observations are conducted to determine the use of best practices as it pertains to instructional strategies. School leadership team and Administrative walkthroughs in all classrooms are focused on evidence of best practices and differentiated instruction for all students. These findings are used to address the relevance of this audit on our school.

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?

Student engagement in small group and individualized, differentiated instruction has resulted in increased mastery of Brigance/ IEP goals as indicated by the IEP Tracker and IEP Mastery forms, as well as report cards. The TEACCH methodology is used with our students with autism. The structure incorporates students working in small groups, 1:1 areas, and independent work stations.

MAY 2009

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.

Administration and the school-based coach will continue to monitor the instructional program with formal and informal observations and focused walkthroughs to ensure that direct instruction is aligned to results from assessment data and IEP goals and that differentiation of instruction and appropriate groupings is allowed for student progress.

2B – Mathematics Instruction

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

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

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

Lesson plans are reviewed on an ongoing basis to ensure alignment of planning to direct instruction based on IEP goals. Lessons must reflect how students are instructed in whole group, small group and individual instruction. Formal and informal teacher observations are conducted to determine the use of best practices as it pertains to instructional strategies. School leadership team and Administrative walkthroughs in all classrooms are focused on evidence of best practices and differentiated instruction for all students. These findings are used to address the relevance of this audit on our school.

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

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.

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?

Direct instruction of mathematics is conducted in classrooms, worksites, and the community. Vocational skills and activities of daily living are incorporated on a daily basis into lessons that include shopping (money and sales), cooking and gardening (measurement), school stipends (budgeting, banking), following schedules and keeping time. A new math specialist was introduced. Technology is infused into all areas of the curriculum as an aid for visual learners and to reinforce language to promote communication skills (ex: Alternative augmentative communication devices). Data shows an increased mastery of Brigance/ IEP goals as indicated by the IEP Tracker and IEP Mastery forms, as well as report cards. NYSAA scores from 2008 – 2009 in Math reflect 93% mastery in Level 3 and Level 4.

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 has or will engage in to assess whether this finding is relevant to your school's educational program. Teacher turnover is reviewed each year. Although in the past we have had a high turnover this past year we had one transfer.

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?

Having a seasoned staff adds to the stability of the school. Although new teachers who replace retirees require a great deal of professional development and support to help them development best practices, they also bring new energy to the program and a willingness to embrace new directions.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Bi-lingual and ESL teachers at 373K receive training in QTEL and use these strategies in their classrooms. The administration will conduct a survey with the instructional staff to determine their knowledge of delivery of effective instructional strategies for ELL's.

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?

Findings show that professional development in this area is lacking for teachers of monolingual classes. All teachers will need to fulfill the requirement of 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.

BTAC Personnel from a DOE approved institution of hiring learning will be invited to conduct Jose P training for those instructional staff members who have not fulfilled this requirement. In addition, in-school turn-key training will be provided.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Administration and ELL teachers will review disaggregated data gathered by the Inquiry team and review the findings of the NYSESLAT for those cognitively disabled students who were able to take it. Student data binders and IEP's will be assessed to monitor individual student progress over time.

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? Due to the cognitive levels of our students who all participate in alternate assessment, NYSESLAT scores rarely accurately reflect their capabilities, due to sensory and other impairments. More accurate measures of student progress are reflected in individual student binders as well as on their IEP's, IEP Tracker and Mastery forms, and report cards.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The school surveys the staff in September with a "Needs Assessment" for professional development. Targeted areas include the collection, analysis and use of data to drive instruction; curriculum development; lesson planning and best practices; differentiated instruction; classroom management; writing quality IEP's; transitional services for young adults; and strategies to improve student performance and increase access to the general education curriculum. The Needs Assessment is reviewed and areas of need are identified. In addition, formal and informal assessments are used to target specific needs of individual teachers.

In addition, ongoing meetings are conducted with staff serving our inclusion sites (SETSS providers), administration, and the general education staff of our host schools to collaborate on student needs and the efficacy of the programs.

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?

The IEP's of students in general education classes are shared with the general education teachers that serve them. The needs of the special education students and their goals are discussed and strategies are developed collaboratively. Differentiated instruction and modifications for instruction are reviewed. Paraprofessionals travel with the special education students and help to implement the accommodations that have been discussed. SETSS provide both individual and small group instruction and make modifications and adaptations of materials to reflect the Alternate Grade Level Indicators for students participating in NYSAA, differentiating materials and instruction as needed to access the general education curricula. In addition, SETSS providers team teach and model different approaches to engage all students in learning. They facilitate social skills development by encouraging appropriate communication and interaction between special education students and their non-disabled peers. All staff involved with the students work collaboratively on a behavior plan if one is warranted, to ensure effectiveness and consistency.

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.

Collaboration between general education teachers and SETSS providers must be increased to ensure successful outcomes for our students. The general education teachers must be aware of the student's IEP goals and supported in helping them to achieve mastery. Shared strategies must be encouraged, and behavior plans must be developed with all parties involved.

Professional development in differentiated instructional approaches, modifications, behavior plans, and accommodations needed to support our students must be extended to include general education teachers as well as special education teachers.

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. All IEP's are reviewed and provide evidence of the alignment between assessments, goals and objectives. Page 3 of the IEP discusses modifications for the classroom environment, accommodations needed to meet goals and staffing and group sizes to support instruction. Behavior intervention plans for students with management needs and behavior management paras are required and logs and anecdotal are reviewed.

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?

Goals and objectives are reviewed for students participating in NYSAA assessments and are aligned and modified to meet Alternate Grade Level Indicators. Behavior Intervention Plans are included in the IEP's for all students with management paraprofessionals or severe behavioral problems. All management paraprofessionals keep logs that are reviewed on a periodic basis to note student progress and to provide insight into antecedents that might precipitate behaviors.

Teachers and paraprofessionals regularly provide accommodations to students during class lessons. Small group instruction with para assistance, under the supervision of classroom teachers provide a variety of accommodations so that all students can access instruction equally during a lesson, according to each student's level and abilities.

Each grade has common meeting and planning time weekly. Staff discuss student progress and review data. Curriculum content is discussed as the basis for instruction and how goals and objectives are aligned to the curriculum. Best practices are shared at these meetings.

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.

Professional development will be used to continue to assist staff in implementing accommodations in the classroom instructional environment and on effective intervention strategies and differentiating for instruction.

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

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE C4E FUNDS

This appendix will not be required for 2009-10.

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

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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 STH population may change over the course of the year).

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 6 students
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

MAY 2009

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 9-12

Number of Students to be Served: LEP : 18

Number of Teachers: 2 Other Staff (Specify); (2) Paraprofessionals; (1) Payroll Secretary; (1) Supervisor

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.

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

P373K has a Transitional Bilingual Education Program, comprised of 2 Spanish Bilingual classes; one (1) in the high school and the other at a community-based full-time worksite as well as an ESL program. Out of an overall school total of 344 students 18 of these are ELLs mandated for services. All students in the Spanish Transitional Bilingual Education (TBE) program receive the required units of ESL as per CR Part 154. The TBE program provides instruction for thirteen (13) students, grades 9 through 12 who are mandated for these services. Our ESL program presently serves 5 students 4 of whom are Spanish speaking and 1 French Haitian Creole. Native Language Arts (NLA) instruction is provided as per CR Part 154 for the required number of minutes (180) per week. Technology is incorporated to give students additional instructional supports. Our two (2) Bilingual Teachers and our one (1) ESL teacher are all fully certified. Our Spanish

Transitional Bilingual Education class at our main-site is comprised of eight (8) Spanish bilingual students.

Our full-time community-based worksite Spanish Transitional Bilingual (TBE) class at Buena Vida Senior Center is comprised of 5 students. These students reinforce and strengthen both Native Language Arts and English Language Arts skills by interacting with and working alongside the mostly Spanish bilingual worksite personnel.

Five (5) students are provided with ESL services at our main site by our fully certified ESL teacher through a pull-out/ push-in program.

Fifty-four (54) students took the spring (2009), NYSESLAT test. Of these students, three (3) scored at the Intermediate level, seven (7) at the Beginning level and forty-four (44) scored Invalid. The scores of Invalid received by these forty-four (44) students can be attributed to their having severe cognitive deficits and being unable to complete all four modalities of the test.

With regard to NYSAA, of the nine (9) ELLs who were Data-folioed in the spring of 2009 NYSAA Reading, 8 scored 4s and 1 scored a 3. These scores, representative of roughly 15 percent of our school's total number of ELLs suggest that ELLs are performing as well or better than their standardized peers.

Given the success of the previous years' Title III programs, we have decided on the theme of Standards Based Content Instruction in Social Studies through Memoir Writing, and the use of Technology. This instruction will be delivered in small thematic units. As a supplemental program Title III will complement mandated services by reinforcing skills learned in the content areas, during the regular school day while receiving mandated services. A careful look at published works and pertinent publications, namely the National Writing Project (2009), shows that when one is engrossed in writing about one's experiences and own culture, there is a greater earnestness which comes out. This is true for all writers but is even truer for those who are grappling with the task of mastering a different language, in this case, English Language Learners.

The Title III program 2009-2010 will be conducted as an After-school program and will be held (2) days a week lasting for (1.5) hours each day and beginning immediately after the regularly scheduled school day. The program will serve students in grades 9 through 12 and will run for a duration of thirteen (13) weeks, twice a week for one and a half (1.5) hours per session, Tuesdays and Thursdays, from 3:00pm – 4:30 pm for a total three(3) hours/week. It will begin on Tuesday, March 9, 2010 and end on Thursday, June 17, 2010. There will be two (2) students in the 6:1:1 ratio and 16 students in the 12:1:1 ratio participating in the program. The current staffing ratio will adequately satisfy proper student-to staff ratios. Staff will gauge the efficacy of the Title III program by looking at students' subsequent performances on the Brigance Inventory Assessment and NYSAA for those students ELL who will be data-folioed.

Based on student and parent responses the program will serve approximately 18 ELLs. The program is designed to promote the continual development of academic language of ELLs. The program will be staffed one (1) fully certified ESL teacher, who will be the "lead" teacher seeing students during each session, one (1) certified Bilingual teacher, (2) paraprofessionals (1- Spanish-speaking ; 1- Haitian-Creole speaking) Parents have been notified of the program by the official Title III parent letter. Telephone calls were also made to their homes by staff, advising them of the program and answering their questions and concerns.

Parent Involvement-

Parents have been notified of the proposed Title III 2009-2010 program through the official Title III parent letter on school letterhead, which was sent out to all parents of ELLs. These letters provided parents with all the particulars of the program, advising them of the start and ending dates, days and hours of duration of the program, and were sent in a language that the parents could comprehend. These letters were followed up by telephone calls to homes as a reminder to parents. In addition, two parent orientations were held to advise parents of the program would benefit their children as well as themselves. These parent orientations were held on Wednesday, November, 4, 2009 and Thursday, November 5, 2009 respectively. At these orientation sessions, parents were invited to attend the Title III and participate alongside their children in order gain English Language proficiency. For those parents who participated in the previous years' programs alongside their young adults, information was given on how this year's program will build on those of the previous two years. Student metro-cards will be provided from non-Title III funding. However, adult metro-cards will be provided for parent participants using Title III funding.

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.

The theme of this year’s (2009-2010) Title III program is, Standards Based Content Instruction in Social Studies Through Memoir Writing, and the use of Technology.

Eight (8) one (1) hour-long professional development workshops involving the 2 teachers, 2 paraprofessionals and 1 supervisor will be scheduled after school and prior to the beginning of actual classes to provide relevant Professional Development related to the theme. These workshops will be held on consecutive Tuesdays and Thursdays in January 2010, beginning on Tuesday, January, 12 and ending on Thursday, February 4. This Professional Development will involve the research and review of literature related to the theme and the implementation of the program. There will be a focus on the efficacy of memoir writing and English Language acquisition. Our school’s ESL teacher will turn-key to other staff, training she received on memoir writing through a number of District-wide Professional Development trainings. There will mid-session and culminating events involving the display and celebration of the work done by all participants.

Form TIII – A (1)(b)

School: 373K BEDS Code: 307500013373

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per	\$10,175.05	1 Supervisor – (2 days x 1.5 hrs daily x

session, per diem (Note: schools must account for fringe benefits)		<p>13 weeks) 39 hrs @ \$52.21 = \$2,036.19 2 Teachers- (2 days x 1.5 hrs daily x 13 weeks) 39 hrs each @ \$49.89 = \$3,891.42 1 Secretary – (10 weeks) 10 hrs @ \$30.74 = \$307.40 2 Paraprofessionals - (2 days x 1.5 hrs daily x 13 weeks) 39 hrs each @ \$28.98 = \$ 2,260.44</p> <hr/> Professional Development: 1 Supervisor – 8 hrs. @ \$52.21 = \$417.68 2 Teachers – 8 hrs. @ \$49.89 = \$ 399.12 per teacher = \$ 798.24 2 Paraprofessionals -8 hrs each @ \$28.98 = \$231.84 per para = \$ 463.68
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$ 3,787.70	4 Dell laptops (\$859.30 each) = \$ 3,437.20 , 1 Canon digital camcorder (\$280.50), Photo/Art paper \$70
Travel	\$468	Parent involvement 104 Metro-cards (4 parents, 2 days weekly, 13 weeks) @ \$4.50 per Metro-card = \$468
Other	\$569.24	Instructional program 26 instructional sessions (2 sessions/week for 13 weeks) (\$10 for snacks each session) = \$260 Parental Involvement 2 Events (\$154.62 food/beverages for Mid session, and Culminating session events) = \$ 309.24
TOTAL	\$14,999.99	

Language Allocation Policy

School: P 373K/BTC
District: 75
Principal: Ms. Valerie Miller

LAP Committee:

Roger Greenidge, Assistant Principal; Amercy Shields, ESL Teacher; Felix Valentin and Joseph Aguilar, Bilingual Teachers; Santa Amoroso-Grillo, Bilingual Counselor and Tisha Lamb, Parent Coordinator; Ketly Guillaume, Family Worker; Mayra Pascual, ESL/Bilingual Coordinator

During the 2009-2010 school year, P373K will serve 61 LEP/ELLs (18%) out of a total of 344 students. All of our students are in alternate assessment. The ethnic breakdown of the school is as follows: Hispanic-103, African American-224, and White-17. P.373K has both a bilingual and an ESL program for students in alternate assessment. A total of 18 students are mandated for Bilingual and ESL instruction and are entitled to such services. For the purposes of the LAP the numbers reflected are for the entitled ELL students only. In addition, we have 43 students who are x-coded and are serviced as per IEP. The languages spoken and number of students mandated for bilingual and ESL services are as follows: 16 Spanish, 1 French Haitian Creole, 1 Hatian Creole. The breakdown of ELLs by grade is as follows: grade twelve- 13; grade eleven -1; grade ten- 3 and grade nine – 1. ELLs are identified first through checking for the completion of the Home Language Identification Survey (HLIS). This survey must be done at the school if it has not been completed at the CSE level. The ATS report (RLER-LAB-R), which identifies students as eligible for LAB-R testing is utilized. For those students who are already enrolled in the NYC Public School System, ATS reports are reviewed to identify students as eligible for LAB-R testing (RLER-LAB-R) even if they did not take the test and eligible for the NYSESLAT (RLER-LAT)

Parent Community Involvement: Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator will offer parents of ELLs ongoing information in their home languages and training on different aspects of their children's education such as, activities to support learning, outside supports in their local community, and transition services. At the PA meetings translation services are offered. Our goal is to increase parent outreach and participation by encouraging parents to attend District 75, city and state wide parent conferences in which translation services are offered.

Assessments: Content Area progress is measured using The Brigance Diagnostic Inventory and the data-folios for NYSAA. ELLs scored as follows in comparison to their non-ELL peers. ELLs scored parallel to their non-ELL peers on the NYSAA. In the math NYSAA of Spring 2008, eleven ELLs took the exam, eight scored 4s, three scored 2s, and two scored 1s. The scores for the ELLs compare favorably with their non ELL peers who took the test for that same time period. Of the seventy three non- ELLs, fifty eight scored 4s, twelve scored 3s, and three scored 2s. For the 2008 NYSAA reading, eleven ELLs took the test. Ten scored 4s, and one scored a 3. This again compares favorably with the seventy four non ELLs who also took the test. Seventy scored 4s, two scored 3s, and one scored 1. Most of the students recorded a score of invalid on the 2008 NYSESLAT. All students currently receive instruction at the Beginning proficiency level.

Patterns in proficiency

Due to the disabilities of our students they were not able to complete all portions of the NYSESLAT exam. In our analysis of the 2008 NYSESLAT our LAP committee found that student strengths are the listening and speaking modalities. The areas to be focused on for instruction are reading for comprehension and writing.

Implications for LAP: During the LAP process we have evaluated our program needs. Current Staffing, materials, and programs available are meeting the needs of our ELLs. We still need to

develop a plan for ELL students in Alternate Placement settings at the worksites. The ESL teacher will continue to work closely with the worksite teachers to develop a plan that incorporates ESL strategies.

Implications for Instruction: The use of ESL strategies, scaffolding, classroom libraries in the Native Language as well as English, using ESL and NLA Standards are all an integral part of the instruction of our ELLs. In order to further develop the reading levels of our ELLs, the classroom teacher is currently using the RIGOR program (Reading Instruction Goals for Older Students). The ESL teacher will work closely with worksite teachers to address the needs of the students. To develop academic language, teachers will use graphic organizers, scaffolding strategies for concept development and vocabulary building. Worksite experiences facilitate academic language development and students learn to manipulate language in a variety of ways. In both the bilingual and ESL programs, instruction is differentiated for both the disability and the level of English proficiency. The use of technology, the various types of groupings, scaffolding activities, materials with age appropriate pictorial representations detail the various ways that teachers differentiate instruction for ELLs.

Transitional Bilingual Program: Our TBE is composed of 2 bilingual classes with a total of 13 students. One of the bilingual Spanish classes for ELLs in Alternate Assessment is at the High School and the other bilingual Spanish class is at a full-time community based worksite. The bilingual teachers assigned to these classes are both NYS certified/ NYC licensed, and provide instruction in a variety of subject areas. Teachers adapt the instruction to the students' individual needs. Instruction is imparted in English as well as Spanish. The components of the Bilingual Programs are:

English as a Second Language: All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Multisensory and multicultural ESL materials are also infused throughout all aspects of instruction.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the workshop model, emphasizing the development of comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combing the interdisciplinary/thematic approach with Language Experience, multisensory approaches, the infusion of the arts, and the use of technology. The classroom library includes a variety of books in native language. In the bilingual program the students are at a beginner's level. The ratio of Native Language to English is 60:40 Spanish/English ratio. The allocated minutes for each subject are as follows: ESL – 90; NLA – 90 (NL); Mathematics – 50 (NL)/ 10 (English using ESL); Social Studies – 35 (NL)/10 (English using ESL); Science – 35 (NL)/10 (English using ESL)

Students reaching proficiency in the NYSESLAT are given a number of options, after the modification of their IEP. One of these options is placement a monolingual class including one of our four inclusion classes- two (2) high school inclusion and two (2) college inclusion, contingent on their ages. A second option is two (2) years of AIS support, or ESL if the teacher's schedule permits. Additional options include participation our school's Title III program, CHAMPS and

Tutoring. The aforementioned options can be accessed individually or in varying combinations in order to assist student's transition to a completely monolingual setting.

English Language Arts: In addition, students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYS ELA Standards and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multisensory approaches, the infusion of the arts, and the use of technology. The classroom library contains a variety of books in English.

Content Area Instruction: Academic language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs. Content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYS Content Area Standards. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction. The materials used are age and grade appropriate and are of an eclectic nature and come from various sources including Santillana, Benchmark, Rigby (*On Our Way to English*), National Geographic Theme Sets, teacher-made and differentiated materials as well as augmentative devices such as Dynavox and Big Mac.

Freestanding ESL Program: We have one fully certified ESL teacher who uses a blended pull-out/push-in model in working with our ELLs. The language of instruction for the ESL program is English. Our ESL program is composed of 6 ELLs, including 5 students whose IEPs indicate ESL only and 1 student in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English.

ESL Instruction: ELLs receive the units of ESL required by CR Part 154: 3 units for alternate assessment students at the Beginning level, 2 units for students at Intermediate level and 1 unit for student and 1 at the Advanced level. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology is incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom libraries include a variety of books on all levels that reflect the background, needs, strengths and languages of ELLs. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction: Content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the 10 mandated hours of Jose P. ESL training. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, graphic organizers, multisensory approaches and Scaffolding Techniques. Content Area Instruction follows the NYS Content Standards. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction. Moreover our ESL teacher participates in grade meetings with content area and ELA teachers to plan units of study which the ESL teacher will then provide to students using ESL methodologies including Total Physical Response (TPR), Language Experience Approach, Graphic Organizers and text adaptation

English Language Arts: Students at the advanced level will receive 1 unit of ELA. Literacy instruction for ELLs follows the NYS ELA Standards, the workshop model and the Units of Study developed by District 75. Teachers work together collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that she serves.

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have five **Newcomers** or **SIFE** but at such time that we do they will receive an orientation of the school community, tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. In addition, Newcomers are targeted for AIS. **Transition Plan**: students no longer requiring Bilingual or ESL services according to the IEP will be supported for one year with ESL services. **Long term ELL students** i.e. students receiving more than three (3) years, but less than six (6) years of services are supported through: a continuance of their ESL services, as per their IEP, and in accordance with their proficiency levels as indicated on the NYSESLAT, extended day programs, AIS, Instructional Technology, visual arts enrichment, tutoring, pairing with a buddy student and work site programs. Many of our long term ELLs have developed a working knowledge of the English language and are allowed to improve their understanding of The English language when they transition into our several community based worksites.

With regard to planning for future Students with Interrupted Formal Education (SIFE), we intend to draw heavily from the support provided by our family workers. Our school boasts of two family workers one of which is fluent in English, Spanish, Haitian-Creole and French; the other is fluent in Spanish and English. We plan to use the services of these two individuals to not only assist the individual students but their respective families as well. Working with other staff, these Family workers will serve as a vital link between school, home and community. We know the importance of this linkage, since, more often than not, parents of these students lack the facility with the English language and, as a result are unable to access vital services.

Professional Development:

Professional development topics for teachers of ELLs include: Language Allocation Policy, Language Acquisition, Differentiated Instruction, Teaching across the Content Areas. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs.