



**P. 396K**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 75K396**

**ADDRESS: 110 CHESTER STREET BROOKLYN, N.Y. 11212**

**TELEPHONE: (718) 385-6200**

**FAX: (718) 345-3021**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 396K      **SCHOOL NAME:** Ramon E. Betances Public School

**SCHOOL ADDRESS:** 110 Chester Street Brooklyn, N.Y. 11212

**SCHOOL TELEPHONE:** (718) 385-6200      **FAX:** (718) 345-3021

**SCHOOL CONTACT PERSON:** Nira Schwartz-Nyitray      **EMAIL ADDRESS:** nnyitra@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Bill Gliem

**PRINCIPAL:** Nira Schwartz-Nyitray

**UFT CHAPTER LEADER:** Bill Gliem

**PARENTS' ASSOCIATION PRESIDENT:** Kathryn Nimmons

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

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

**SSO NETWORK LEADER:** Barbara Joseph

**SUPERINTENDENT:** Bonnie Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
<b>Nira Schwartz Nyitray</b>	*Principal or Designee	
<b>Bill Gliem</b>	*UFT Chapter Chairperson or Designee	
<b>Kathryn Nimmons</b>	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Jeff Bush</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Raylene Charles</b>	Member/PTA Secretary	
<b>Romelia Taylor</b>	Member/PTA Treasurer	
<b>Mariam Chin Sulam</b>	Member/Parent	
<b>Sati McLoughlin</b>	Member/Parent	
<b>Samuel Reid</b>	Member/Teacher	
<b>Dr. Robert Williams</b>	Member/Speech Teacher	

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

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

### **SECTION III: SCHOOL PROFILE**

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

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

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Public School 396K, the Ramon E. Betances School, in District 75 is a multicultural, multi-ethnic school committed to inspiring, guiding, and supporting its students and parents. The PS 396K staff work collaboratively in a respectful and nurturing environment to develop quality educational programs for all of our students. PS 396K provides a twelve-month program in a free standing self contained school and one off site. The main site is located in the Brownsville section of Brooklyn at 110 Chester Street, and provides service to the District 23 geographic area. Our school is in close proximity to historic, cultural and recreational opportunities that are incorporated to enhance our students' educational experience. Brooklyn Children's Museum, Brooklyn Museum, Prospect Park Zoo, Brooklyn Botanical Gardens, Grand Army Plaza Library are all within easy reach of the school. Brookdale Medical Center is less than one-half mile from the school.

The PS 396K Main Site is a Specialized Instructional Environment with eight 6:1:1 classes for children with autism, ranging in age from 5.9 to 12.9, three bilingual 12:1:4 classes for children with multiple disabilities, ranging in age from 4.9 to 13.9, and thirteen 12:1:4 classes for students with multiple disabilities, ranging in age from 4.9 to 12.9 years. Two 8:1 classes are dedicated to children included in general education classes. PS 396K provides a highly structured and intensive therapeutic environment that integrates instruction and support services such as speech and language, occupational therapy, physical therapy, hearing and vision services, etc. within the school and community to students who experience delays in the acquisition and generalization of skills. Presently, ninety percent of our students qualify for Academic Intervention Services (AIS). Further, guidance, attendance, psychological services, full time nursing and family outreach are all part of our school program for our students who demonstrate severe, long-standing and pervasive learning, behavioral, and health difficulties. The above services are provided at both of our sites as per each student's Individual Education Program (IEP).

Also under our auspices is a Specialized Instructional Environment 6:1:1 unit consisting of 4 classrooms for children ranging in age from 4.9 to 10.9 with Autism. Also, there are presently fifteen students in an 8:1 Inclusion program. PS 396 @ 289 is located at 900 St. Marks Avenue, Brooklyn, NY 11213, District 17, in the Crown Heights section. Techniques of Applied Behavior Analysis (ABA), Positive Behavior Intervention Services (PBIS) and Treatment and Education of Autistic and Related Communication for Handicapped Children (TEACCH) are used in all classes as needed by the students. Finally, the Picture Exchange Communication System (PECS) is used throughout the day and especially at mealtimes where the children must choose their meals, and during toilet training.

Our students participating in Alternate Assessment are assessed using the Brigance Diagnostic Inventories, the Assessment of Basic Language and Learning Skills (ABLLS) and the New York State Alternate Assessment (NYSAA). Students participating in standardized assessment are assessed with ECLAS 2, EPAL 2, Scantron Performance Series, Acuity and the NYS ELA, Math, Science and Social Studies tests. The students follow a standards-based curriculum that uses the assessment results as a basis for developing each student's individualized program.

We are fortunate at P396K to have the services of many experienced, professional teaching and support services personnel. Of 52 teachers, 50 are tenured. Guidance and psychological support staff are all appointed and have permanent State Certification. Related services are provided by a combination of Department of Education staff and agency providers.

The mission of our school is to create and maintain an environment that will ensure every student will perform to his/her greatest level of independence in the following areas:

- Functional academics including reading, writing, money handling, time management and pre-employment skills
- Self regulation of socially appropriate behaviors
- Spontaneous and assistive communication
- Activities of Daily Living

We commit to a comprehensive system of evaluation, planning, and instruction that includes regular reviews of data derived from student performance on alternate assessment tools (Brigance and NYSAA), demonstrated mastery of IEP goals, and gains based on differentiated instruction according to each student's needs.

Interdisciplinary team meetings, the revision of goals and lessons, implementation of different approaches and methodologies exemplify commitment to using the resources and expertise of the school staff and parents to support students.

We commit to engaging our students in their own learning process to investigate, discover, explore and build on prior knowledge while promoting independence, self esteem and participation. The targeted use of community based instruction, inclusion programs, project based learning, assistive communication devices, technology, and the use of positive behavior supports is a sampling of strategies to support our students.

We engage the staff in on-going professional development through enrollment in professional development workshops, coaching and mentoring, weekly cohort meetings, and inter-visitations. All allow staff to learn new strategies and techniques and to apply them in their own teaching/learning environments. The structure of the professional development supports staff learning to ensure that new procedures have a positive impact on the instruction in each teaching setting.

We collaborate with partner schools, agencies, cultural organizations, and business to support and enhance the achievement of our goals. We have entered the PENCIL partnership program (Bank of America) this year to support our objective (goal 2) of improving staff professionalism by decreasing absenteeism and increasing morale. We have continued our program in school through the Brooklyn Conservatory of Music, which provides on going music therapy classes; and the Good Dog Foundation, which provides pet therapy. Our linkages with both Evelyn Douglin Agency and UCP supports an in school extended day program, which has proven to be valued by parents of our students. We are working collaboratively with our partner school PS327K with integrative media arts and cooking programs; and with our partner school PS289K with a shared, ongoing PBIS program, PRRS. These initiatives support all goals by creating positive attitudes, which help increase students receptivity to instruction, and build morale as staff and students look forward to the collaborative activities.

Additionally we are participating in grant programs. We will be utilizing a Resolution A Grant of \$200,000 to upgrade the school's access to internet based service and to update our technology hardware, such as interactive whiteboards and computers. We are participating in the Communication and Socialization Through the Arts (CASTA) Grant. This grant supports three (3)

teachers in utilizing the creative arts to work with students with autism in 6:1:1 classes on gaining skills of communication and socialization.

**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. K396								
District:		75	DBN:	75K396	School BEDS Code:		307500013396			
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7	√	11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	0	0	0		84.1 / 94.6					
Kindergarten	34	1	19	Student Stability - % of Enrollment:						
Grade 1	45	3	31	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	54	3	37		86.2		87.2			
Grade 3	42	1	5	Poverty Rate - % of Enrollment:						
Grade 4	28	1	5	(As of October 31)	2006-07	2007-08	2008-09			
Grade 5	14	0	2		98.9	53.0	0.0			
Grade 6	0	2	1	Students in Temporary Housing - Total Number:						
Grade 7	0	0	2	(As of June 30)	2006-07	2007-08	2008-09			
Grade 8	0	1	0		7	10	14			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		0	0	0			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	134	277	174	(As of October 31)	2006-07	2007-08	2008-09			
Total	351	289	286							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	351	289	286	Principal Suspensions	0	0	1			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0			
Number all others	0	0	0	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09			
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0			
# in Transitional Bilingual Classes	40	33	3	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
# receiving ESL services only	2	25	5	Number of Teachers	74	61	59			

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	32	0	3	Number of Administrators and Other Professionals	10	69	64
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	62	59
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>				% fully licensed & permanently assigned to this school	98.6	100.0	100.0
	0	0	0	% more than 2 years teaching in this school	81.1	82.0	81.4
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	71.6	77.0	81.4
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	% Masters Degree or higher	84.0	84.0	83.0
American Indian or Alaska Native	0.8	0.7	1.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.6	90.3	93.6
Black or African American	65.8	60.9	59.4				
Hispanic or Latino	24.5	26.6	25.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	4.5	5.6				
White	4.8	7.3	7.7				
<b>Male</b>	66.1	59.2	59.8				
<b>Female</b>	33.9	40.8	40.2				
<b>2009-10 TITLE I STATUS</b>							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>		0	0	0	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>		<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>		<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:		Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:		Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:							
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

**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?
- 

We use multiple self evaluation methods including but not limited to parent/staff interviews, consultation with the Superintendent, Network Leader and Supervisors of Related Service, feedback from D75 coaches, walk through results, observation reports, data reviews (i.e. attendance, student data sheets, Academic Intervention Service data, Inquiry Team Data, mealtime data, Online Occurrence Reporting System incident data, Learning Environment Survey results) and assessment results. This self evaluation takes place several times during the year i.e. release of assessment results, review of compliance issues, and preparation of the School Self Evaluation Form for the Quality Review.

A review of the **Learning Environment Survey** indicated a very small percentage of parents and teachers responded to the survey, 14% of parents and 10% of teachers. Both sub-groups reflect a significant decrease in participants from the previous year. In 2008, 27% of parents participated compared to 14% in 2009. The teacher sub-group also showed a decline in participants from 23% in 2008 to 10% in 2009. The survey results showed disparity between teachers' and parents' assessment of the strengths of P396K.

Parents rated the school very positively in the areas of academic expectations, and engagement resulting in 100% satisfaction. However, there was a 4% decrease in the effectiveness of communication between the school and home, resulting in 89% satisfaction in this area.

Staff members indicated an 8% increase in the area of communication and a 9% increase in safety resulting in 100% satisfaction. There was a 27% decrease in engagement.

We need to develop additional strategies to ensure consistent communication between school and home; to offer a range of engaging opportunities in which guardians can be involved; and determine a forum for (our older) students to take greater ownership of their own education.

**Culture and climate are ongoing concerns at P396K.** A review of the Learning Environment Survey as well as time and attendance for staff suggest that there is a need to address climate and culture at P396K. The teacher participation rate in the survey dropped between 2008 and 2009, as did the rate of engagement. There is a high rate of absenteeism and line of duty injuries among staff. Often, a lack of compliance with, and correct completion of routine tasks deflects focus from more critical issues. An important task for administration is to focus all constituents toward work that will move the school and students forward, based upon the school's vision, mission and goals. Unifying the staff around those objectives will help to increase commitment, while providing a shared goal to strive toward. Ensuring greater transparency in sharing the vision for the school, information and expectations; encouraging and supporting staff who make good effort, as well as those who achieve success; and professionally correcting those who do not meet expectations will contribute to

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establishing a more collegial and effective school culture. Utilizing the range of available data to self-monitor may be enlightening.

The **results of the NYSAA** show the vast majority of students (92% or more per grade level) performing at Level 4. There is a possible trend for students in their first year of exposure to the NYSAA process to score slightly lower than students who have participated in the NYSAA in previous years regardless of the student's grade level equivalent. It is our ultimate goal to have 100% of students achieve at Level 4.

The school implemented new literacy programs Weekly Reader, MeVille to WeVille and Star Reporter during the '08-'09 school year. MeVille to WeVille is a data driven literacy program. Weekly Reader and Star Reporter are literacy programs with subject matter from the other academic areas integrated into the content. They do not include a data component, thus the school undertook the task of designing and implementing a data collection system for the Weekly Reader program to reflect student performance in all four academic content areas. This will serve as a model for future school created data collection systems.

Expanding our use of more standardized curricula is an area for continued exploration. The single, school wide curriculum utilized during the '09-'10 school year, Weekly Reader, was chosen because it incorporates concepts of math, science and social studies while emphasizing a literacy approach to content area instruction. We may now need to identify curricula that more specifically target discreet content areas.

Teachers of 6:1:1 classes have methodologies and structures to follow such as TEACCH and ABA, but each teacher in 12:1:4 classes must rely on his/her own initiative to design a program. There is a need for a guiding programmatic concept which is consistent in process and progression across all classes and supports the delivery of individualized instruction based upon IEPs.

One of the concerns raised by parent members of the **School Leadership Team** was the lack of Arts instruction for the students. This concern aligns with the Department of Education's establishment of the Blueprint for the Arts, which delineates standards for each discipline. We need to use resources to provide a range of Arts opportunities for all students in the school.

An area in which the school has had high success is our **Positive Behavior Intervention and Supports** program at our offsite, PS289K. Our P289K site staff has been instrumental in establishing a PBIS program for the entire PS289K school community, in which our students are full participants. We need to utilize what we have learned at P289K regarding behavior management, to develop programs at our main site. Part of that need is to train staff to effectively implement classroom management rubrics, determine when individual students need additional support, to conduct functional behavior assessments for those students, and to develop behavior intervention plans within the context of a school wide behavior management program. This is an area in which student behavioral data can be used more effectively. This is a complex project, which needs to be addressed in components, over time.

The **Inquiry Team** for 2007 – 2008 studied communication skills of choice making during meals with PECS. The pilot focused on students in 6:1:1 classes and was expanded to include 12:1:4 classes. The outcome of the Team's work was positive growth in each area for the participating students.

The 2008 – 2009 Inquiry Team expanded to two groups. The initial group continued the focus on communication through the use of PECS, demonstrating an increase among 90% of participating students. The new group looked at monitoring students' communication in three areas: requests, responses, and greetings. Students who use verbal language, augmentative communication devices, and Mayer-Johnson symbols were included in the sample. 90% of students in this group showed an increase in their 3 targeted communication skills of 5%.

An additional study was implemented which targeted students' reading comprehension skills. This study enabled staff to more precisely identify students reading comprehension component skill deficits. The next phase of this study will be to provide remediation in those skills. These studies will be refined and continued for the 2009 – 2010 school year.

Evidence gathered by school leadership during walkthroughs, from lesson observations, from feedback provided by supervisors of related services, network leader, parent conferences, and cooperating agency staff highlight a few other areas that need to be addressed. These are:

- greater integration of related services and collaborative teaming, facilitating a multidisciplinary approach to teaching and learning;
- elaboration of the use of the Professional Teaching Standards as the benchmark for staff improvement;
- programs which address students' needs in areas of self regulation such as feeding, toileting, motor and behavior control, and communication.

It has been observed and noted that as we implement new programs and experience successes with them, we see new areas to address as well as ways to refine, expand and elaborate work already implemented.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### **1. To increase stake holder engagement and participation in school activities and instructional decision making.**

By June 2010 there will be a 5% increase of stakeholders participation:

- as evidenced by a 5% increase in participation in student planning such as IEP and clinical team meetings;
- 5% of the student body will participate in decision making regarding school events and/or their educational program;
- and a 5% increase of parents/guardians participating in school functions.

### **2. To develop and implement strategies which will improve staff morale, reduce staff absence/lateness, and enhance performance of job duties.**

By June 2010:

- The Learning Environment Survey (LES) will have a 20% increase of teacher participation and document increased staff engagement.
- Staff absence/lateness will be reduced by 2%.
- 75% of teachers will enhance their instructional skills as evidenced by growth on the Professional Teaching Standards (PTS), documented in formal and informal observations. The expectation is advancement of at least 1 level per element in each of 3 standards.

### **3. To implement curricular programs which will increase student learning in the areas of literacy, communication, social skills, and self regulation.**

By June 2010:

- 90% of 48 students in 4 – 12:1:4 pilot classes will show a 5% increase in their communication/literacy skills as documented on tools such as Brigance and NYSAA.
- 18 students in 3 – 6:1:1 classes utilizing integrated creative arts (CASTA) to support the development of communication skills will show a 10% increase in communication as measured by tools such as Brigance and NYSAA.
- 100% of 2 – 4 students who participate in the reading program, SMiLE, will increase their reading readiness/reading skills by 10% as evidenced by the SMiLE data collection tool.
- 75% of students in 12:1:4 and 6:1:1 classes participating in the Weekly Reader program, focusing on literacy, science and social studies standards will demonstrate 10% growth in at least one of the content areas per student, as measured by on-going school data collection and/or NYSAA.

**4. To implement curricular programs which will increase student learning in the areas of social skills, and self regulation.**

By June 2010:

- 18 students in 3 – 6:1:1 classes utilizing integrated creative arts (CASTA) to support the development of socialization skills will show a 10% increase in social skills as measured by tools such as Brigance and NYSAA.
- 90% of students in the 4 classes that participate in the Get Ready to Learn program will have a 10% increase in attention and alertness, orientation, and organization, evidenced by data collected on the GRTL tool.
- 12 students from 6 12:1:4 classes will participate in a feeding program with a paraprofessional. Students will demonstrate 5% gain in feeding skills documented on feeding program inventory.

**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.

**1. To increase stake holder engagement and participation in school activities and instructional decision making.**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 there will be a 5% increase of stakeholders participation:</p> <ul style="list-style-type: none"> <li>• as evidenced by a 5% increase in participation in student planning such as IEP and clinical team meetings;</li> <li>• 5% of the student body will participate in decision making regarding school events and/or their educational program;</li> <li>• and a 5% increase of parents/guardians participating in school functions.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Post available positions for all school teams/committees including SLT, PA/PTA, Safety Committee, Pupil Advocacy Team, Special Events, to allow new candidates to participate.</li> <li>• Create and distribute monthly school newsletter (paper/electronic).</li> <li>• Create, disseminate, and utilize parent-school communication log.</li> <li>• Conduct weekly guardian meetings/workshops. Survey guardians for convenient schedules and topics of interest.</li> <li>• Create ARIS guardian community; keep all information current.</li> <li>• Provide translation services as needed.</li> <li>• Create new P396K website, with option of email for staff and parents.</li> <li>• Include students in annual review and triennial meetings.</li> <li>• Create Student Council and conduct weekly/bimonthly meetings.</li> <li>• Utilize monthly faculty conferences, weekly staff meetings to outline and discuss each school plan/policy/initiative so staff members have opportunity to engage.</li> <li>• Conduct events for parents/families on Saturdays and/or evenings to allow more participation and involve other family members.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Budget allocated for incidentals such as supplies for printing, website fee, or refreshments for meetings.</li> <li>• Budget available for coverage for staff participation in team meetings.</li> <li>• Coverage provided for staff members to participate in teams/committees.</li> <li>• Schedules created to facilitate common meeting periods for clusters of staff.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>SLT, PA/PTA, Safety, PAT, Special Events membership will be established by Oct. 30.  Meeting schedules will be established by Oct. 30 for each team.  By Nov. 15 all classroom teachers will have participated in training regarding the new parent communication log as evidenced by sign in sheets.  By December 18, each teacher will have sent at least 8 logs to each student's guardian .  Newsletter will be sent home in backpacks each month, and posted on new website.  Student council representatives will be elected by Sept 30.  Student Council will meet at least twice per month.  Student votes and meeting minutes will be posted on established Student Council bulletin board.  Parent interest survey will be conducted by November 30.  Parent workshop schedule will be posted on website and distributed in Newsletter.  Revised school program will reflect common administrative periods for collaborative meeting by September 18.</p>

## 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.

**2. To develop and implement strategies which will improve staff morale, reduce staff absence/lateness and enhance job performance.**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010:</p> <ul style="list-style-type: none"> <li>• The Learning Environment Survey (LES) will have a 20% increase of teacher participation and document increased staff engagement.</li> <li>• Staff absence/lateness will be reduced by 2%.</li> <li>• 75% of teachers will enhance their instructional skills as evidenced by growth on the Professional Teaching Standards (PTS), documented in formal and informal observations. The expectation is advancement of at least 1 level per element in each of 3 standards.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Conduct training for staff and parents on completing electronic LES</li> <li>• PENCIL partnership goals will focus on improving attendance, school spirit.</li> <li>• Staff will receive monthly certificates for perfect attendance and monthly counseling/disciplinary letters for more than 2 absence/lateness that month.</li> <li>• “Board of Pride” will highlight staff successes and achievements.</li> <li>• Employee of the Month will be nominated, voted by committee and honored.</li> <li>• Pre-observation conferences will be used to collaboratively select teachers’ focus standards, and review evidence that supports progress.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Parent Coordinator, Family Worker, Technology Liaison allocated time to develop and conduct workshop on LES.</li> <li>• Staff/parents scheduled for periods into Media Lab to access LES on line.</li> <li>• Principal makes outreach/participates in planning and follow up for PENCIL partnership.</li> <li>• Payroll secretary keeps records of staff attendance, generates certificates when perfect, disciplinary letters for excessive.</li> <li>• Designate bulletin board for school committee to use as “Board of Pride”, display attendance honorees, employee of month, other kudos.</li> <li>• Administrators utilize cohort morning meetings as well as pre and post observation conferences to focus on PTS.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By release of LES, all staff and at least 30 parents will have attended workshop regarding on-line LES.  Principal will complete PENCIL application, meet with PENCIL liaison by September 30; with partner by November 30; goals established by November 30. By June 30, PENCIL goals will be met.  By November 30, all teachers will have had at least one cohort meeting focusing on PTS and a first pre-observation conference incorporating PTS.  By June 30, 75% of teachers will move up 1 level on 1 element in 3 standards.  Perfect attendance certificates/absence letters issued monthly. Perfect names posted monthly.  By June 30, average staff absence/lateness will be 2% less than average of 2008 – 2009.  Employee(s) of the Month posted monthly with explanation.</p>

**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.

**3. To implement curricular programs which will increase student learning in the areas of literacy and communication.**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010:</p> <ul style="list-style-type: none"> <li>• 90% of 48 students in 4 – 12:1:4 pilot classes will show a 5% increase in their communication/literacy skills as documented on tools such as Brigance and NYSAA.</li> <li>• 18 students in 3 – 6:1:1 classes utilizing integrated creative arts (CASTA) to support the development of communication skills will show a 10% increase in communication as measured by tools such as Brigance and NYSAA.</li> <li>• 100% of 2 – 4 students who participate in the reading program, SMiLE, will increase their reading readiness/reading skills by 10% as evidenced by the SMiLE data collection tool.</li> <li>• 75% of students in 12:1:4 and 6:1:1 classes participating in the Weekly Reader program, focusing on literacy, science and social studies standards will demonstrate 10% growth in at least one of the content areas per student, as measured by on-going school data collection and/or NYSAA.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Staff will participate in in-building and off-site professional development regarding 12:1:4, CASTA, SMiLE, Weekly Reader. Budget will be allocated to allow substitute coverage of staff for PD.</li> <li>• Schedules will be modified to facilitate common meeting periods for staff working on each project. Meetings will be conducted weekly by administration for each project. Additional meetings will be staff directed.</li> <li>• District based coaches will be deployed to support teachers in 4 12:1:4 classes in pilot.</li> <li>• Distribution lists will facilitate ready communication among project participants.</li> <li>• ARIS communities will support project participants.</li> <li>• School based coach will support teachers in program implementation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Related service providers will be assigned case-loads within specific classes to facilitate collaboration for the 12:1:4 pilot.</li> <li>• Data will be collected using integrated data collection tools, as well as Brigance, NYSAA and ABLLS.</li> <li>• School will develop a data collection tool linked with Weekly Reader program and AGLIs.</li> <li>• Current augmentative technology (ACDs, computers, interactive white boards, etc) will be supplemented with additional technology (laptops, ACDs) to support instruction and data collection and analysis.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Provide PD to ensure staff appropriately utilize data collection tools such as Brigance, ABLLS, NYSAA so accurate baselines are established.</li> <li>• Staff participating in CASTA, SMiLE must attend all relevant PD.</li> <li>• Pilot 12-1-4 will be supported by District based coaches.</li> <li>• Reso A funds will be utilized to acquire additional technology to support instructional needs.</li> <li>• Instructional funds will be utilized to purchase ABLLS.</li> <li>• Schedules will be established that allow common meeting periods for each project and cohorts.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Low inference interim assessments will indicate 80% of 48 students in 12:1:4 classes have 2% increase in communication/literacy skills by February 28; 90% of students have 5% increase by June 30.</p> <p>All CASTA participants will have 10% gain in communication by June 30, using CASTA data collection tool.</p> <p>100% of 2 -4 students participating in SMiLE will increase their reading readiness/reading skills by 5% by February 28.</p> <p>75% of all students will demonstrate 10% growth in literacy or science or social studies as measured by school data collection linked with Weekly Reader program.</p>

**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.

**4. To implement curricular programs which will increase student learning in the areas of social skills and self-regulation.**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010:</p> <ul style="list-style-type: none"> <li>• 18 students in 3 – 6:1:1 classes utilizing integrated creative arts (CASTA) to support the development of socialization skills will show a 10% increase in social skills as measured by tools such as Brigance and NYSAA.</li> <li>• 90% of students in the 4 classes that participate in the Get Ready to Learn program will have a 10% increase in attention and alertness, orientation, and organization, evidenced by data collected on the GRTL tool.</li> <li>• 12 students from 6 12:1:4 classes will participate in a feeding program with a paraprofessional. Students will demonstrate 5% gain in feeding skills documented on feeding program inventory.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Staff will participate in in-building and off-site professional development regarding 12:1:4, CASTA, GRTL. Budget will be allocated to allow substitute coverage of staff for PD.</li> <li>• Schedules will be modified to facilitate common meeting periods for staff working on each project. Meetings will be conducted weekly by administration for each project. Additional meetings will be staff directed.</li> <li>• District based coaches will be deployed to support teachers in 4 12:1:4 classes in pilot.</li> <li>• Distribution lists will facilitate ready communication among project participants.</li> <li>• ARIS communities will support project participants.</li> <li>• School based coach will support teachers in program implementation.</li> <li>• Related service providers will be assigned case-loads within specific classes to facilitate collaboration for the 12:1:4 pilot.</li> <li>• Data will be collected using integrated data collection tools, as well as Brigance, NYSAA and ABLLS.</li> </ul>

	<ul style="list-style-type: none"> <li>• Current augmentative technology (ACDs, computers, interactive white boards, etc) will be supplemented with additional technology (laptops, ACDs) to support instruction and data collection and analysis.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Provide PD to ensure staff appropriately utilize data collection tools such as Brigance, ABLLS, NYSAA so accurate baselines are established.</li> <li>• Staff participating in CASTA, GRTL, Feeding must attend all relevant PD.</li> <li>• Pilot 12-1-4 will be supported by District based coaches.</li> <li>• Reso A funds will be utilized to acquire additional technology to support instructional needs.</li> <li>• Instructional funds will be utilized to purchase materials needed for each program.</li> <li>• Schedules will be established that allow common meeting periods for each project and cohorts.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All CASTA participants will have 10% gain in social skills by June 30, using CASTA data collection tool.  90% of GRTL students will show 10% increase in skills on GRTL data collection tool by June 30.  12 students in Feeding Program will demonstrate 5% gain in feeding skills as measured by Feeding Program Inventory.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>General Information</b></p>	<p>The Weekly Reader is an interdisciplinary curriculum that focuses on Science, Social Studies, English Language Arts, and Mathematics. Differentiated instruction is provided through three levels of instruction e.g. Levels 1, 2, and 3. the skills developed through use of the Weekly Reader are: 1) reading (read aloud, shared reading); 2) identification of vocabulary words; 3) matching words to picture symbols; 4) letter writing using picture symbols; 7) tracing letters and/or words; 8) multi-sensory experiences such as following a sequence of steps in a recipe; and 10) identification of numbers, sequence and ordering of numbers. AIS services are provided during the school day, through one to one instruction.</p>
<p><b>ELA:</b></p>	<p>AIS is delivered during the school day through one to one instruction. Activities from the Weekly Reader are used in accordance with the functioning level of the students, e.g. a student at Level 1 works on developmental skills or pre-emerging academic skills. Students at Level 2 work on emerging to beginning academic skills (readiness skills, beginning academic skills K – Grade 1 level). Students at Level 3 work on academic grade level content materials written with low vocabulary demands (text readability from 1.5 – 2.9 grade levels). Strategies for developing functional skills are KWL, questioning and sequencing.</p>
<p><b>Mathematics:</b></p>	<p>AIS is delivered during the school day through one to one instruction. Activities from the Weekly Reader are used such as the identification of numbers, the sequence and order of numbers, comparison of sets, e.g. equal to, more than, and comparison of size, e.g. bigger, smaller. Strategies used for developing functional skills are KWL, questioning, use of concrete materials.</p>
<p><b>Science:</b></p>	<p><b>None</b></p>
<p><b>Social Studies:</b></p>	<p><b>None</b></p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>None</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>None</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>None</b>
<b>At-risk Health-related Services:</b>	<b>None</b>

**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.

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

**Form TIII – A (1)(a)**

**Grade Level(s)** K-8 grade **Number of Students to be Served:** 50 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 1 ESL, 3 Bilingual Classroom **Other Staff (Specify)** Education Assistants-Native Language Speaking

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

**Title III, Part A LEP Program**

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

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The program will be take place at the main site for 4 hours on the third Saturday of each month from Jan. 2010 thru May 2010 for the bilingual students. The program will enrich and develop communication in subject areas for students in second language homes by focusing on English in instructional settings. Research has shown that children that come from second language homes have problems with processing print, and reading comprehension causing it to be slower and more arduous for them to learn. Students that are in a 12:1:4 programs have the added challenge due to their impaired cognitive levels. This program will provided additional instruction to help bridge the gap for these students. Students will be using bookworms and leap pads for ELA and teacher made materials for Math as well as communication devices for enrichment. The day will be divided into two periods of ELA and one period of Math and or Science and a period of Art or Music. The program will follow the thematic units of study and learning experiences with consideration to ESL performance indicators. The ELA instruction will be provided in English to help students increase their understanding and communication skills in English with native language assistances. All instruction provided will be a carry over from the daily lessons taught to students from Monday thru Friday and be differentiated by subject and student functional level. All instruction will be based on the students Brigance results and IEP goals. The students will be assessed at the completion of the five sessions with teacher made tests and model

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situations that will assess their understanding of the English language. There will be 20 bilingual students served in grade levels K-8 who are in 12:1:4 class settings. The program will employ native language teachers and educational assistants to work directly with Spanish students in small group instruction. Most of our students need additional help with all academic areas of instruction therefore this program will provide additional on task instruction to the students. The instruction will be delivered in a classroom format with the teacher as the instructional leader and the educational assistants providing instructional assistance to students. All instructional teachers will be bilingual certified and all educational assistants will be Board of Education employed. Additional staff providing instruction to students will do so in native language. During the parent workshop component of instruction all training will be done in families native language speakers.

The Title III funds will be used to provide direct instruction to parents during the Saturday instructional program for students. All parents will receive information about the Saturday academy instruction for their children and the workshop component for themselves in native language and teachers will make telephone contact a week in advance of program. Parents will come to the Saturday academy to participate in parent workshop model of instruction. This model will provide parents will communication materials to use with their child. The materials used will be communication boards, cues and devices to use in the house with their child. The instructors will direct and assistant parents in creating communication boards and cues and instruct them how to use the materials. All parents will be encouraged to assess their own personal home needs for communication and come in the share and work on developing the needed communication methods for their child. The topics for the workshops will be: "Creating a communication rich home," "How to make communication boards and other visual cues a hands on approach," "What are argumentative devices and how can we use them to communicate with each other," "Creating a daily routine that is adapted for all," and "What is the next step for all parents." Each session will be instructed by either board of education speech teachers or teachers.

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

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The school will provided the instructors with direction, details and plans for the instructional program during the hour before the instructional session each Saturday. All teaching staff (teachers, educational assistants and speech providers) will meet with the administrator each session to review lesson plans, lesson objects and follow up for each instructional session and review the topic and materials necessary for the parent workshop each month.

**Form TIII – A (1)(b)**

School: P. 396K      BEDS Code: 307500013396

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

<b>Allocation: \$15,000.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$12,486.10	Staff will be in place to either provide instruction to students and or instruct parents in a workshop model
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$1,000.00	Materials for use in home will be purchased and or made: Big Mac's, other communication devices, color ink for symbols, laminating paper, books and paper etc...
Travel	\$500.00	Metro-Cards for families and students
Other	\$1,500.00	Breakfast and lunch will be served at each session to both families and staff
<b>TOTAL</b>	<b>15,000.00</b>	

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

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

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

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

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

The school reviews incoming students IEP's for parent language and also sends home a parent survey at the start of the school year that asks the parents' native language. Students that arrive throughout the school year will have a parent survey sent home and IEP's will continue to be checked for home language. Both of these documents are carefully reviewed and data is taken for future reference regarding communication to students' homes. All future communication is done in native language by either letter form or verbally through the phone by way of alternate placement paraprofessional in native language.

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.

All parents receive information on upcoming events and ongoing student needs by way of native language. Parents are always informed in a timely matter and are aware of all events and needs. Family worker keeps data on any problems resulting from communication by way of school to parents communication and reports findings to principal.

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

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

Parents that require language assistance services of daily communication will receive translation from in-house native language teachers, or school staff who can either write or speak the parent's native language via letter or phone. Translation for school wide documents, are done by Translation and Interpretation Services via e-mail or letter for translation.

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.

Parents that require language assistance services will receive translation from in-house native language teachers or school staff who will communicate by phone. If a parent speaks a language that is not shared by a staff member a translation will be done through the service of a translation service (e.g. Bagelfish.com)

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>.

P.S. 396K will post at the main door security desk a sign in each of the eight covered languages to indicate where the main office is and how to obtain notification of their rights regarding translation and interpretation. All documents can be found in the Parent Room on the first floor to which all parents have access. The safety plan will state that all parents should have access to information in their native language and be able to reach the principal.

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **NOT APPLICABLE: NON-TITLE 1 SCHOOL**

#### **Directions:**

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

#### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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 strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the

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

**NOT APPLICABLE TO SCHOOL**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**NOT APPLICABLE TO SCHOOL**

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

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

**Part A: SURR 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 SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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 cabinet reflected on this and determined that there are aspects of the program that are well aligned with standards. The students at P396K all participate in the NYSAA for ELA. The NYSAA gives clear indicators of movement toward standard mastery, with appropriate tasks and measures of achievement. These are the Alternate Grade Level Indicators (AGLIs). Hence, the AGLIs serve as a curriculum map for teachers in preparing lessons/activities for students and for ongoing assessment of progress. P396K uses innovative curriculum materials developed by companies specifically familiar with students with disabilities (such as AbleNet/ Weekly Reader). Additional curriculum materials are often generated by the classroom teachers to support the unique learning profiles of their students. Adaptive materials, augmentative communication devices and technology are integrated into the basic curriculum by the classroom teacher, paraprofessional and related service provider. This facilitates a diversity of materials that meet the learning needs of each student. This year the team developed a document which aligns and links Weekly Reader with AGLIs, addressing a concern from last year. The school does not serve high school level students, so these concerns are not germane.

However, as of 2009, the team determined that we still need further work:

to ensure that all teachers (classroom and coverage) as well as paraprofessionals and related service providers were utilizing best practices for students who are ELLs.

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.

As outlined in last year's response, teams/cohorts have been established allowing for greater collegial exchange regarding alignment with ELA instruction. The cohorts now need to move on to supporting similar work in regard to students who are ELLs. The school has used creative scheduling to support this work, and fiscal resources to send staff to professional development.

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## **1B. Mathematics**

### **Background**

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

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

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

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

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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?

As with ELA, the instruction provided in mathematics is functionally based and guided by the results of the Brigance, NYSAA/AGLIs, and IEPs. There is math content imbedded in the Weekly Reader program which is tied to standards, but the link is weaker than for ELA. We have reviewed the new program developed by AbleNet, "Equals" and think this program has a clear alignment to standards.

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.

Our funding for instructional materials will support the purchase of at least one "Equals" program to pilot.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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?

Due to the nature and needs of the students at P396K, all instruction is highly differentiated, including AIS. Students work toward mastery of individual educational goals as expressed on the IEPs. Teachers adapt materials, design original instructional tools and materials, incorporate instructional technology and adaptive communication into all lessons. Students are instructed either individually or in small groups, based on functional levels and learning objects.

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

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key  
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the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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?

Due to the nature and needs of the students at P396K, all instruction is highly differentiated, including AIS. Students work toward mastery of individual educational goals as expressed on the IEPs. Teachers adapt materials, design original instructional tools and materials, incorporate instructional technology and adaptive communication into all lessons. Students are instructed either individually or in small groups, based on functional levels and learning objects.

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

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

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

Please respond to the following questions for Key Finding 3:

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classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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?

According to the Snapshot, 100% of teachers are fully licensed and permanently assigned to this school. Additionally, over 90% of teachers are highly qualified by NCLB/SED definition, according to the Snapshot. Over 80% of teachers have at least two years at this school, many have much longer. By staff report, some teachers have served at P396K for 20 – 30 years. This evidence suggests that this finding is NOT APPLICABLE to P396K at this time. However, there are now four concerns:

due to the seniority of the staff, we can anticipate a large turnover in teachers over the coming 3 years;

paraprofessionals play a significant role in the educational program of P396K students – their longevity is less stable than that of teachers

related services providers are not adequately available to meet the needs of all students (though there has been some improvement in this area since October 2009)

administrative capacity needs to be developed within the organization.

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.

It is important to support the Career Ladder program, so paraprofessionals become the next generation of teachers. It is also important to identify strong substitute paraprofessionals so they can be hired as we lose others.

Similarly, lead teachers need to be coached to assume leadership positions.

Connections with the Teaching Fellows programs and teacher preparation programs at colleges (Brooklyn College) will help to target new teachers.

Support from Central can help to ensure that adequate related service providers are available to the school.

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

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed

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mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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?

All teachers have completed the mandated 10 hours of Jose P. training in appropriate ESL techniques. Also, the intensive focus on literacy and the use of augmentative communication systems strongly supports ELLs as well as struggling English speaking students by ensuring that instruction is accessible to everyone. The use of technology and Mayer Johnson picture symbols also support learning for both ELLs and native English speaking students.

The weakness at P396K in enhancing staff skills for ELLs is twofold. There is only a single ESL teacher who must travel between 2 sites. She has limited time to provide turnkey training for colleagues, because her time is spent providing direct instruction to ELLs. The other concern is for the paraprofessionals who serve as alternate placement language paraprofessionals, who do not have training in ESL strategies.

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.

One strategy to address the concerns is to enroll paraprofessionals in the Jose P. ESL training that teachers take. This would require fiscal support since the paraprofessionals would need to be covered by substitutes during the 10 hours of training. Another strategy is to hire an additional ESL teacher, thereby having greater flexibility to schedule collaborative teaching and turnkey professional development at the school level, by the school based ESL teacher.

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

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

Please respond to the following questions for Key Finding 5:

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

Not Applicable

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

NYSESLAT data is reviewed by the appropriate staff members (APs, ESL teacher and bilingual class teachers). The issue is that, due to the severe cognitive disabilities of the students identified as NYSESLAT eligible, progress is extremely limited on measures of English language acquisition. It is not typical to see increments of growth reflected on the NYSESLAT. More significant information is gathered from tools such as the Brigance and the NYSAA. These assessments demonstrate literacy and communication growth, rather than mastery of English.

Appropriate levels of ESL/BIL service are provided based upon longevity and/or parental request.

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

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

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

education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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?

P396K does utilize a good array of differentiated techniques to reach all students. Small, flexible groups; augmentative communication programs/devices; instructional technology; behavior management and social skills instruction, further support learning. However, we struggle with making the general education curriculum meaningful for our students. Their needs are for very functional interpretations of the standards in each content area. The AGLIs are far more meaningful for our students than the standard curriculum and the adaptations teachers provide make the standards meaningful.

For students included in a general education setting, the SETSS provider gives professional development to general education collaborators, provides demonstration lessons and co-teaches to highlight adaptations and modifications, and to assist in understanding and implementing the IEPs.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The cabinet (composed of Assistant Principals, school based coach, UFT representative, data specialist), informal observations, and participation in teacher cohort meetings provided information and facilitated reflection on the question.

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

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?

One of the most significant aspects of the program at P396K is the work being done on connecting the NYSAA, Brigance, other assessment data, IEPs and instruction. Classroom design; flexible grouping; Brigance, NYSAA, Scantron, and other data to plan IEPs; and data collection to measure movement toward mastery are all priorities. Professional development takes place on a daily basis, to link these components in meaningful ways. Teachers' use of differentiated instruction enables students to access instruction at their level. Data collection strategies are in place to monitor the effectiveness of these strategies. Students at P396K are not held to promotional criteria, rather they progress by age until they articulate to the next level school.

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.

Additional work needs to be done to ensure high quality behavior plans are implemented so students' interfering behaviors are diminished and they can access instruction and have greater time on task to make progress. This will require additional professional development.

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

*This appendix will not be required for 2009-10.*

**NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS**

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

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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>

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**This is a NON-TITLE 1 school.**

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

### **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).  
**5**
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.  
**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.

**School: P.S. 396K**  
**District: 75**  
**Principal: Nira Schwartz Nyitray**  
**Cohort Leader: Barbara Joseph**

**Date: 10/15/09**

### **LAP Committee**

Dr. Cynthia Clarke, Assistant Principal; Esther King, ESL Teacher; Graciella Boyce, Bilingual Teacher; Hope Ffrench , 12:1:4 School Coach, and Linda McKenna, Parent Coordinator.

During the 2009-2010 school year, P396K will serve a total of 50 LEP/ELLs at the main site and the P. 289 site within the whole organization of 278 students. Approximately 8% of our school population is Hispanic. The remaining cultural breakdown is the following: 80% African American and 6% other. P396K has both a bilingual and an ESL program at the main site. In addition we have an ESL program at our off site at P.289. There are: 0 students in Standardized Assessment, 50 in Alternative Assessment, with 35 students in the Elementary grades and 15 students in the Middle School Grades. The languages spoken and number of students in the P396 organization are as follows: 35 Spanish, 6 Chinese, 3 Haitian Creole, 2 Urdu, 2 Arabic, 1 Russian and 1 Bengali. The grade levels for the ELLs are as follows: 2 students in second grade, 9 students in third grade, 5 students in fourth grade, 1 students in fifth grade, 5 students in sixth grade, and 2 students in seventh grade.

### **Parent Community Involvement**

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P396K offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. At the school level we our weekly parent meetings with specific topics and guest speakers and provided a translator. Our goal is to increase parent outreach and participation by offering parents continued training throughout the school term.

### **Patterns in proficiency**

In reviewing the 2008 NYSESLAT we found that the students strengths are listening and speaking. The areas to be focused on are reading for comprehension and writing. The students in alternate assessment who took the NYSAA exam in grades 3-8 scored the following percentage in ELA: 84%-Level 4, 8%-Level 3, 6%-Level 2 and 2%-Level 1. In Math the students in grades 3-8 scored the following: 84%-Level 4, 8%-Level 3, 2%-Level 2, 6%-Level 1. In Science the students in grades 3-8 had the following scores: 96% -Level 4, 2%-Level 3 and 2%-Level 1. In Social Studies the students in grades 3-8 had 100% in Level 4. Their performance is parallel to that of their non-ELL counterparts. Based on the 2008 NYSESLAT all students in grades K-2 have low reading and writing skills with higher listening skills the same pattern is also found in grades 3-6 and grades 7-8. ELLs that took the NYSESLAT exam scored the following: **7 scored as beginners and 49 received no score** because they could not complete any part of the exam.

**MAY 2009**

### **Implications for LAP**

During the LAP process we have evaluated our program needs. Staffing, materials, and programs available are meeting the needs of our ELLs. We still need to cluster the students in Alternate Placement settings by age range and disability into the same classes in order to facilitate ESL services.

### **Implications for Instruction**

The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs.

### **Transitional Bilingual Program**

The school day is made up of eight periods that are 50 minutes each which totals 400 minutes. Our TBE is composed of three bilingual classes totaling 26 students: 3 bilingual/Spanish classes (early childhood, elementary and junior high) for ELLs in Alternate Assessment. Based on the student's proficiency in both language and academics which places them as beginners their ratio for instruction is 60:40. The bilingual teachers assigned to these classes are NYS certified/ NYC licensed, and provided instruction in all subject areas. In the Alternative Assessment program teachers adapt the instruction to the students' individual needs. The components of the Bilingual Programs are:

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols, computer programs, adapted switches and AbleNet Weekly Reader curriculum are incorporated to give students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

Native Language Arts: All students in bilingual classes receive 360 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and 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 such as De Canciones a Cuentos, Elefonetica, and Pan y Canela. 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, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.

English Language Arts: Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. For K-8 students at the beginning and intermediate levels of English language acquisition, 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: CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction

### **Freestanding ESL Program**

Our ESL program is composed of 24 ELLs, including 12 students whose IEPs indicate ESL Only and 12 students 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 is provided by a certified ESL teacher through a combination of push-in and pull-out models of instruction.

ESL Instruction: As stated above, ELLs receive the 2 units of ESL required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students devise cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, recording devise etc... will be incorporated to give the student additional instructional support. Multi- sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During push-out instruction sessions the ESL teacher will once again collaborate with the teacher on specific area of instruction and work on specific curriculum activity with the student(s). Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts: Students at the advanced level will receive 1 unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

**Newcomers, SIFE, Transition Plan, Long Term ELLs**

Currently we have no **Newcomers** or **SIFE** but at such time that we do they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. **Transition Plan:** students who no longer requiring Bilingual or ESL services because they have tested at the proficient level of the NYSESLAT will be supported for up to two years with ESL and AIS services once placed in a monolingual class. **Long term ELL students/Extension of Services students:** are supported through using AIS, Instructional Technology, small group instruction and project arts enrichment.

**Professional Development**

Professional development topics for teachers of ELLs include: Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy for ELLs, the teaching of ESL through Content Areas: Math, Science, Social Studies and Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternate Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. The ESL teacher does push in instruction for part of the day and collaborates with the classroom teacher when conducting instructional lessons. P396K's 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.

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Principal's Signature

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>P396K</b>
Principal <b>Nira Swartz-Nyitray</b>	Assistant Principal <b>Dr. Cynthia Clarke</b>
Coach	Coach <b>Hope Ffrench</b>
ESL Teacher <b>Esther King</b>	Guidance Counselor <b>Amsel Powell</b>
Teacher/Subject Area <b>Adelaide Renteria</b>	Parent
Teacher/Subject Area <b>Graciella Boyce</b>	Parent Coordinator <b>Linda Mc Kenna</b>
Related Service Provider	SAF
Network Leader <b>Barbara Joseph</b>	Other

#### B. Teacher Qualifications

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

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

#### C. School Demographics

Total Number of Students in School	<b>0</b>	Total Number of ELLs	<b>56</b>	ELLs as Share of Total Student Population (%)	<b>%</b>
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### Part II: ELL Identification Process

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

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



Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>26</b>

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

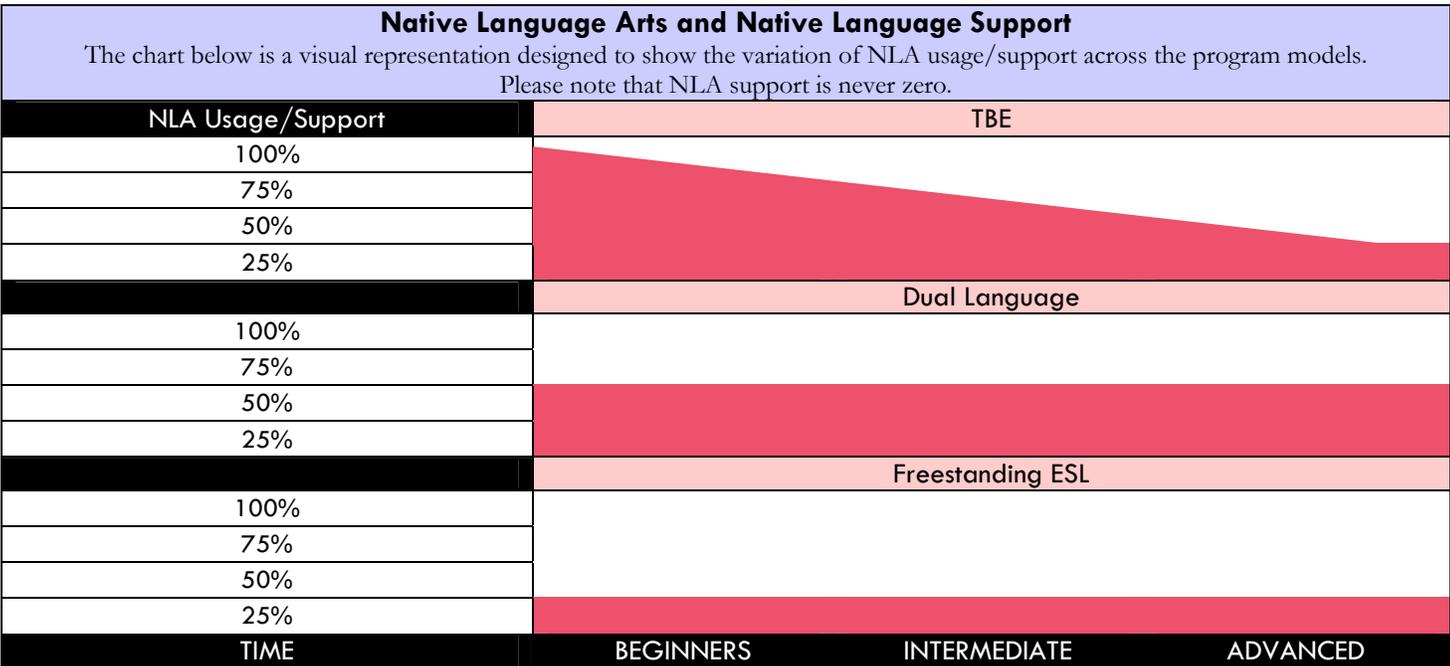
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <input type="text"/>	Number of third language speakers: <input type="text"/>
Ethnic breakdown of EPs (Number)	
African-American: <input type="text"/>	Asian: <input type="text"/>
Native American: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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish			2	4	3	0	4	1	0	14
Chinese	1			3	1	1				6
Russian				1	0	0				1
Bengali				1	1					2
Urdu				2						2
Arabic						1		1		2
Haitian Creole						2	1			3
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information										
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>30</b>

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

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



## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

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

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

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

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



NYSAA Bilingual Spe Ed						1		3	4
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**NYS Social Studies**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed		2		1		1		5	9

**ECLAS-2**

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

**EL SOL**

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

**NATIVE LANGUAGE READING TESTS**

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

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

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

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		11/9/09
	Parent Coordinator		11/9/09
	ESL Teacher		11/9/09
	Parent		
	Teacher/Subject Area		11/09/09
	Teacher/Subject Area		11/09/09
	Coach		11/09/09
	Coach		
	Guidance Counselor		11/9/09
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

### Signatures

School Principal \_\_\_\_\_ Date \_\_\_\_\_

Community Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by ELL Compliance and Performance Specialist \_\_\_\_\_ Date \_\_\_\_\_