



P771K

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

SCHOOL: (75K771)

ADDRESS: 1075 OCEANVIEW AVENUE, BROOKLYN, NY 11235

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75K771 SCHOOL NAME: P771K

SCHOOL ADDRESS: 1075 Oceanview Avenue Brooklyn, NY 11235

SCHOOL TELEPHONE: 718-891-3600 FAX: 718-769-0017

SCHOOL CONTACT PERSON: Denise D'Anna EMAIL ADDRESS: ddanna@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jessica Thompson

PRINCIPAL: Denise D'Anna

UFT CHAPTER LEADER: Jonathan Belkin

PARENTS' ASSOCIATION PRESIDENT: Jennifer Wagner

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: D75

SSO NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Denise D’Anna	*Principal or Designee	
Jonathan Belkin	*UFT Chapter Chairperson or Designee	
Jennifer Wagner	*PA/PTA President or Designated Co-President	
Margaret Tropeano	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Annette Beale	Assistant Principal	
Jessica Thompson	School-Based Coach/Chairperson	
Evelia Cuautle	Parent	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

The mission of our school is to provide our diverse student population with the skills to develop their maximum potential and functional levels, by acquiring social, emotional, and academic skills. Our program accomplishes these goals by creating a therapeutic and nurturing environment that is physically and emotionally receptive to the needs of our students. We use a cooperative, multi-sensory approach involving age-appropriate, individualized instruction. We believe in shared decision-making that involves harmonious, cooperative, and respectful policies integrating the families and community of our children. Through these structured activities, students will acquire the characteristics associated with good citizenship. In order to achieve our mission, we must:

- . Improve student achievement in all academic areas
- . Provide staff with appropriate and comprehensive professional development
- . Maintain an effective system of positive behavior supports
- . Engage parents as partners in the educational process
- . Monitor school climate and culture
- . Develop positive self-esteem and social growth in the entire school community.

Contextual Information about the School's Community and its Unique/Important Characteristics

P771K is located in six sites across the borough of Brooklyn and serves approximately 400 students with various disabilities. Our students exhibit severe emotional challenges, multiple handicapping conditions, mental retardation and autism spectrum disorder.

Our school employs an interdisciplinary, multicultural approach to all subject areas. We provide grade level meetings and staff developments on a regular basis. These meetings are a forum for teachers, administrators and supervisors to discuss alternative teaching methods in order to appeal to the various learning styles and cultures of our students.

We have had and continue to have a partnership with Teachers College for the past five years. This partnership has enabled our students to progress in English Language Arts. 100% of our staff who teach standardized assessment students continue trained in the Readers and Writers Workshop. This year we began to use the Teachers College Assessments to augment our proficiency in using this model to teach literacy to children.

In an effort to develop the students' maximum potential and improve student achievement, P771K offers a variety of instructional programs and extracurricular activities.

Standardized Assessment programs include:

- Teachers College Writing and Reading Project (TCWRP)
- America's Choice Literacy Navigator
- Everyday Math/Impact Math
- A+ Mobile Science Lab (Middle School)
- Debate Team- District 75
- UNITYV
- Therapeutic Crisis Intervention (TCI)
- Life Space Crisis Intervention (LSCI)
- School-Wide Information System (SWIS)
- Power of Choice-Behavior Management Program

Alternate Assessment programs include:

- Applied Behavior Analysis (ABA)
- Picture Exchange Communication System (PECS)
- Treatment and Education of Austic and Related Communication- Handicapped Children (TEACCH)
- Structured Methods in Language Education-(SMILE) Highly structured phonetic language literacy program piloted at P329 for two 6:1:1 classes.
- Star Reporter
- EdMark

Extracurricular Activities

- Cooperative Healthy Active Motivated Positive Students (C.H.A.M.P.S)-opportunity beyond the school day for middles school students for fitness and support.
- Special Olympics
- P771K Basketball Team

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:	P771K				
District:	75	DBN #:	75K771	School BEDS Code #:	307500013771

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		89.4	89.8	88.7		
Kindergarten	31	2	40						
Grade 1	41	14	24	Student Stability: % of Enrollment					
Grade 2	28	11	47	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	54	17	17		86.3	60.0	60.3		
Grade 4	22	17	17						
Grade 5	29	13	16	Poverty Rate: % of Enrollment					
Grade 6	21	13	18	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	18	22	12		55.6	60.6	57.3		
Grade 8	19	16	18						
Grade 9	4	3	7	Students in Temporary Housing: Total Number					
Grade 10	5	3	2	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	2	6	3		7	3	9		
Grade 12	1	2	6						
Ungraded	119	226	145	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	394	358	379		2	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	391	358	379						
No. in Collaborative Team Teaching (CTT) Classes	3	0	0	Principal Suspensions	4	13	20		
Number all others	0	0	0	Superintendent Suspensions	2	1	5		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	13	22	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	19	12	5	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	78	80	77
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	102	104
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	46	55
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	98.7
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	75.6	77.5	85.7
Black or African American	46.4	46.6	46.2	Percent more than five years teaching anywhere	57.7	58.8	62.3
Hispanic or Latino	16.2	13.4	15.1				
Asian or Native Hawaiian/Other Pacific Isl.	4.3	6.4	5.8	Percent Masters Degree or higher	92.0	91.0	91.0
White	33.0	33.5	32.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.2	96.9	89.6
Multi-racial	0	0	0				
Male	76.1	77.1	77.1				
Female	23.9	22.9	22.9				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Based on a comprehensive review of all summative and formative data available to the SCEP committee we have found that over the past few years, P771K has made gains in ELA for students in Standardized Instruction Classes. A review of 2009 standardized test data indicates that approximately 57% of all students are approaching the State Standard (Level 2) in English Language Arts, which is an increase of approximately 4% from the previous year. According to NYCDOE Data 50% of elementary students in Standardized Instruction Classes are approaching the State Standard (Level 2) in English Language Arts which is an increase of approximately 7% from the previous year. 67% of middle school students in Standardized Instruction Classes are approaching the State Standard (Level 2) in English Language Arts which is an increase of approximately 5% from the previous year.

Performance Trends for ELA

- 60% of Students in Standardized Instruction Classes in grade 3 achieved a performance level of 2 or higher on the NYS ELA exam. This is an increase of approximately 35% from the previous school year.
- 50% of Students in Standardized Instruction Classes in grade 4 achieved a performance level of 2 or higher on the NYS ELA exam. This is an increase of approximately 11% from the previous school year.
- 100% of Students in Standardized Instruction Classes in grade 5 achieved a performance level of 2 on the NYS ELA exam. This is an increase of approximately 36% from the previous school year. 21.4% of students in that same grade achieved a performance level of 3 or higher. This is an increase of approximately 10% from the previous school year.
- 100% of Students in Standardized Instruction Classes in grade 6 achieved a performance level of 2 on the NYS ELA exam. This is an increase of approximately 36% from the previous school year. 21% of students in that same grade achieved a performance level of 3 or higher.
- 100% of Students in Standardized Instruction Classes in grade 7 achieved a performance level of 2 on the NYS ELA exam. This is an increase of approximately 38% from the previous school year. 19% of students in that same grade achieved a performance level of 3 or higher.
- 89% of Students in Standardized Instruction Classes in grade 8 achieved a performance level of 2 on the NYS ELA exam. This is an increase of approximately 30 % from the previous school year. 11% of students in that same grade achieved a performance level of 3 or higher. This is an increase of 5% from the previous year.
- 85% of students in the Alternate Assessment Classes scored Level 4 on the ELA section of NYSAA. This is an increase of approximately 11% from the year before.

As a result of a comprehensive needs assessment, including focus walks conducted by the principal and members of the Cabinet and School Leadership Team, analysis of data by members of the Inquiry Team, including the New York State Accountability Status Report and data available on ARIS and ATS, and assessment of student work and portfolios, the school has identified the following priorities:

- P771K middle school Standardized Instruction Classes are in need of strategies to improve Comprehension Skills as evidenced by the Performance Series Learning Objectives. We are continuing our inquiry team focus and looking at middle school standardized students and assessing how we can increase their proficiency in English Language Arts.
- P771K Alternate Assessment Classes' focus is to augment our teaching strategies so that the students in our school, who do not have the ability to use speech effectively, will be able to communicate their needs and wants in society. The SMILE program will be implemented for select 6:1:1 and 12:1:4.
- P771K Alternate Assessment teachers and speech therapist are focusing on Picture Exchange Communication System (PECS) this school year to augment speech and language communication skills for students.
- P771K 6:1:1 students will be assessed using the ABLLS assessment
- P771K will expand professional development and move our staff and students forward to support these initiatives. Throughout our school day and in every subject we strive to augment differentiated instruction in our classes.
- P771K's Learning Environment Survey revealed that 50% of parents completed the Parent Survey. 94% of those parents are satisfied with the school's communication between home and school.
- As sited in the 2008-2009 Quality Review the school needs to improve upon using data collected to differentiate instruction. Professional development has increased with the focus on students' individual needs.

P771K's Greatest Accomplishments

- 100% of all 12th graders graduating from our school have gone onto College each year since 2002 when we obtained a High School Program.
- Recipient of grants including Reso-A Grant
- P771K's partnership with two Community based organizations. Mason's Phoenix #205 Brooklyn and The Mill Basin Lions Club Brooklyn.
- Cooperative Healthy Active Motivated Positive Students (C.H.A.M.P.S)-opportunity beyond the school day for middle school students for fitness and support.
- Increased students performance scores from Level 1 to Level 2 in ELA and Math as evidenced by the NYCDOE data on the standardized exams.
- As evidence of P771K's 2007-2008 Quality Review the staff collects and uses data routinely as the basis of programming and instruction across the school. The curriculum and approaches to it have been carefully chosen to fit the needs of the students.

P771K's Barriers

- We are spaced challenged.
 - P225-related service providers share one small office.
 - I98 & P236-Our students only have access to the gym once a week.
- We are annually faced with a high teacher turn-over rate.
 - Teaching fellow requirements to teach for a minimum of 2 years.
 - Teacher relocation
 - Child Care Leave
 - Career changes
- Parent involvement continues to be an on-going dilemma.
 - Parents come from neighborhoods throughout Brooklyn which is a traveling hardship for many of them.

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.

SMART Goal #1

By June 2010, to increase student achievement in reading comprehension, 75% of students in Standardized Assessment Programs in grades 3-8 will demonstrate a 100 point scale increase as evidenced by the Performance Series (Scantron).

SMART Goal #2

By June 2010, to increase individualized multi-sensory instruction in 6:1:1 Alternate Assessment Programs, as evidenced by a 5% increase in expressive labeling on ABLLS.

SMART Goal #3

By June 2010, to increase students' social competence, including social awareness and effective communication, as evidenced by a 5% decrease in level 4 and 5 incidents on the Online Occurrence Reporting System (OORS).

SMART Goal #4

By June 2010, to increase parents/guardians and school partnerships to promote parent/guardian attendance including parent-teacher conferences, assemblies, Holiday presentations, etc., as evidenced by a 5% increase in the 2009-2010 Learning Environment Survey.

SMART Goal #5

By June 2010, to increase students' independence and their ability to function with less supports as evidenced by a 5% increase in the number of students transitioning into least restrictive environments and/or a reduction of related services on students' IEPs.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts- Standardized Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase student achievement in reading comprehension, 75% of students in Standardized Assessment Programs in grades 3-8 will demonstrate a 100 point scale increase as evidenced by the Performance Series (Scantron).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Inquiry Team will target at risk students and develop individualized reading comprehension strategies to be implemented during instruction ➤ Individualized plans will be used by all teachers in all content areas ➤ Teachers/Paraprofessionals will track student progress by using charts provided by Performance Series and develop next steps with students while conferring ➤ Teachers/Paraprofessionals will receive professional development in implementing the Teacher’s College Reading/Writing Units of Study ➤ Professional development will be provided to assist teachers in differentiating instruction for small groups based on the students’ needs ➤ Common planning periods will be used to develop action plans and discuss strategies for students ➤ Academic Intervention Services will be provided for at-risk students including Literacy Navigator and Wilson Reading Program ➤ IEP goals will be created and implemented based on students’ needs ➤ Portfolio checklists will be used to gather students’ exemplary work and track progress ➤ Parent workshops will be provided for families to assist with reading comprehension in the home.(home-school connections) ➤ Assistant Principal will be responsible for monitoring Academic Intervention Services and collecting data ➤ Data Specialist will be responsible for identifying at-risk students <p>Target Population:</p> <ul style="list-style-type: none"> ➤ Standardized Students in grades 3-8

	<p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All <p>Timeline:</p> <ul style="list-style-type: none"> ➤ October-baseline ➤ February-50 point increase ➤ June-50 point increase
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Tax Levy instructional monies to hire Teacher's College staff development (\$8,000) ➤ NYSTL monies will be used to purchase textbooks and library books (\$11,140) ➤ NYSTL monies to purchase computer software (\$3,887)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Monthly celebrations of student work and achievement will be implemented to encourage students ➤ Students will be assessed three times a school year in the Performance Series (October, February, June)

Subject/Area (where relevant): English Language Arts-
Alternate Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase individualized multi-sensory instruction in 6:1:1 Alternate Assessment Programs, as evidenced by a 5% increase in expressive labeling on ABLLS.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Goals and objectives as outlined ABLLS will be implemented ➤ Teachers will receive professional development on how to use data from ABLLS to effectively individualize instruction based on students’ needs ➤ Professional Development focusing on reading and the academic needs of students with mental retardation and autism ➤ Teachers will receive professional development in how to effectively use the SMILE program for students who do not speak, read, or write and implement the five core instructional strategies: <ul style="list-style-type: none"> • attention and imitation tasks • noun vocabulary • additional vocabulary including verbs, adjectives, and adverbs • simple sentences • short stories ➤ Small focus group will be established by Inquiry Team members to track progress of students ➤ Common planning periods will be used for teachers and paraprofessionals to discuss student progress and establish next steps for individual students ➤ Teachers/Paraprofessionals will receive training and visitations on the SMILE program ➤ Lesson plans will demonstrate individualized instruction based on students’ needs ➤ Assistant principal will be responsible for monitoring the SMILE program ➤ Inquiry Team members will assist in identifying the students for SMILE <p>Target Population:</p> <ul style="list-style-type: none"> ➤ Autistic Students <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All <p>Timeline:</p> <ul style="list-style-type: none"> ➤ November-baseline ➤ February- 2.5% increase in acquired skills ➤ June- 2.5% increase in acquired skills

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Tax Levy monies to purchases supplies required for the ABLLS program(\$1,000) ➤ Tax Levy monies to purchase additional SMILE kits (\$1,000) ➤ Cost of per session rate for workshop presenters (\$41.00 X 100 hours = \$4,100) ➤ Cost of training rate after school hours (\$20.00 x 500 = \$10,000)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Monthly celebrations of student work and achievement will be implemented to encourage students ➤ Students will be assessed three times a school year in the ABLLS (November, February, June)

Subject/Area (where relevant): Behavior

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase students’ social competence, including social awareness and effective communication, as evidenced by a 5% decrease in level 4 and 5 incidents on the Online Occurrence Reporting System (OORS).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Clinical support and intervention ➤ Classroom-based meetings between teachers and clinicians ➤ All staff is trained and uses “Power of Choice” model to build community in their classroom ➤ School store is set up based on the “Power of Choice” model where students are rewarded for positive behaviors ➤ All Emotionally Disturbed students will have a behavioral intervention plan based on the results of an FBA, including a description of the problem behavior, global and specific hypotheses as to why the problem occurred and intervention strategies <ul style="list-style-type: none"> ○ Each plan will have a baseline measure of the problem behavior ○ Intervention strategies to include triggers and antecedent events ○ Schedule to measure effectiveness of the plan ➤ Monthly meeting with Assistant Principals, crisis intervention teachers and school counselors to review all SWIS/OORS data ➤ Monthly meetings by the clinical staff to address P771K’s Consolidated Plan. <p>Target Population:</p> <ul style="list-style-type: none"> ➤ Emotionally Disturbed Students <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All <p>Timeline:</p> <ul style="list-style-type: none"> ➤ October- tally of the number of incidents per student noted by SWIS and/or OORS ➤ February-decrease by 2.5% the number of incidents in SWIS/OORS ➤ June-decrease by 2.5% the number of incidents in SWIS/OORS

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Purchase of “Power of Choice” school store items (\$2,500) ➤ Positives Incentives (trips, participation in sports events)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ SWIS Monthly report ➤ OORS Updates ➤ “Power of Choice” levels (1-4) ➤ Monthly review of the data will take place by the appropriate staff and reported to the principal and his administrative staff ➤ Decrease by 5% the number of Level 4 and Level 5 infractions

Subject/Area (where relevant): Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase parents/guardians and school partnerships to promote parent/guardian attendance including parent-teacher conferences, assemblies, Holiday presentations, etc., as evidenced by a 5% increase in the 2009-2010 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Develop and disseminate parent surveys regarding parental interests and needs ➤ Conduct monthly parent workshops at each site ➤ Conduct parent orientation breakfasts in September at each site ➤ Increase alliances with community-based organizations ➤ SLT will present at a PA meeting ➤ PA executive board will make monthly telephone calls to encourage increased attendance at PA meetings ➤ Expand family outreach services by increasing number of home visits by attendance teacher and family workers ➤ Provide SLT and PA minutes and newsletters to the school community; all communications will be offered in home language ➤ Parent Coordinator will take an active role in supporting PA activities and developing a list of tasks / time slots for parent volunteers ➤ Invitations to all assemblies and special events ➤ Parent liaisons recruit parent involvement in PA, SLT and community meetings through telephones calls home ➤ Parents are informed of upcoming events through written communications in the home language ➤ Posters are placed around the school the week before the events in home language ➤ Celebration of student work and achievement ➤ Develop and disseminate a parent handbook and newsletter <p>Target Population:</p> <ul style="list-style-type: none"> ➤ School community of P771K <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ Parent Coordinator

	<ul style="list-style-type: none"> ➤ PA Executive Board ➤ All Teachers ➤ All Assistant Principals <p>Time Line:</p> <ul style="list-style-type: none"> ➤ 2009-2010 School Year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ PA fund raising events ➤ SLT allocation (\$2,400.00) ➤ Tax Levy funds to support teacher per session for conducting parent workshops (\$8,000.00) ➤ Tax Levy and Title III funds for parent stipends at workshops (\$25 stipend x 50 parents = \$1,250) ➤ Provide workshops for teachers in conducting effective parent-teacher conferences ➤ Provide instructional supplies (\$1,000.00)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ An increase in the number of parents attending: <ul style="list-style-type: none"> ○ Parent orientations in September at each site ○ Open School for Parent/Teacher Conferences ○ School-related events including parent-teacher conferences, assemblies, holiday events, sports events ○ Workshops during the school day ○ District events ○ School Leadership Team Meetings ○ Monthly PA meetings ➤ Parent participation will be reviewed in November, March and May by the appropriate staff members ➤ Participation with community agencies will be made and documented by the Administrative Team in November, March and May ➤ Communication systems, including the website will be upgraded mid year to enhance all parents' ability to receive and respond to school information ➤ Sign-ins and agendas to be reviewed and documented after each session by the PC and reported back to the principal

	<p>An increase in parent satisfaction on our education program, as indicated on the parent surveys issued in the Spring, 2010</p>
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Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase students’ independence and their ability to function with less supports as evidenced by a 5% increase in the number of students transitioning into least restrictive environments and/or a reduction of related services on students’ IEPs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Coordinate a committee at each site including teacher(s), counselors, administrator, and related service providers ➤ Form a rubric to set the perimeters and clear expectations for LRE considerations and present to students ➤ Design a student data report that clearly delineates students’ progress over a two-year span (longitudinal study) ➤ Professional development workshops on writing a quality SMART goals for students’ IEPs ➤ Provide appropriate transition support for students placed in mainstreamed and/or inclusion programs ➤ Continue to support and expand current collaboration opportunities with the general education population <p>Target Population:</p> <ul style="list-style-type: none"> ➤ All students <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All <p>Timeline:</p> <ul style="list-style-type: none"> ➤ September/October-baseline of current mandates from students’ IEPs ➤ February-2.5% increase in number of students transitioning to LRE and/or

	<p>reduction of services.</p> <ul style="list-style-type: none"> ➤ May-2.5% increase in the number of students transitioning to LRE and/or reduction of services.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Incentive awards (Tax Levy = \$750)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ ELA / Math performance levels ➤ Report Cards ➤ IEP goals ➤ Power of Choice growth chart ➤ SWIS / OORS reports ➤ Student Data Assessment Profile ➤ Performance Series results ➤ Teachers' logs and anecdotal reports <p>The above data will be reviewed in October, February and in May to assess student status for LRE</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	1	1	N/A	N/A	0	0	0	0
2	8	8	N/A	N/A	0	0	0	0
3	8	8	N/A	N/A	5	0	2	0
4	9	3	4	0	7	1	0	0
5	7	4	6	0	4	0	3	0
6	2	3	4	8	4	6	0	0
7	2	3	3	6	0	0	4	0
8	2	2	3	4	0	7	3	0
9	2	2	0	1	0	0	0	0
10	2	1	2	4	0	4	0	0
11	0	0	1	1	0	1	0	0
12	3	0	0	0	0	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Students who have been held over a grade and scored Level 1, will be targeted for Academic Intervention Services in ELA during the school day.</p> <p>Staff will provide support services/remedial services/test taking strategies to target areas of weakness. Both individual and small group instruction is provided. Foundations, Wilson, Literacy Navigator, and New York State Coach books are used. Foundations/Wilson are Reading Intervention programs that focus on decoding, fluency, and comprehension. Literacy Navigator is comprehension intervention that focuses on reading comprehension strategies including inferences, sequencing, and main idea. The New York State Coach books are designed by the writers of the New York State Assessments and follow the same format. These books address test taking strategies to prepare students for the upcoming state tests.</p> <p>The students receive services during the school day on a one to one basis.</p>
Mathematics:	<p>Students who have been held over a grade and scored Level 1, will be targeted for Academic Intervention Services in Mathematics during the school day.</p> <p>Staff will provide support services/remedial services/test taking strategies to target areas of weakness. Both individual and small group instruction is provided by using remedial math strategies, Math Steps, Math Games, and New York State Coach books are used. The New York State Coach books are designed by the writers of the New York State Assessments and follow the same format. These books address test taking strategies to prepare students for the upcoming state tests. Math Steps and Math games are supplements to the core curriculum, Everyday Math. They focus on skills and strategies that are aligned with the core curriculum.</p> <p>The students receive services during the school day on a one to one basis.</p>
Science:	<p>Students who have been held over a grade and scored Level 1, will be targeted for Academic Intervention Services in Science during the school day.</p> <p>Staff will provide support services/remedial services/test taking strategies to target areas of weakness. Both individual and small group instruction is provided using Smart Science labs, FOSS kits, and New York State Coach books are used. The New York State Coach books are designed by the writers of the New York State Assessments and follow the same format. These books address test taking strategies to prepare students for the upcoming state tests. The Smart Science labs and FOSS kits are provided during Science periods to implement hands on activities for students to practice skills.</p> <p>The students receive services during the school day on a one to one basis.</p>

<p>Social Studies:</p>	<p>Students who have been held over a grade and scored Level 1, will be targeted for Academic Intervention Services in Social Studies during the school day. Staff will provide support services/remedial services/test taking strategies to target areas of weakness. Both individual and small group instruction is provided by using New York State Coach Books. The New York State Coach books are designed by the writers of the New York State Assessments and follow the same format. These books address test taking strategies to prepare students for the upcoming state tests.</p> <p>The students receive services during the school day on a one to one basis.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small groups and 1:1 sessions using Life Space Crisis Intervention, Therapeutic Crisis Intervention and social skills curriculum are used as needed. In addition, Positive Behavior Supports are used as part of our everyday behavior management plan, Power of Choice.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Small groups and 1:1 sessions using Life Space Crisis Intervention, Therapeutic Crisis Intervention and social skills curriculum are used as needed. In addition, Positive Behavior Supports are used as part of our everyday behavior management plan, Power of Choice.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Small groups and 1:1 sessions using Life Space Crisis Intervention, Therapeutic Crisis Intervention and social skills curriculum are used as needed. In addition, Positive Behavior Supports are used as part of our everyday behavior management plan, Power of Choice.</p>
<p>At-risk Health-related Services:</p>	<p>Done on an as needed basis for individual students in accordance with the school nurse.</p>

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

NCLB/SED requirement for all schools

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- 5 **Number of Students to be Served:** 24 LEP: 24 Non-LEP: None

Number of Teachers 2 **Other Staff (Specify)** 6 Paraprofessionals; 1 Administrator; 1 QSAC consultant

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.

Title III, Part A LEP Program P771K has 6 sites located in different sections of Brooklyn. In 2009-2010 school year the school population consisted of 376 students from culturally diverse backgrounds; approximately 44% of the students are Black; 32% are White, 17% are Hispanic and 6% are Asian/Pacific Islander. ELLs make up about 9% of the current student population.

During the school hours our Freestanding ESL program serves a total of 53 LEP/ELLs. This total number includes 20 students whose IEPs indicate ESL Only, 15 students in Alternate Bilingual Placement, and 18 x-coded students. All current ELLs are in Alternative Assessment with 31 students in Elementary grades and 4 students in Middle School grades with 15 students in 12:1:4 ratio, 4 student in 12:1:1, 9 students in 6:1:1, and 7 students in 8:1:1 ratios. English language proficiency level of 31 students is in their Beginning level, 3 students are in the Intermediate level, and 1 student in the Advanced level.

MAY 2009

There are 6 students in kindergarten, 9 students in the first grade, 4 students in the second grade, 6 students in the third grade, 5 students in the fourth grade, 1 student in the fifth grade, 1 student in the sixth grade, and 3 students in the eighth grade. The number of students within each language group and the grade level is as follows: 11 Spanish speaking students with 2 students in kindergarten, 3 in the first grade, 1 in the second grade, 1 in the third grade, 1 in the fourth grade, 1 in the fifth grade, 1 in the sixth grade, and 1 in the eighth grade; 10 Chinese speaking ELLs with 2 students in kindergarten, 2 students in the first grade, 1 student in the second grade, 1 student in the third grade, 3 students in the fourth grade, and 1 student in the eighth grade; 4 Russian speaking ELLs with 1 student in kindergarten, 1 student in the second grade, 1 student in the third grade, and 1 student in the eighth grade; 3 Urdu speaking ELLs with 1 student in the first grade and 2 students in the third grade; 3 Arabic speaking ELLs with 2 students in the first grade and 1 student in the second grade; as well as 1 Italian speaking first grade student, 1 Turkmen speaking kindergarten student, 1 Ukrainian speaking second grade student, and 1 Malayalam speaking fourth grade student.

P771K Saturday Symposiums funded under Title III, Part A, of NCLB will serve a total of 24 LEP/ELL students and their parents during the 2009-2010 school year. It will be implemented to support language development, high academic achievement in math, science, literacy and technology while meeting State academic achievement standards: Standard 1: Students will listen, speak, read and write in English for information and understanding; Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction. English and the student's native language will be used for instruction. Technology will be integrated into the instructional program to help LEP students attain English proficiency. We will provide Chinese and Spanish translators to translate workshop information to the parents. In addition, we will provide parents with letters in other languages obtained from the DOE website.

Our Saturday Symposiums will occur on Saturdays from 9:00 AM to 1:00 PM for 6 weeks throughout the 2009-2010 school year. There will be 6 tutorial sessions on January 16, February 6, February 27, March 13, April 17, and April 24 for 240 minutes each. The parents will accompany their children to the school site P329 by 9:00 AM and leave by 1:00 PM. Parents and students will be provided with Metro Cards for transportation. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes.

24 ELL students will be participating in our Title III Saturday Academy sessions. They will be grouped according to their grade level (K-5), English proficiency, and IEP mandated service as: 12:1:1 and 12:1:4. These two ESL teachers will provide services to two groups (K-5). English language proficiency level of 1 student participating in our Title III program is in the Advanced level, 3 students are in the Intermediate level, and the rest of ELLs are in their Beginning level. Teachers providing the services are fully certified bilingual ESL and Special Education teachers. In addition, 6 bilingual paraprofessionals will be available for direct services in students' native languages.

ESL teachers and bilingual paraprofessionals will work together to provide students with tutorial services. It will involve parents and staff working together for the good of the children creating a model environment where students achieve. All ELL students placed in this program will receive instruction through a Sheltered English approach. The differentiated instruction, adapted materials with Mayer-Johnson symbols, and use of augmentative communication devices will be aligned with students' IEP goals.

Each of the four Saturday sessions will have theme-based units pertaining to the students ethnic background needs, such as cultural awareness and native language support. We will focus on students' families, languages spoken at home, the use of native language books with adaptations, and other native language/bilingual materials and resources, such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. NLA literacy activities will be extended throughout the curriculum and subject areas. There will be a QSAC consultant working with parents to assist their child with hands on activities related to autism spectrum disorders.

The instructional approaches that will be used in our Title III program are strongly supported by research. Stephen Krashen (1982) recommends that the focus of language teaching should be communication, not the rule learning, placing him in agreement with many second language acquisition and foreign language teaching experts (cf. Celce-Marcia, 1991; Oller, 1993). "An environment must be created where, first, a child feels comfortable and second, stimulates the child's learning style"(Fernandes, 1997). Based on research, our program will focus on communication creating a low-anxiety environment. There will be a need to recruit guest speakers. Individuals with disabilities who have made contributions to society and the lives of others from ethnically diverse backgrounds will be invited to be guest speakers. Children need to see that people like themselves have a future of opportunities and success.

The students' ethnic background needs will be incorporated into the curriculum and lessons during the school day on a daily basis. Topics will be aligned with the units of study for the students at P771K. Each Saturday session will be planned to supplement the themes being studied during the school day. The use of technology will be incorporated to give the students additional instructional support. Multisensory and multicultural ESL materials will be infused throughout all aspects of instruction during the school day and Saturday sessions. The classroom library will also be used to give the students a variety of books of all levels that reflect the background, needs, and strength and languages of ELLs. The curriculum presented during the school day will be reinforced at the Title III Saturday program.

To ensure that student academic success becomes a reality we will put more emphasis on integrating technology. It will benefit teachers, students and their parents. Parents will be invited and strongly encouraged to collaborate with teachers and paraprofessionals to engage their children in computer activities such as writing narratives, conducting small-scale research projects, and publishing newsletters. When home, they will engage their children and connect their technology skills to the

educational outcomes, in addition to reading books, telling stories, and taking their children to museums. During our Saturday Symposiums parents will be taught how to access valuable educational resources in 13 different languages, how to use technological tools and software, and how to meet the challenges of NYSESLAT.

Educational instruction will be planned for ELL students taking into consideration their special learning disabilities, and/or physical impairments. Technology enhancements are especially useful for this category of students. Through technology the students will be able to learn in a rich linguistic environment and find opportunities to interact with multicultural world, extend their language skills, construct meaning and learn in a variety ways when it's hands-on, challenging, multisensory, thematic and connected to students' cultures and native languages.

According to Dr. Howard Gardener, and his Multiple Intelligences research, individuals have different strengths and weaknesses. Research has proven that students benefit most when material is presented in a variety of ways. The resources of technology and new media such as: augmentative communication and recording devices, audio and visual equipment, smart boards, projection screens and computer programs used in our program will be rich enough to meet our students' individual learning styles and intelligences in a variety ways.

All the activities and skills attained during our Saturday sessions will enrich and reinforce instruction provided during the day.

The teacher will provide support and assistance to ELLs, so that they will practice their next level of language development and, thus, progress in learning and development. This approach is supported by Russian psychologist Lev Vygotsky, who introduced a useful concept of the zone of proximal development (1962). Vygotsky's ideas and the scaffolding methodologies are applied in our content area subjects as well. A thorough research-based understanding of technology integration to support and extend LEP students' learning experiences is a necessity. Over the years, research has highlighted many benefits of using instructional technology with LEP students. Competent use of computers prevents LEP learners from "academic and social marginalization" (Murray & Kouritzin, 1997, p.187). It allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity (Hoven, 1992). To many students, technology is motivational and nonjudgmental. It gives them prompt feedback, individualizes their learning, and tailors the instructional sequence. Technology can meet specific student needs, increase their autonomy, allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997). The research indicates that instruction is effective when it is hands-on, challenging, multisensory, and provides multiple, challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English. Engaged learning classrooms offer LEP students opportunities to construct meaning and learn in a variety of ways, not just from the teacher or the textbook. They have

their peers to learn from and to explore educational activities together. The more opportunities they have, the richer their experience.

ELLs will be evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of students. Assessment will be sensitive to the particular needs of ELLs. Assessment will be ongoing, performance-based, and generative. It will be used to assess students' progress through all four modes of communication: speaking, listening, reading, and writing. Assessment will provide an integrated account of all that ELLs are learning, both in language and in academic content areas. Assessment techniques will include a pre and post teacher-made test adapted to the students needs. Such assessment devices used during the continuum will be the development of rubrics to assess student work. Teachers will use student work that is consistent to the Title III instructional program as an on-going assessment technique. The scores on a student's Brigance Assessment of Basic Language and Learning Skills will also be another form to determine the impact of the Title III program.

Methods of instruction to deliver lessons will include Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches will be incorporated to give students in alternate assessment programs additional support.

The academic success of LEP students is a responsibility shared by all educators, the family, and the community. Language minority students and ELLs in particular, are considerably more likely to succeed when their parents participate in their education by helping with homework, attending school events, conferring with teachers, serving as volunteers, or participating in school governance (Berm&Muez, 1996; Tse, 1996). Likewise, when communities become active participants, they assist ELLs in overcoming multiple academic challenges.

Professional Development Program P771K school's professional development program for teachers and paraprofessionals participating in Title III program will be utilized to significantly increase the ability of the staff to provide instruction targeted to the deficit skills of each ELL student using differentiated instruction.

ESL teachers and paraprofessionals will be provided with six book study professional development sessions for 1 hour from 8:00 AM-9:00 AM on January 16, 2010, February 6, 2010, February 27, 2010, March 13, 2010, April 17, 2010, and April 24, 2010. They will be using the book Scaffolding Language, Scaffolding Learning by Pauline Gibbons. The ESL teachers will each present a section of the book (4 sections). It will include topics pertaining to the Title III Saturday sessions, such as Instruction, Strategies and Materials for Teachers with Alternate Placement Students Instruction; NYS ESL Standards,

Balanced Literacy in ESL classes; The Use of Technology in ESL Education; and The Adaptation of ESL Materials for the education of ELLs with severe disabilities. Literature and materials will be provided for all attendees. Multimedia presentations and interactive activities will be presented during the workshop. Target audience will be the ESL teachers and paraprofessionals of P771K.

Our PD Team including Principal, Assistant Principals and ESL/Bilingual Teachers will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in math, technology and literacy using ESL methodologies. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development activities will be used to support ELLs with English and native language development, high academic achievement in literacy, math, science and technology. It will serve to be a venue for addressing Limited English Proficient (LEP) students' needs to reach the NCLB goal of academic proficiency, specifically where many students are not proficient in the English language and need additional support to achieve at high level. Having high-quality teachers and involved parents are two key factors that will help these students achieve proficiency.

Description of Parent and Community Participation P771K school is an essential part of the community to many of the students and their families. All parent activities under Title III program will be offered through our Saturday Symposiums. To familiarize parents with the program, schedule and instructional goals, an informational letter will be sent out to each student's parent. All informational materials will be translated into community languages. A series of phone calls were established once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations; to disseminate information and obtain parent input. Title III funds will be used for translation services, materials, supplies, postage, transportation, and refreshments for the parents.

Letters in the native language and phone calls will be made to each home with information regarding Title III program schedule and instructional goals. It will include ABA, TBE, Strategies and Materials for Alternate Placement Students; NYS ESL Standards; The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; and The Adaptation of ESL Materials for the education of ELLs with severe disabilities, the Annual Review and IEP process, NYSAA, NYSESLAT testing and ELA (home to school). Translation funds will be used for the purpose of transcribing written materials and providing oral translation. The Parent Coordinator will make written materials available in various languages. During these meetings parents will be able to familiarize themselves with educational technology, so that they can engage and connect their technology skills to their children's educational outcomes. Parents will be invited and strongly encouraged to participate in our Saturday Symposiums where they will have an access to the valuable educational resources in different languages, technological tools and software. There will be guest speakers at the Saturday Symposiums including a consultant from QSAC. Through our school web portal parents will have an access to the valuable resources for the

parents such as, informational brochures in 13 different languages about NYSESLAT and how it measures the progress of English language learners. From this brochure, parents will also learn what they can do to help their students meet the challenges of NYSESLAT.

P771K

Form TIII – A (1)(b)

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

This entire section must be completed for each budget submitted.

**SECTION XVII
BUDGET NARRATIVE**

School District 75 For Title III
BEDS Code 307500013771

Program of Services	Budget Category	Budgeted Amount	Explanation of Expenditures
	<i>Professional Salaries</i>		
Instructional Program	1 Supervisor	\$52.21 x 28 = \$ 1,461.88	1 Supervisor for 4 hours per Saturday for 6 weeks for Saturday Symposium and four 1 hour professional development sessions. 2 Teachers for 4 hours per

	2 Teachers	$\$49.89 \times 56 = \$ 2,793.84$	Saturday for 6 weeks for Saturday Symposium and four 1 hour professional development sessions.
	6 Paras	$\$28.98 \times 168 = \$ 4,868.64$	6 Paras for 4 hours per Saturday for 6 weeks for Saturday Symposium and four 1 hour professional development sessions.
	SubTotal:	\$ 9,124.36	
	<i>Purchased Services</i>		
Professional Development for Parents	1 Consultant	$\$350. \times 1 = \350.00	1 Consultant for \$350.00 for 1 Saturday for 3 hours.
	Metrocards For Parents	$\$4.50 \times 192 = \$ 864.00$	24 parents and 24 students to attend 4 sessions x \$4.50 round trip Metrocard
	SubTotal:	\$ 1,214.00	
	<i>Supplies and Materials</i>		

	Supplies and materials	\$ 4,161.64	Binders (10) @ \$7.88 ea.=\$78.80 Pens (10 pks of 12) @ \$2.21 ea.=\$22.10 Xerox paper (1 case) @ \$30.50=\$30.50 Pencils (10pks of 12) @ \$.86 ea.=\$8.60 Scrap books (35) @ \$12.73ea.=\$445.55 notebooks (35) @ \$1.32=\$46.20 Markers (5 pks) @ \$2.57=\$12.85 Glue sticks (2 pks of 18) @ \$8.62=\$17.24 ESL workbooks @ \$420.00=\$420.00 Scanner @ \$249.21=\$249.21 Camera @ \$492.75=\$492.75 Headphones (10) @ \$4.94 ea.=\$49.40 Learning Connections, Inc. (4 kits) @ \$200=\$800.00 Laptops (2) @\$600=\$1,200.00 Digital cameras for documentation (2) @ \$144.22=\$288.44
	<i>Purchased Services</i>		
	Refreshments	\$ 500.00	Refreshments for 6 Saturdays
	SubTotal:	\$ 4,661.64	
TOTAL		\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Each parent meets with the school staff when their child is placed in our school. An intake form is completed where the student's home language is noted. The appropriate language service for students is determined at CSEs/SBST level based on the HLIS responses and follow-up interviews with the parents in their native language. The P771 Parent Coordinator provides the parents with materials translated into their home language. During school orientation meetings parents have an opportunity to ask questions with assistance from an oral interpreter, if necessary.

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

The parent coordinator keeps a record of all students that are in need of translation and interpretation. We have about 35 parents who speak 6 different languages as Spanish, Chinese, Russian, Urdu and Arabic who need written translation and oral interpretation. Translation funds are used for the purpose of transcribing written materials and providing oral translation.

Part B: Strategies and Activities

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

Our school uses the Translation and Interpretation Unit resources in translating parent notifications and providing over-the phone interpretation services to parents that speak a language other than English. The unit offers translation services in all necessary languages

other than English spoken by our parents, such as Spanish, Chinese, Russian, Urdu, and Arabic. In addition, written translations in Spanish, Russian, Chinese, Arabic, and Urdu are provided by in-house school staff. The parent coordinator forwards requests for written translation in other languages to the Office of Translation services. Outside vendors are contacted in the event that the translation request cannot be accommodated by this office.

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

Oral translations in Spanish, Russian, Chinese, Arabic and Urdu are conducted through our staff members. The Office of Translation is called and translation is done via telephone in the event that in-house staff cannot accommodate.

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>.

Notices are posted throughout the school building that advise parents regarding their right to request translation services. Letters are backpacked with students at the beginning of school year and before Parent-Teacher Conferences, advising parents as to this right. All letters are delivered to the students and families in their home language. All translated surveys, informational documents, and notifications to parents are obtained through DOE website in all necessary languages.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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 majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)
MAY 2009

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

NOT APPLICABLE TO SCHOOL

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

P771K teachers have been using the Teacher's College Reading and Writing curriculum for the past 5 years and have attended several workshops offered at Columbia University to ensure that these curriculum maps are being followed accurately. In addition, my Assistant Principals and School-Based Literacy Coach do monthly professional development workshops and common planning periods where they work with individual teachers to ensure curriculum is aligned with the state standards and they are providing students with the strategies they need. My ESL teacher also pushes in or pulls out students to work on additional strategies with the students and meets with teachers so they can use these strategies throughout the school day.

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

Applicable Not Applicable

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

The students have shown gains in the 2008-2009 ELA state assessments and continue to show an increase of scores on the performance series.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

P771K students are taught using the Everyday Math and Impact Math. In addition, students receive academic intervention services using the New York State Progress Coach workbook that gives students additional assistance in basic math concepts and closes the gap.

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

Applicable Not Applicable

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

Students have shown gains on the New York State Math assessments and in Performance Series assessments.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

P771K teachers are trained to follow the Reader's/Writer's workshop model. This model is modeled for new teachers and all teachers receive professional development workshops from the Assistant Principals and School-Based Literacy Coach. During formal and informal observations, teachers are made aware if this model is not being followed.

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

Applicable Not Applicable

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

Classroom formal and informal walk-throughs that address the Professional Teaching Standards (Santa Cruz Model)

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.

2B – Mathematics Instruction

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

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

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

P771K teachers follow the workshop model during mathematics with a mini-lesson, small group work, and a share session. In addition, teachers attend district-wide workshops or professional workshops offered at the school by the assistant principals and coach.

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

Applicable Not Applicable

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

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?

Formal observations and informal classroom walk-throughs that address the Professional Teaching Standards (Santa Cruz Model)

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Unfortunately, turnover is often high when hiring teaching fellows. These teachers often stay with the organization until their commitment is complete and receive all the training the P771K organization has to offer and then they leave.

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

X Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A tally of the number of teachers hired is kept by the payroll secretary each year.

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.

Ensure that candidates form pools such as the teaching fellows are committed and do have to stay.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

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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 school is supported by district coaches to assist the ESL teacher and provide professional development. In addition, the ESL teacher provides the classroom teacher with strategies to use in the classroom.

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

Applicable Not Applicable

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

There are a number of teachers that haven't completed Jose P. ESL training hours.

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.

We will need additional assistance in getting all staff trained in Jose P. ESL courses.

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.

All of our standardized students have been assessed in the NYSESLAT and the test scores have shown improvement. Alternate Assessments students also completed part of the assessment due to their multiple handicaps and are not testable according to their IEPs. These students also receive in-house assessments such as Brigance and ABLLS. Teachers are able to track student

progress on the NYSESLAT on ARIS and each teacher has a individual data tracking form that shows a three year longevity of the student's performance on all assessments.

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

Applicable Not Applicable

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

ARIS, student data reports, student's portfolios

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We are a District 75 school and work collaboratively with teams affiliated with our students to discuss IEPs and how to better serve our students. Differentiation of curriculum is ongoing and expected as special educators in this organization.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Professional development sessions, formal and informal observations, team meetings, common planning periods, pupil personnel committees

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

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

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

Please respond to the following questions for Key Finding 7:

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

Prior to writing the IEP goals, staff meets to discuss what goals are most effective to each child. This team can include the classroom teacher, paraprofessional, cluster teachers, counselors, related service providers, and parents. All students with a 1:1 crisis intervention paraprofessional is required to have an FBA and BIP. In addition, all emotionally disturbed students with severe behavioral problems is required to have an FBA and a BIP. The team will meet to develop the BIP. These IEPs are to be used on a daily basis to develop lesson plans and offer strategies for the individual students.

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data from the Functional Behavior Assessments (FBA) and tracking of the Behavior Intervention Plan (BIP) is used to determine progress.

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

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

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

This appendix will not be required for 2009-10.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **7**
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 D75 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 necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D75 students are eligible to attend any programs ran through the STH units at the ISC.**

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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School: P771K
District: 75
Principal: Denise D'Anna

LAP Committee: Denise D'Anna, Principal; Annette Beale, A.P; Michael DeSarlo, I.A.; Gouzalia Olson, ESL Teacher; and Denise Ramos, Parent Coordinator.

ELL Demographics and Identification Process P771K has 6 sites located in different sections of Brooklyn. In 2009-2010 school year the school population consisted of 376 students from culturally diverse backgrounds; approximately 44% of the students are Black; 32% are White, 17% are Hispanic and 6% are Asian/Pacific Islander. ELLs make up about 9% of the current student population.

The school has a Freestanding ESL program that serves a total of 53 LEP/ELLs during the 2009-2010 school year. This total number includes 20 students whose IEPs indicate ESL Only, 15 students in Alternate Bilingual Placement, and 18 x-coded students. All current ELLs are in Alternative Assessment with 31 students in Elementary grades and 4 students in Middle School grades with 15 students in 12:1:4 ratio, 4 student in 12:1:1, 9 students in 6:1:1, and 7 students in 8:1:1 ratios. There are 6 students in kindergarten, 9 students in the first grade, 4 students in the second grade, 6 students in the third grade, 5 students in the fourth grade, 1 student in the fifth grade, 1 student in the sixth grade, and 3 students in the eighth grade. The number of students within each language group and the grade level is as follows: 11 Spanish speaking students with 2 students in kindergarten, 3 in the first grade, 1 in the second grade, 1 in the third grade, 1 in the fourth grade, 1 in the fifth grade, 1 in the sixth grade, and 1 in the eighth grade; 10 Chinese speaking ELLs with 2 students in kindergarten, 2 students in the first grade, 1 student in the second grade, 1 student in the third grade, 3 students in the fourth grade, and 1 student in the eighth grade; 4 Russian speaking ELLs with 1 student in kindergarten, 1 student in the second grade, 1 student in the third grade, and 1 student in the eighth grade; 3 Urdu speaking ELLs with 1 student in the first grade and 2 students in the third grade; 3 Arabic speaking ELLs with 2 students in the first grade and 1 student in the second grade; as well as 1 Italian speaking first grade student, 1 Turkmen speaking kindergarten student, 1 Ukrainian speaking second grade student, and 1 Malayalam speaking fourth grade student.

The following procedures for the identification and placement of new ELLs are used for all new entrants at P771K: LAB-R is administered to new entrants to determine eligibility for ESL services, following the administration of the HLIS at CSE level. However, if it has not been completed at CSE, our school administers the HLIS and an informal interview in English and the Native Language, which will determine whether the student is LAB-R eligible. LAB-R

eligible students are tested within the first ten days of initial enrollment. Service eligibility is determined by cut scores on LAB-R. Spanish speaking students, who do not pass the LAB-R, are administered the Spanish LAB in order to determine language dominance.

Parent Community Involvement: 100% of our school population is special education including students with emotional disturbances, autism, mental retardation, and multiple disabilities. Options for special education ELLs are discussed with parents during the Educational Planning Conferences at the CSE level. In addition, parents of newly enrolled ELLs are informed by the P771K Parent Coordinator about the availability of different ELL programs, such as Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language (ESL) programs during Spring and Fall ELL parent orientation meetings. At the end of each orientation, parents also receive materials about ELL programs in their home language, and have an opportunity ask questions about ELL services with assistance from a translator if necessary. At the Fall parent orientation meetings, parents are also informed about the Title III Saturday Symposiums that support ELL parents with on-going information in their home language and training on different aspects of their children's education, including the Annual Review and IEP process, NYSAA, and NYSESLAT testing. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes.

The P771K Parent Coordinator is available at these meetings to address concerns and offer information to parents about school activities such as the PTA membership, participation and school events. The Parent Coordinator provides written materials on bilingual, ESL programs, and Title III services, available in various languages. Translation funds are used for the purpose of transcribing written materials and providing oral interpretation.

Patterns in proficiency: In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

After reviewing and analyzing the NYSESLAT assessment data for the 2008-2009 school year, the following patterns are found across proficiency levels. The patterns across NYSESLAT modalities – reading/writing and listening/speaking, revealed that there are 3 students at the Intermediate level of English language proficiency, 1 student at the Advanced level, and the rest of ELLs are at their Beginning level. One student in the third grade and 2 students in the eighth grade scored higher in listening/speaking than in reading/writing. In grades 5 and 6, two ELL students scored sufficiently in all four modalities and moved up to the Intermediate level of language proficiency. In the 8th grade two students scored at the advanced level in listening/speaking, and at the beginning level in reading/writing. The test scores for 2 Elementary ELLs were invalid due to the students' severe disabilities. In grades 3 and 4, students at the Beginning

proficiency level improved their listening/speaking and reading/writing skills with higher scores comparing to the test scores in the past. 3 students scored at the Intermediate level of proficiency in all four modalities and 1 student at the Advanced level in listening/speaking. In the 6th grade, 1 ELL student scored at the Advanced level in all 4 modalities. 18 X-coded ELLs also showed progress in all four modalities with significant improvement in reading, writing, speaking, and listening skills; 3 students scored at the intermediate proficiency level, and 1 student at the advanced level.

Implications for LAP: Based on NYSAA data collection in 2008-2009 in each of the content areas, our LAP team has observed that the ELL students succeeded in NYSAA with higher scores than in the NYSESLAT, mostly, because the NYSAA test materials are adapted according to the special needs of our students.

During the LAP process we have evaluated our program needs to ensure that staffing, materials, and program requirements meet the needs of our ELLs.

In order to accommodate Alternate Placement Students' IEP mandate for Bilingual services, the Alternate Placement paraprofessionals work in conjunction with the ESL teacher to provide comprehensible input for the students.

Implications for Instruction: We use an instructional program to develop reading and writing skills through the integration of academic content based on best practices across all subject areas and grade levels. The program implements English Language skills development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required State assessments, LAB-R, and/or NYSESLAT. Some of the ESL strategies to be used in our program are guided reading, shared reading, and silent reading, reading aloud; writing process, hands on projects, cooperative learning, charts, graphic organizers, visual aids and technology. The use of computers and SmartBoard technology will provide students with the opportunity to practice listening, writing, reading skills, and language development.

Freestanding ESL Program Description: Our ESL program is composed of 53 ELL students in the 2009-2010 school year. ESL classes are provided by a certified ESL teacher through a combination of "pull-out" and "push-in" teaching models of instruction. The language of instruction is English. Students in Alternative Placement with the IEP recommendation for Bilingual services are supported by Alternate Placement Paraprofessionals in their native language, and at the same time the students receive ESL services from a licensed ESL teacher in a pull out/push in program. Our Beginning and Intermediate level ELLs from grades K to 8 receive 200 minutes of ESL instruction out of required 360 minutes, and Advanced level students receive 1 unit of instruction/180 minutes as required by CR Part 154. To ensure that students meet the NYS standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Language Experience, Whole Language, Scaffolding Techniques, graphic organizers, and Cooperative Learning. The use of technology and augmentative communication devices are incorporated to give students additional instructional support.

Intervention strategies used with ESL students are: The Cognitive Academic Language Experience and Whole Language Approach. The use of technology is incorporated to give the students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library is also used to give the students a variety of books of all levels that reflect the background, needs, and strength and languages of ELLs. Additionally, the teacher uses informal methods to assess the students' progress.

Content Area Instruction: For all ELL students content area is provided as follows: all subjects are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The instructional materials used in our classrooms are both age and grade appropriate: Benchmark content area leveled books, Rigby (On Our Way to English), National Geographic Theme Sets, teacher-made and differentiated materials, such as adapted books, graphic organizers, picture symbols, as well as augmentative devices, such as dynavox, Big Mac, and switches. Content Area Instruction follows the NYS Standards and Core Curriculum for Content Area teaching and Uniform Curriculum for Math.

All ELLs are in Alternate Assessment. In 2008-2009, 8 ELLs from grades 3 through 8 were assessed through NYSAA. 100% of them scored at level 3 and 4 in Math with 4 (50%) students at Level 3 and 4 (50%) students at Level 4; 100% of students scored at level 3 and 4 in ELA with 3 students at level 3 and 5 student at Level 4 in Reading; two students participated in Science NYSAA test with 1 student (50%) at level 4 and 1 student (50 %) at level 1 in Science, and all 4 students participated in Social Studies NYSAA test. 100% scored at level 4 in Social Studies. Additionally, their participation was ensured through the use of augmentative devices and adaptations. The use of technology is incorporated into ESL and Content Area Instruction to give students additional support. Through student observations and conversations with parents of ELLs, our ESL teacher has noted that Literacy practices in ELL students' home language have showed positive influence on students' literacy acquisition. Reading in ELL students' native language is positively associated with students' emergent literacy skills, such as vocabulary, letter-name knowledge, phonological awareness and conventional literacy skills, as word reading and spelling.

Native language literacy for ELLs is supported by multicultural library books, as well as books in the Spanish, Chinese, and Russian languages and the adaptation of literacy materials to meet the needs of students with severe disabilities. Content area teachers put more emphasis on team teaching along with the ESL teacher to help to identify students' need for extra language support. Our Alternate Placement paraprofessionals work in conjunction with the ESL teacher to improve students' literacy skills in their native language. Cooperative planning and professional development support during common prep periods with an ESL teacher, including all ELL teachers, and service providers ensure that the class program takes into account children's language needs; suggesting additional communicative language activities

related to the classroom program; and alerting staff to resources available to support the language development of bilingual students.

Support Services provided to LEP students

Newcomers: Newcomers receive Title III Saturday tutoring, differentiated instruction, alternate placement paraprofessionals' support in their native language, and a nurturing environment to facilitate language production.

SIFE: Presently we have no SIFE students. At such time that we do, we provide with a buddy student, tutoring and support in native language.

Transition Plan: Students scoring proficient on the NYSESLAT are supported with ESL services until their IEP has been changed to indicate that the service is no longer required.

Extension of Services: Those students with an extension of services who have been receiving ESL services for more than three (3) years, but less than six (6) years, are supported through AIS, Buddy System, peer tutoring, CHAMPS with the continuity of ESL services as per their IEP. Students are encouraged to participate in Title III Saturday sessions and all after school programs designed to improve test prep and literacy skills.

Long Term ELL students. At present time, we have no long term ELLs, but when we do we support them through: AIS, Instructional Technology, peer tutoring, Title III program, visual arts enrichment.

Professional Development: Based on our inquiry team observations and findings across all subject areas and grade levels, the team members determine the deficit areas on instructional planning for the teachers of ELLs and select the appropriate topics pertaining to the professional development of all teachers of ELLs. In 2009-2010 the following topics will be provided by our ESL teacher: NYS ESL Standards, The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; and The Adaptation of ESL Materials for the education of ELLs with severe disabilities. Professional development sessions for ELL teachers are provided every two weeks during common prep hours. In addition, the ESL teacher is enrolled in professional development for ELLs offered by District 75 ELL Department. The topics are percolated down to the school and teacher levels after each session:

(1) Compliance: the 1st week of October. (2) Standards-based Content Area Instruction in ELA and Social Studies through the Lens of Memoir Writing for ELLs with Disabilities: The 3rd week of October. (3) Cultivating Seed Ideas and Memoir Prompts in the Instruction of ELA and Social Studies for ELLs with Disabilities: The 3rd week of December. (4) ELL Compliance: Administration of the NYSESLAT 2010: The 3rd Week of April. (5) Empowering ELL Students with Disabilities to Create Memoirs Using Multiple Media: The first week of May. (6) First Annual ELL Multi-Media Memoir Showcase: Mid-June.

P771K's teachers and paraprofessionals are also supported by the district 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.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School P771K
Principal Denise D'Anna	Assistant Principal Annette Beale
Coach Vanessa MacDonna	Coach Vanessa MacDonna
Teacher/Subject Area Gouzalia Olson/ESL	Guidance Counselor
Teacher/Subject Area Elmer Palimones	Parent
Teacher/Subject Area	Parent Coordinator Denise Ramos
Related Service Provider	SAF
Network Leader Vanessa MacDonna	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	376	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	9.04%
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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.)

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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
TOTAL	0																			

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

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	3	1	1	2	1	1		1	12
Chinese	1	2	1	2	2				1	9
Russian	1		1	1					1	4
Bengali										0
Urdu		1		2						3
Arabic		2	1							3
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1	1		1						3
TOTAL	5	9	4	7	4	1	1	0	3	34

Programming and Scheduling Information

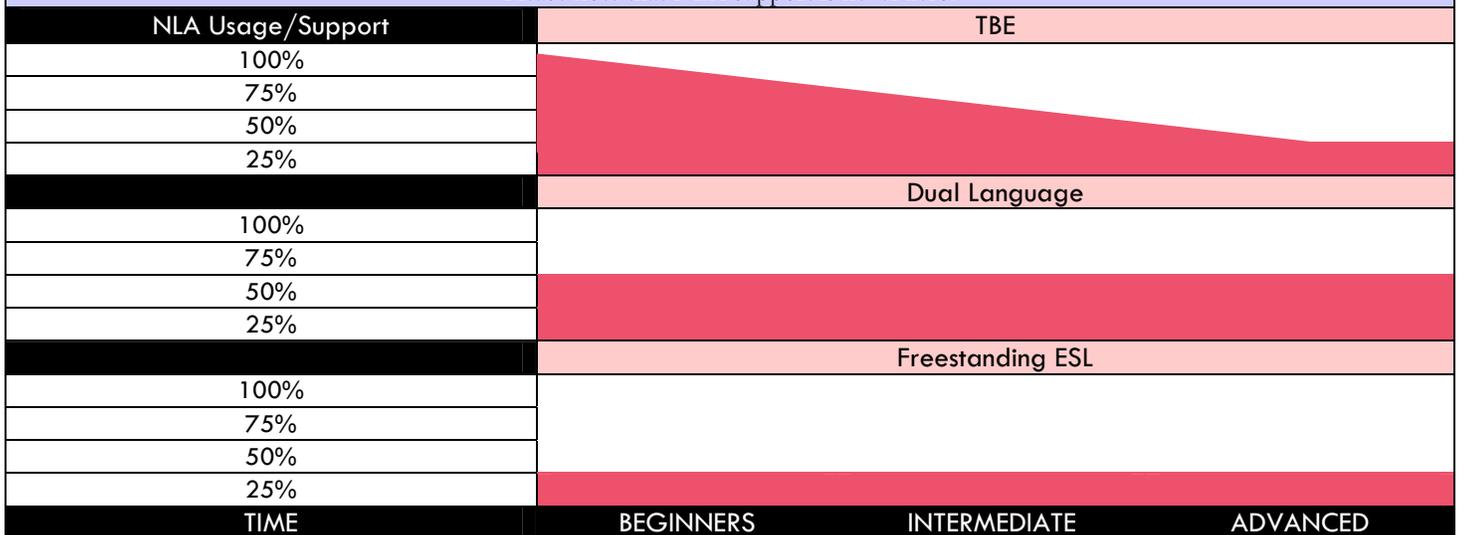
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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 (including non-ELL teachers) as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	5	9	4	6	2				3	29
Intermediate(I)				1	2	1				4
Advanced (A)							1			1
Total	5	9	4	7	4	1	1	0	3	34

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	5	7	4	5	2				1
	I		1		1	1	1			
	A				1	1		1		2
	P		1							
READING/ WRITING	B	5	8	4	6	2				3
	I				2	2	1			
	A							1		
	P		1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			4	5	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					4		5		9

NYS Science									
	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	1						1		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed							4		4

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
Gouzalia Olson	ESL Teacher		10/20/09
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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