



P169M
THE ROBERT F. KENNEDY SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75M169

ADDRESS: 110 E. 88 STREET, NEW YORK, N.Y. 10128

TELEPHONE: (212) 348-6140

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75M169 SCHOOL NAME: P169M

SCHOOL ADDRESS: 110 E. 88 Street, New York, N.Y. 10128

SCHOOL TELEPHONE: (212) 348-6140 FAX: (212) 996-8245

SCHOOL CONTACT PERSON: Susan Finn, Principal EMAIL ADDRESS: sfinn@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Santa Scarcella

PRINCIPAL: Susan Finn

UFT CHAPTER LEADER: Jeff Andrusin

PARENTS' ASSOCIATION PRESIDENT: Carmen Ramos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: District 75 Network IV / Middle/High School
Initiatives to Support Student Learning

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/Constituency Represented	Signature
Susan Finn	*Principal or Designee	
Jeff Andrusin	*UFT Chapter Chairperson or Designee	
Carmen Ramos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mary DiSalvatore	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Ilene Halpern	Assistant Principal	
Marsha Steinberg	Assistant Principal	
Malorie Kenny	Teacher	
Juana Delavalle	Parent	
Mary Clay	Parent	
Patricia Santana	Paraprofessional	
Santa Scarcella	School-based PBIS Coach	
Howard Kahan	Teacher	
Denise Velazquez	Parent Coordinator	

(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.

The mission of P169M is to provide a highly stimulating instructional environment, utilizing a wide variety and range of age-appropriate incentives, where severely emotionally challenged students are encouraged to accept and understand responsibility and to make informed choices, while autistic or cognitively delayed students are provided with opportunities to develop to their fullest potential.

Each of our students strives to find a less restrictive setting that will meet their needs. We seek to provide the opportunities and resources that will allow our students to prosper and successfully interact in school, the home and community, and ultimately, to make the transition into productive adulthood.

The Robert F. Kennedy School – P169M is a multi-dimensional, multi-sited program designed to promote the academic, emotional and social growth of each child within our school community; those students with pervasive developmental disorders (PDD or MRDD), autistic spectrum disorders (ASD), or emotional-behavioral disorders (EBD). Our students in special school reduced-size classes range in age from five to 15, while those in our high school inclusion program and in our hospital-based classes may continue to age 21.

The main site of P169M on East 88th Street serves 13 ED classes with 148 students and two autistic classes with 12 students. Also located at the P169M main site is the Queens Children's Psychiatric Center Manhattan Community Service Center operated by the New York State Department of Mental Health as a community resource. There, school-aged children from P169M may receive psychiatric diagnostic services, and in addition, up to 35 of our students also receive therapeutic services.

For the 2009-2010 school-year, P169M also will operate five off-site programs. About 70 early childhood students with emotional, autistic or developmental disorders, receive instruction in self-contained classes at the P169M program located within P155M on 117th Street. At Metropolitan Hospital, P169M coordinates with the Department of Child and Adolescent Psychiatry to provide about 36 students with both an inpatient program and an adolescent day-treatment (partial Hospital Placement) program. At P102M on 113th Street P169M now serves the needs of 30 early childhood students with autism. A new-for-this-year site at P146M on 106th Street provides self-contained classes for up to 24 elementary-grade students with ASD. Moreover, 15 students are supported by P169M staff in a high school inclusion program at Manhattan Center for Science and Mathematics High School.

Supporting the P169M instructional program is a staff of highly trained and dedicated professionals. The staff consists of 59 teachers, all of whom are state certified and permanently assigned to the school and 85 percent have more than two years of classroom experience. They are supported by 62 paraprofessionals, school aides and family workers. Sixteen related service providers insure that

every student receives all mandated services in order to maximize the benefits of the educational experience provided by the Robert F. Kennedy School.

Our school provides our autistic students with a functional academic program designed to further social development, communication skills and the capacity to function as independently as possible along with an academic program that parallels the general education curriculum. Utilizing TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children) and ABA (Applied Behavior Analysis) strategies enables our students to modify their behavior while enhancing academic outcomes for greater success.

Our PBIS (positive behavioral intervention and support) system teaches our students how to make positive behavioral choices thereby becoming more successful both in and out of school. Our ultimate goal is to teach our students the behaviors necessary to reenter a general education setting. Earning points for positive behaviors reinforces those skills. A series of incentives helps to support these behaviors. The ultimate incentive, of course, is being reevaluated for a less restrictive environment.

Part 100 of the New York State Education Regulations provides the foundation upon which our educational program is built. Students are taught a curriculum consistent with those regulations and held to the high standards of success mandated for all students. The curriculum has been adapted to address the individual needs of each student and ongoing periodic assessment assures that a realistic pace of advancement is maintained in pursuit of rigorous learning objectives. Reading and writing workshops anchor our ELA program while the new New York State Mathematics curriculum also has been implemented.

The P169M program is enhanced by the participation of community based volunteer groups; ***the Tutors of P169*** and ***the Friends of P169***. The Tutors number 18 and provide one-to-one tutoring for many of our students. Additionally, they are positive role models and work together with our teachers and related service providers. The Friends of P169 provide funding for 50 students to attend Camp Ramapo, a three-week sleep-away summer camp. The Friends also provide grants to our teachers for special projects and help with the funding of our year-end Moving-On ceremony and other special school events. These two groups were established jointly about 30 years ago by community residents who became aware of the special needs of our students shortly after completion of the new PS 169 building on East 88th Street.

The NYPD's 19th Precinct has forged a positive relationship with our school and has been helpful in dealing with both community and school issues. We have utilized the Manhattan District Attorney's office to educate our older students about the hazards of gang involvement and the New York Air National Guard's ***Stay On Track*** program provides our students with ongoing drug avoidance education and career guidance.

Literacy, Mathematics, Social Studies and Science standards in all of P169M's programs have been the subject of intense effort during the past few years and the effort is bearing fruit. Participation in Columbia University Teachers College Reading and Writing Workshops has been a great success. Similarly, professional development in middle school mathematics instruction provided by a Kaplan Foundation grant at City College has also begun to pay dividends.

Every member of the P169M staff is committed to providing every student with the opportunity to excel. We all believe that every student can learn. Our school-wide objective is to increase teacher effectiveness and parental involvement in search of opportunities for academic success. We are deeply committed, too, to maintaining a safe school environment with reduced numbers of accidents, incidents and suspensions. We want our school to be a place of learning: school skills and behavioral

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skills, academic and social content. We are actively investing energy and resources into helping the Robert F. Kennedy School evolve into a comprehensive educational venue where students with emotional/behavioral and communication/relationship disorders or other developmental delays are able to maximize their potential.

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:	P169M – Robert F. Kennedy			
District:	75	DBN #:	75M169	School BEDS Code #: 307500011169

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		81.6 / 77.8		TBD		
Kindergarten	3	0	18						
Grade 1	1	1	1	Student Stability: % of Enrollment					
Grade 2	4	1	8	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	14	20	12		70.3		TBD		
Grade 4	20	20	12						
Grade 5	28	18	20	Poverty Rate: % of Enrollment					
Grade 6	32	32	20	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	48	36	43		80.9	86.1	0		
Grade 8	51	32	48						
Grade 9	12	8	10	Students in Temporary Housing: Total Number					
Grade 10	6	6	5	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	2	3	2		11	16	TBD		
Grade 12	3	0	2						
Ungraded	26	45	33	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	253	209	233		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	243	203	226						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	2	1	TBD		
Number all others	2	3	2	Superintendent Suspensions	3	2	TBD		
<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	0	0	0
# in Trans. Bilingual Classes	7	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	21	16	5	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	16	14	20	(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	52	52	54
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	37	40
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	0	24	23
	9	4	2				
				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	100	100
American Indian or Alaska Native	1.2	1.4	1.3	Percent more than two years teaching in this school	69.2	71.2	75.9
Black or African American	48.6	46.9	45.9	Percent more than five years teaching anywhere	65.4	65.4	64.8
Hispanic or Latino	46.2	48.3	48.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	0.5	0.9	Percent Masters Degree or higher	88	90	94
White	2.8	2.9	3.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.5	89.2	93.6
Multi-racial							
Male	81.0	80.9	21.5				
Female	19.0	13.1	78.5				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

The School's Leadership Team reviewed the 2008/2009 School Comprehensive Education Plan as well as the 2006-2007, 2007-2008 and 2008-2009 Quality Review Reports, 2007-2008 Learning Environment Survey Report (latest one available at the time of the SLT's review), NYS and Periodic Assessment and NYSAA results, attendance data, OORS and SWIS data in order to evaluate the success of the school's programs and student achievement.

Certain recent changes in the school's programs were also reviewed and analyzed: in particular, the opening of a new site at P102M, the continuing increase in ratio of alternate assessment classes to standard assessment classes, and the preliminary planning for and staffing of a new P169M four-class alternate assessment ASD program located at P146M that opened for the fall 2009 term, not to mention an ongoing assessment of our "work-in-progress" PBIS-driven behavior management system. All interested parties were kept abreast of the results.

All indicators pointed to gains in the key areas of student academic achievement, school safety and behavior-management, and parental and community involvement. The results of the school's intensive efforts at boosting student competency are apparent in the published data.

The data show great strides in the scores students have recorded on standardized testing. During the 2008-09 school year, P169M student scores on the City and State ELA examinations rose in the following areas from the prior year. The percentage of students on Level 1 decreased across all grade levels. Grade 6 had zero students on Level 1. There were increases in Level 2 by at least 5% to as high as 15%. There was also an increase in Level 3 across all grade levels. Additionally, across all grade levels there was a 14% decrease of students on Level 1 with a 7% increase in both Level 2 and Level 3. Improvement in student performance on standardized Mathematics testing is shown by the following. Zero students scoring on Level 1 in grade 3. A 45% decrease in Level 1 at the 4th grade level with increases in Level 2, 3 and 4. Improvements additionally in grades 5, 7 and 8 with grade 6 still needing some improvement. Even attendance has improved. Average daily attendance at all P169sites rose from 82.86 percent in the 2007-08 school year to 83.67 percent this past year.

Academically prepared high school students who have demonstrated improvements in their impulse control and general behavior have been enrolled in our inclusion program that places EBD students in general education classes at Manhattan Center for Science and Mathematics High School. These

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students receive appropriate support from paraprofessional staff, consulting special education teachers, and related service providers. Creating new inclusion opportunities for our elementary- and middle school-aged students remains an important but as yet, unfulfilled, objective.

The P169M community is committed to ensuring that all of our students meet basic literacy and mathematics competency requirements, develop adequate communication and social skills, and master the ability to integrate themselves successfully into the community at large. Highlights of this year's efforts toward those ends will include school-wide participation in literacy fairs, athletic competitions and continued academic improvement.

At P169M, 99% of our 220 EBD students (all sites included) participate in standardized assessment. Of these, a significant number scored below competency levels on one or more standardized assessments. As a result, they are eligible for (A)cademic (I)ntervention (S)ervices designed to help boost the performance of students and meet promotional criteria. For students at risk of not meeting State standards and/or New York City promotional criteria, AIS are offered during the regular school day. These services include the following: block scheduling, extended literacy periods, student tutoring by staff and volunteers, attendance intervention, enhanced computer assisted instruction, and teacher-student and/or counselor-student individual conferencing.

In the spirit of the New Continuum of Services where Special Education is defined as a spectrum of support services rather than a "place" where "special needs" students must be educated, classes at all P169M sites are organized around a continuum of student/staff ratios designed to meet individual needs as prescribed in each student's Individualized Education Plan (IEP). Ratios may vary depending on the nature and severity of classification. Also age and academic functioning levels help determine placement. Placement at P169M may be in classes with ratios (students:teachers:paraprofessionals) of 6:1:1, 8:1:1, 12:1:1, or inclusion in a general education class with Special Education Teacher Support Services (SETSS).

The overall evaluation of P169M in the 2006-2007 Quality Review was "This is a well-developed school," a result reflecting three of five "well developed" commendations and two "proficient" recognitions for its work in the five designated "Quality Statement" areas. In 2007-2008, the Quality Review again summarized the school's performance as "well developed," but added that the school "... has made good progress in addressing the issues identified in the previous Quality Review report." Indeed, P169M was commended for being "well developed" in all five of the Quality Statement areas.

Nevertheless, the School Leadership Team was acutely aware that the ultimate objective was to be recognized as "outstanding" (the very top tier) rather than "well developed," and to that end had set its sights on improving further the areas identified in the Review as needing tweaking: further professional development in order to boost the staff's comfort level "in handling data and analyzing recently introduced assessments" and in reducing dependence upon "coaches and administration to support them in using data."

With the Quality Review for the 2008-2009 school-year, that top-tier "outstanding" category was eliminated and the remaining four scoring categories: "underdeveloped," "underdeveloped with proficient features," "proficient," and "well developed" were broadened to encompass the full spectrum of New York City schools' performance. Once again, P169M was recognized as "well developed" both overall and individually in all five Quality Statement areas. Nevertheless, it was no small solace to the entire staff when Christina Lewis, the lead reviewer, commented upon taking her leave, that if the "outstanding" category had been continued, this year P169M would have received that rating.

Even so, the Quality Review identified a few areas in which further improvement would prove beneficial: "develop strategies that enable students to be more reflective about their work, and assess their own progress..." work toward "agreed goals to improve and enhance their [teacher] practice,

based on the professional teaching standards.” “Continue to develop teacher’s confidence and ability to plan and teach lessons in all subjects that are fully differentiated and engage students in their learning.”

As reported in the school’s 2008-2009 Comprehensive Education Plan, the 2007-2008 Learning Environment Survey indicated an apparent unacceptably low level of family involvement with the education of the children attending P169M. Distressing to be sure, but these results were not unexpected. Despite significant efforts by the P169M administration, parent coordinator and instructional staff, only a paltry eight percent of the school’s parents responded to the survey. Of the few who did, 70 percent expressed overall satisfaction with the school’s programs and home-school communication, but about 30 percent indicated varying degrees of dissatisfaction with their child’s academic progress, with school-to-home communication, and with regard to the perceived safety of students in school.

These results struck a resounding chord with the School Leadership Team and instigated a redoubled resolve to address issues related to the home-school partnership and parental involvement. Now that the results of the 2008-2009 Learning Environment Survey have finally become available, a marked improvement in family involvement was the reward for the SLT’s efforts at family outreach. Roughly double the year-earlier parent participation rate (14%, still far below the NYC average) was but one of the indicators of perceived improvement at P169M. In all the major categories: Academic Expectations, Communications, Engagement, and Safety & Respect, survey responses pointed to improvements in the school’s performance.

On the assessment front, the students at P169M continue to make slow but steady progress with fewer students scoring on level one on reading and mathematics assessments. Nevertheless, there are still far too many failing to achieve levels three and four. Strengthening curriculum and Academic Interventions for struggling learners remains a top priority for the SCEP team in the formulation of its annual goals.

With regard to our behavioral initiatives, the school’s petition to be dropped from the state’s “persistently dangerous” list was successful. We were able to submit substantial documentation outlining our schools extensive PBIS program and the difference that it has made in our school community and for our students both inside and outside of school. The school addressed internal issues related to student understanding of the very concept of inappropriate behavior as well as student awareness of the behaviors that go on around them and their own involvement. Beyond that, the school has increased its staff-student personal interaction initiative, a “check-in – check-out” system of establishing closer, more trusting lines of communication between students and staff. Beyond such “secondary” PBIS initiatives, the school has moved into the realm of “tertiary” intervention with direct home-school communication and support.

Among the barriers that have slowed the schools progress toward achievement of both academic and behavioral objectives are:

- **Still-too-limited parental involvement.**
- **Well-meaning but often conflicting/overlapping mandates for special services that reduce class time exposure.**
- **Inadequate funding for extended-day activities -- instructional and recreational.**

Meeting the challenge of limited parental participation is primarily the responsibility of our tireless Parent Coordinator who works hand-in-hand with the administration, instructional and related service staff to reach out to parents with new and innovative ideas for boosting attendance at PA meetings, SLT meetings, parent-teacher conferences, IEP-review meetings, etc. Guest speakers and topics of interest, food, child-care, and paid transportation are all initiatives that have been implemented. Even day-to-day contact with parents to offer

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strategies and suggestions for everything from homework help to engaging their children in meaningful conversations or encouraging participation in appropriate out-of-school activities has become a whole-staff priority.

Many of our students arrive at P169M with a legacy of add-on services that both overwhelm our related services staff and also cut deeply into the all-too-limited classroom time needed for mastery of school skills and content knowledge. These services may have been well-meaning; designed to support struggling students in less restrictive settings than exists at P169M. Here limited class sizes with dual or even triple adult instructional teams support students in ways that would be impossible in general education settings, not to mention almost universal counseling services and other specialized staff built into the very structure of the program.

A school-wide behavior management system staffed with full-time professionals often means that added paraprofessional support is redundant, while speech and other services that call for removing students from their instructional setting as often as three or four times each week wreak havoc with content-area competency. In response, and with the support of District 75, P169M seeks to develop methods of meeting the intense needs of our students in less obtrusive ways: providing services with push-in rather than pull-out (from classrooms) strategies; having a small team of crisis management paraprofessionals available for reassignment as needs arise, rather than the many more who would have to be assigned on a full-time one-to-one basis for students who rarely require that added support; group sessions to supplement individualized services rather than individualized attention only; and most importantly, actively monitoring student progress with an eye toward removing services as students develop the ability to cope successfully without them.

It is no secret that successful completion of the New York State mandated curriculum from kindergarten through high school graduation requires students to devote more time to focused academic involvement than is available during the regular school day – often from one to several hours more. Daily homework assignments and periodic long-term reading, research and writing projects characterize the typical student's journey from pre-school to adulthood. Insuring that students have the support required to be appropriately engaged in these supplementary but essential learning experiences requires significant home-school cooperation and parental involvement, things all-to-often lacking in the lives of P169M students.

Completed homework assignments are the exception rather than the rule at P169M. Providing students with both the incentive to be engaged in their studies beyond the limited class time of the average school day as well as the instructional expertise to make their efforts productive may require funding after-school activities that mix academic with recreational programming. That requires appropriate staff, transportation and probably food service as well. None of those things are free, but without such programs the likelihood is small that our students will spend as much time on their school work as typical students in general education.

SECTION V: ANNUAL SCHOOL GOALS

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

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

GOAL #1: Engaging parents/guardians in appropriate, supported training opportunities, it is hoped and expected, will help strengthen the home-school partnership and result in a greater percentage of P169M students meeting promotional requirements on standardized ELA and mathematics assessments. Therefore, by June 2010, there will be an increase of 400 percent (from one to four) in the number of parents volunteering to participate on the School Leadership Team (SLT). It is expected that with increased parental awareness and active participation in their children's education, incidents of unexcused absenteeism and tardiness, serious detractors from academic performance, will be reduced. To date, our pro-active and imaginative Parent Coordinator has had only limited success in engaging parents in the desired home-school partnership.

GOAL #2: We remain focused on improved student performance. The most recent "high-stakes" test results – from the recently completed 2008/09 school year – showed further improvement from prior years, but remain far short of acceptable. Our short term objective remains boosting performance of the majority of students up to or above grade level standards on their ELA assessments. During the 2008/09 school year **Academic Intervention Services** included 7th and 8th grader participation in our **READ 180** program. **Achieve 3000** is also in process of implementation as an added support for up to four of our middle grades standard assessment classes. Our Inquiry Team focus on literacy development among our fourth and fifth grade students also identified areas of potential improvement with further expansion of programmatic instruction in comprehension strategies slated for implementation throughout the P169M elementary grade classrooms. It is expected that the implementation of these technology-based reading intervention programs, along with concomitant and extensive professional development opportunities will support student progress and result in improved scores. Therefore by June 2010, a five percentage-point increase in the number of students approaching, reaching, or surpassing grade-level standards is expected.

Goal #3: Similar to goal #2, we remain committed to boosting the number of students scoring on or above grade level on standardized mathematics assessments. Therefore, by June 2010, there will be a five percentage point jump in the number of P169M students scoring at or above level 2 on standardized mathematics assessments. Our Inquiry Team focus during the 2007-2008 school year was on sixth grade mathematics instruction, with particular emphasis on operations and number sense. This year sixth and seventh grade instruction was supported by technology-enriched instructional support programs, targeted professional development and supplementary mathematics programs directed at lifting the performance of these students on their standardized assessments. Hence, for the duration of the 2009-2010 school-year, **Academic Intervention Services** in Mathematics will involve all middle (6th to 8th) grades students. Our AIS will be employing several newly acquired instructional technology-based mathematics tools including: Jump Start, Mighty Math – Number Heroes and the MathBlaster series for students in grades 1 to 12.

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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): Family/Community Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase from one to at least four parents actively participating in the PA and/or School Leadership Team. Continuing to engage parents/guardians in appropriate, supported training opportunities, it is hoped and expected, will help strengthen the home-school partnership and result in increased student performance on standardized assessments.</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>Parent/Guardian meetings will be scheduled at the school and will include guest speakers (DOE or other) to inform parents and provide useful parenting strategies related to improving school performance (academic and behavioral) of their children. The parent coordinator will facilitate these meetings with the direct support of the school administration. Meetings will be scheduled bi-monthly beginning in October.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>PA and SLT funding will be made available for these low-cost endeavors.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Larger numbers of parent participants, an increase of at least one parent at each successive monthly PA and/or SLT meeting will be an immediate indicator of success, followed – longer term – by reduced student behavioral incidents (as indicated by SWIS and OORS reports) and by improved students performance on ELA and Math assessments.</p>

Subject/Area (where relevant): ELA/Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a five percentage point (or more) increase in the number of students scoring on level 2 or above on standardized ELA assessments at P169M. Too many P169M students age out of this middle-grades program with reading skills inadequate for success in high school, leading to frustration, failure and an unacceptably high drop-out rate. By expanding the implementation of Scholastic, Inc.’s technology-based remedial reading program, <i>Read 180</i> and relying on District support in implementing Achieve 3000 with our middle grades reluctant readers and (based up the investigative efforts of the school’s Inquiry Team) introducing the McGraw Hill SRA Reading mastery and Corrective Reading programs to our elementary below grade-level readers, targeted 3rd to 8th grade students will improve reading proficiency (word attack, fluency and comprehension) adequate to enhance outcomes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The 8th grade (departmentalized) ELA teachers, Malorie Kenny and Stacey Klass, will receive follow-up training from <i>Scholastic</i>, while our elementary instructional team of Marie Lima and Dwayne Newell will receive <i>McGraw Hill</i> training. Jeff Andrusin has been trained in and will implement <i>Achieve 3000</i> for our middle grades classes. All will be treated, as well, to continuous instructional and technologic support throughout the school year as they supplement the NYS grade level curriculums with Academic Intervention Services (both during regular instructional periods and during extra professional assignment periods). This targeted instruction will focus on the poorest performing 25 percent of the students in these grades. Supplemental instruction will be scheduled daily by the staff with students receiving this extra support at least twice-weekly. Instruction and student progress will be closely monitored by the school’s Inquiry Team – the focus of which has been remedial reading instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for <i>Read 180</i> has been ear-marked by D75 for schools with student performance persistently below grade-level standards. <i>Achieve 3000</i> has also been funded by District 75. School-based curricular funds will supplement Inquiry Team allocations for the SRA materials and program training. The UFT chapter has included AIS as an appropriate school-based option for Circular 6 mandated professional activities. The staff involved were selected based upon their proven track records in ELA instruction and have volunteered for this assignment.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Improvements in all content areas that benefit from improved reading ability is anticipated – higher quarterly cumulative averages should be seen on the report cards of the targeted population. Scantron results will be monitored on a two month basis with the expectation of a 3-month reading level gain every 2 months. Improved academic performance should also enhance self-esteem and thus yield reduced numbers of behavioral incidents.</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a five percentage point rise in the number of P169M students scoring on level 2 or above on standardized mathematics assessments. Too many P169M students have aged out of this middle-grades program with computational and mathematics problem solving skills inadequate for success in high school, leading to frustration, failure and an unacceptably high drop-out rate. Several technology-based remedial mathematics programs: <i><u>Jump Start Adventures</u></i>, <i><u>KidWorks Delux</u></i>, <i><u>MathBlaster</u></i>, and <i><u>Mighty Math Number Heroes</u></i> were implemented a year ago as the result of the Inquiry Team’s efforts and the targeted population of 6th and 7th grade students will be downward expanded to include 3rd, 4th and 5th graders as well. The result will be improved mathematics proficiency (numbers sense, computation and problem solving) adequate to enhance outcomes.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The 6th grade self-contained/common branch teachers, Thomas Worjroh and Siobhan McNulty and the 7th grade teachers, Melissa White and Tendai James, will be joined by elementary grade instructors Marie Lima and Dwain Newell in receiving initial and follow-up training from D75 Mathematics Coaches, as well as continuous instructional and technologic support throughout the school year as they supplement the NYS grade level curriculum with Academic Intervention Services (both during regular instructional periods and during extra professional assignment periods). This targeted instruction will focus on the poorest performing 25 percent of the students in these grades. Supplemental instruction will be scheduled daily by the staff with students receiving this extra support at least twice-weekly.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for the newly acquired mathematics instructional software was ear-marked by the NYC DOE through the 2007-08 Inquiry Team budget allocation. The UFT chapter has included AIS as an appropriate school-based option for Circular 6 mandated professional activity. The staff involved were selected based upon their proven track records in mathematics instruction and have volunteered for this assignment.</p>

Indicators of Interim Progress and/or Accomplishment

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

Improved academic performance in mathematics and related subjects such as science and technology should also enhance self-esteem and yield reduced numbers of behavioral incidents. Interim periodic (Scantron) assessment results will be monitored every two months with gains being seen at each interval.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	4	4	N/A	N/A	2		2	
4	10	10	3	5	5	2	4	
5	10	10	4	6	5	2	3	
6	21	21			10	4	8	
7	41	41			19	9	9	1
8	39	39	7	10	31	3	5	
9	4	4			6			
10	1	1			2			
11					2			
12	1	1			2			

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: <i>Read 180</i></p> <p><i>SRA: Reading Mastery & Corrective Reading</i></p>	<p>A technology-based program of small group instruction and individualized and guided programmed learning on the computer. Between two to five sessions per week.</p> <p>A comprehensive curriculum direct instruction-based reading intervention employing authentic literature and computer-based tightly sequenced, carefully planned lessons that address a variety of reading deficits. To be employed daily.</p>
<p>Mathematics:</p>	<p>Supplemental technology-based math instruction employing standard curriculum: Everyday Math or Impact Mathematics as well as Knowledge Adventure: Jump Start, KidWorks, MathBlaster and Mighty Math.</p> <p>These instructional computer-software titles were selected by the 2007-08 Inquiry team after a year-long investigation into the deficits exhibited by the targeted population and an assessment of readily available tools designed to address those deficits. These programs combine self-teaching ‘programmed learning opportunities with self-adjusting degrees of difficulty based upon student performance, as well as a wide-range of exercises and supplementary instructional materials designed to support direct instruction.</p> <p>Individualized computer programmed learning and small group instruction. Between two to five sessions per week.</p>
<p>Science:</p>	<p>Tutorial during 3X per week science instruction. Additional science support provided during weekly science-oriented supplementary programming that employs: Tek Deck (miniature vehicles used to demonstrate Newton’s laws of motion), D75 “Hands on Science” support including experimentation with lessons on osmosis and diffusion employing filtration and food coloring.</p>
<p>Social Studies:</p>	<p>Tutorial during 3X per week during ELA block. Possible introduction to current and historical events awareness via <u>Star Reporter</u>. Supplemental instruction related to participation in intra-school Debate League competition.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>TCI (Therapeutic Crisis Intervention – Developed by Cornell University under a grant from the National Center on Child Abuse and Neglect, TCI is a crisis prevention and intervention model that assists schools in preventing crises from occurring, deescalating crises that have the potential for injury to children and staff, and teaches young people adaptive coping</p>

	skills) and LSCI (Life Space Crisis Intervention – an advanced, therapeutic strategy developed by Drs. Long and Fecser of the Life Space Crisis Intervention Institute. This is an internationally recognized professional training and certification program based upon 27 specific skills needed to respond successfully to a young person in crisis). (1X to 3X per week – and additionally as required. Students develop new coping skills and learn self-regulation techniques.
At-risk Services Provided by the School Psychologist:	TCI and LSCI 1X to 3X per week – and additionally as required. Students develop new coping skills and learn self-regulation techniques.
At-risk Services Provided by the Social Worker:	TCI and LSCI 1X to 3X per week – and additionally as required. Students develop new coping skills and learn self-regulation techniques.
At-risk Health-related Services:	Clubs every Friday as well as 3X per week before and after school: Students participate in Basketball, Rugby, Volleyball, cooking, beading, and healthy eating instruction – Pizza club.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 3-8 **Number of Students to be Served: 33 LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Two ESL teachers work collaboratively with content-area teachers across the curriculum to ensure ELLs are receiving appropriate language instruction. Our ESL teachers utilize both the "push-in" and "pull-out" models for English instruction. Students are seen during regularly scheduled academic periods.

Title III Supplemental After-School Instructional program at P169M

. The ELLs participating in P169M's freestanding ESL program are Spanish and Chinese-Mandarin dominant. The current total number of students attending P169M is 268, 49 of whom are ELLs. The percentage of ELLs to the student population is eighteen percent. The ethnic background of P169M is 4 Native Americans, 3 Asians, 139 Hispanics, 110 African Americans, and 12 Caucasians. The current number of ELLs served in standardized assessment is 4, they are Spanish dominant. The ELL students who participate in standardized assessment are comprised of two 7th graders, and two 4th graders. The current number of alternate assessment ELL students is 29; 27 of whom are Spanish dominant and two who are
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Chinese-Mandarin dominant. The ELL students who participate in alternate assessment are comprised of two 8th graders, two 7th graders, two 6th graders, four 5th graders, six 4th graders, two 3rd graders, one 2nd grader, six 1st graders, and four kindergarten students. P169 serves 14 ELLs with 12:1:1, 4 ELLs with 8:1:1 and 16 ELLs with 6:1:1 student to staff IEP ratios; NYSESLAT results indicate that P169M has 17 students who were deemed beginner level, 9 students who were deemed intermediate level, and 6 students who were deemed advanced, one who was deemed proficient; the remainder of the children did not complete the entire exam and therefore have scores that are invalid. Also, data obtained from math and reading NYSAA scores indicates that ELLs participating in our alternate assessment program are progressing as well as their non-ELL counterparts. 7 out of 10 of our alternate assessment students placed at level 3 or better in ELA, and 8 of 10 alternate assessment students placed at level 3 or better in math. 3 out of 4 of our students placed at level 2 on the NYS ELA exam with 1 student scoring a 1. 2 out of 4 placed at level 2 on the NYS math exam with 2 students scoring a 1.

P169M runs a Title III ESL Saturday Academy instructional program serving 24 students in grades k-8 and consists of 4 classes, each with a 6:1:1 or 12:1:1 student – teacher – paraprofessional staffing ratio, dependant on student placement in standardized or alternate assessment programs. The class(es) will meet for five hours each Saturday, from 8:30 AM to 1:30 PM., for a total of five weeks beginning in January and ending in April. The class(es) will be conducted in English by certified ESL teachers and Special Education teachers who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Learners (QTEL) scaffolds (Walqui, 2005). Technology will be infused into instruction to enhance student learning, and as a solution to the problem of access and equity for ELLs with severe disabilities (Birmbaum, B., 2003). Instruction will address the New York State ESL, ELA, and content area learning standards (e.g., the Career Development/Occupational Studies (CDOS)) and will make all necessary accommodations to insure that the needs of students are met, whether participating in standardized assessment or alternate assessment programs.

The goal of instruction in the Title III Saturday Academy program at P169M is to provide additional support and opportunities for ELL students with severe emotional / behavioral disabilities compounded, in some instances, by moderate to severe learning disabilities and/or cognitive impairments, to increase their listening, speaking, reading, and writing skills in English. Teachers will address the NYS ESL standard of listening, reading, writing, and speaking for information and understanding through the use of laptop computers and software packages designed for our student population which includes “Writing with Symbols.” Also, teachers will use the learning experience format to deliver instruction that is differentiated, thematic, and that affords students an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations, as suggested by the New York State Education’s Office of English Language Learners in their resource book entitled “The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers.”

P169M serves ELL students with severe emotional / behavioral disabilities between the ages of 7 and 16 at our elementary and middle school sites, and through high school grades at our Metropolitan Hospital adolescent psychiatric day-treatment agency site. A major goal of instruction for these students is to prepare them for competitive and supported employment. Possessing adequate and appropriate communication and socialization skills, self-directed supports, and the ability to make sound choices in the work place are the greatest predictors of success in the work-world for individuals with such severe emotional and learning disorders (Hughes, C. & Carter, E., 2000, Martin, J., Mithaug, D., Oliphint, J., Husch, J., & Frazier, E., 2002). Therefore, P169M ‘s supplemental Saturday instructional program will help better prepare its ELL students for the work-world by addressing the students’ listening, speaking, reading, and writing skills in English and their employability skills. Student performance on the New York State English as a Second Language Achievement Test (NYSESLAT) and the Brigance™ Employability Skills Inventory, and teacher-made pre and post checklists will be used to determine the impact of support for ELLs in the Title III Saturday program.

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During the school day, ELL students at P169M participate in all academic and PBIS behavior support initiatives:

- Core academic subjects and standardized assessments
- Supplementary AIS instruction including Computer Aided Instruction
- Self-elected recreational activities ranging from athletics to miniature skate-board (TEK-DECK) racing.
- Intramural and interscholastic (PSAL) athletic competition, including C.H.A.M.P.S.
- Interscholastic academic competitions including D75 Debate competition and the “Teaching Matters” Election-Connection

The Title III instructional Saturday program will support and supplement Part 154 instruction delivered during the school day by providing additional language-learning support to students that will benefit them in their academic, recreational and behavioral/socialization programs. The theme of the Saturday program will be Communicating in the World of Work. Instruction will be heavily weighted with language needed in the work world.

Students will participate in engaging activities that help them hone their ability to communicate such things as:

- How to search and apply for employment,
- How to negotiate the interview process,
- How/when to notify employers in case of illness or other personal emergencies,
- How to determine employer expectations and how to satisfy them,
- Know when and how to request, command, reject, comment, etc.,
- And finally, develop a facility for using and understanding work-related terminology (verbal, written, and symbolic).

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

Title III Supplemental Professional Development Activities at P169M

P169M plans to use Title III funds to create a Title III Study Group for the professional development component of its plan. The professional development group will study both the academic- and work-related communication needs of ELL students who will participate in the Title III after school program. The study group will be aligned to the “Inquiry Team” project already in existence at the school (focused on strengthening standards-based instruction and improved academic outcomes) and will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning for instruction of ELLs in preparation for students to enter the work world and/or improve the communication skills necessary for success in their current academic classes.

This professional development initiative is aligned to the instructional Saturday Academy program and will provide technical support and resources to teachers in the Saturday program, as well as to other staff who work with ELL students at P169M. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and application of what’s gained during PD to the classroom to teachers having a leadership role in their own training (Galbraith, P. & Anstrom, K., 1995), as well as supported by the Action Research Process and teacher-initiated/led action research and implementation (Sagor, ASCD, 2000). The Title III Study Group will meet once a week for 2 hours per day, for 10 weeks after school. Two teachers and two paraprofessionals who work with the ELLs at P169M, along with a supervisor, will participate in this PD.

Form TIII – A (1)(b)

School: 75M169 BEDS Code: 307500011169

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Instructional Saturday Program: Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
1 Supervisor Per Session: (25 hrs @ \$52.21/hr) 5 hours x 5 Saturdays	\$1305	Administrative services provided by the supervisor of the Title III ESL Saturday Academy program.
2 ESL teachers: (25 hrs @ \$49.89/hr) 5 hours x 5 Saturdays	\$2495	Instructional services provided by the ESL teachers for the ESL Saturday Academy program.
Two Bilingual paraprofessional: (25 hrs @ \$28.98) 5 hours x 5 days	\$1450	Instructional support and interpretive services provided by a bilingual paraprofessional for the Title III ESL Saturday Academy program, and after-school ESL PD.
2 Teachers of ELL students 25 hrs @ \$49.89/hr) 5 hours x 5 Saturdays	\$2495	Instructional services provided by Special Education teachers for the ESL Saturday Academy program.
Professional Development: 1 Supervisor Per Session (7 hrs \$52.21) 3.5 hours x 2 days	\$365	Supervisor for Title III-funded after-school ESL PD.
2 ESL teacher/trainer: (7 hrs @ \$49.89 /hr – trainer rate) 3.5 hours x 2 days	\$700	Teacher/trainer for Title III-funded after-school ESL PD.
2 teachers of ELL students: (7hrs@ \$22.72/hr – trainee rate) 3.5 hours x 2 days	\$405	Teacher participants in Title III-funded after-school ESL PD.
2 paraprofessionals who work with ELL students: (7 hrs @ \$28.98/hr – trainee rate)	\$320	Paraprofessional participants in Title III-funded after-school ESL PD.

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Transportation: 24 metrocards x 5 sessions	\$540	Travel to and from school on 5 Saturdays for each child.
Parent Involvement: (11 hrs @ \$40/hr) 1 Parent coordinator 5 hours x 5 days	\$440	Communication and advisory support of parents of ELL students during Title III-funded Saturday Academy program.
Transportation: 24 metrocards x 5 sessions	\$540	Travel to and from school on 5 Saturdays for each parent.
School secretary: (2 hrs @ \$30.74/hr) 2 hour x 2 days	\$62	Required communication support – written and telecommunication – for the Title III-funded Saturday Academy ESL program and after-school staff PD.
Sub Total:	\$11,117	
Purchased services such as curriculum and staff development contracts		Done in-house.
Supplies and materials		
Code 100 supplies	\$1434	2 HP laptop; \$717. x 2
	\$1364	1 MacBook
Code 199 Educational Software	\$835	Instructional software in support of Title III-funded Saturday Academy ESL program and parent computer-training program.
Sub Total:	\$3633	
Other (Food)	\$250	Breakfast, Lunch and refreshments 50 x 5
TOTAL	\$15,000	

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.

The School's Administrative Team, our bilingual Parent Coordinator, our ESL teachers, and our counseling staff reviewed the home language surveys of the entire student body as well as all school-to-home communications: written and logged-verbal, whether available in translation or not, for the 2008-09 school year. Moreover, the entire IEP/CSE identification and remediation of needs process was reviewed to insure that families would be provided with all relevant information in their preferred language as required by Federal, State and Local statute and relevant case law.

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.

It was determined that because every school-to-home communication has value, and because a relatively large percentage of the parents/guardians of our students are limited English proficient (about 30 percent or 80 families according to the home language survey included with every new student intake), every written mass-communication (such as those reminding families of the dates of holidays, testing dates, P/T conference dates, PA meeting dates, special assembly programs, picture-days, trip notifications, etc.) would be sent home in translation. Additionally, any family-specific written communication would be sent in translation if required, either by the home language survey, by the family's request, or at the suggestion of a staff member familiar with the language needs of the family. These procedures would then involve either the DOE Translation and Interpretation Unit for which a two-to three-week turn-around is normally required for each translated document, or for more timely service, appropriately trained and authorized school staff.

Moreover, every verbal communication would also involve translation/interpretive services as indicated by the home language survey or simply to accommodate a family's request. This would involve volunteer staff members fluent in the language needed for effective communication.

At this time, the only languages (other than English) needed for school-to-home communication at P169M were found to be Spanish and Mandarin (Chinese). Teachers of students whose families are not English speaking are both informed and provided with contact information both in the school and at relevant community support services in order to insure adequate home-school communication is effective and uninterrupted. Staff members fluent in Spanish and Chinese have received the required DOE training in translation and interpretive services. This information has been disseminated to all staff members who have need or desire to communicate with families. A summary of the requirements included in Chancellor's Regulations A-660 (including A-663) listed in the P169M Staff Handbook and will be included in the staff orientation before the beginning of each new school year (this year – September 8, 2009).

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.

As indicated above, several staff members are fluent and literate in the necessary languages. Moreover, two staff members have received the required DOE translation and interpretive services training to be approved for insuring site-based preparation of translated documents for school-to home communication on a timely basis. On an as-needed basis, a budgetary item has been established to insure the ability to pay per-session for these staff members to complete translation of written communications so that non-English speaking families are apprised of school-related activities in timely fashion, thereby maximizing their opportunity for full participation.

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.

Because of the “real-time” nature of oral communication, interpretive services have been and will continue to be provided by volunteer staff fluent in the languages required by the families with which communication is desired. Since this is largely done during school hours, no additional funding is required. It should be noted that our Parent Coordinator is funded independently (DOE) for her time during after-hours meetings, both group and individual, and she is DOE-trained and certified for translation and interpretation in one of the languages (Spanish) required by most of the P169M non-English speaking families. Additionally, two Chinese-speaking staff members, one of whom was originally hired for interim placement instructional support for a Chinese-speaking student and the other is a licensed China Tour Operator, make possible timely communication with our Mandarin-speaking family.

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>.

Families are informed of their rights to have school-to-home communication provided in the language of choice directly through written notice sent in translation, as an inclusion in both the Parent Handbook and monthly PA newsletter published by the P169M office of the Parent Coordinator, and through direct verbal communication with the school counselor assigned to each and every student in this special education program. Necessary documents including Special Education Services, as well as building emergency services and procedures are all available in English and in translation, provided by the office of translation services at the DOE.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

8. Enter the anticipated Title I allocation for the school for 2009-2010 _____
9. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____
10. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____
11. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year _____
12. 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.**

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 = \$_____.

¹ School Under Registration Review (SURR)
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(APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE))

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

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.

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

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.

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

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

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

The Principal of P169M formed a Curriculum Committee composed of the school's Assistant Principals, the school-based curriculum coach, a school psychologist, the school technology coordinator (and UFT Chapter Leader), and lead teachers / unit coordinators from the main and off-site programs to review the curriculum and instructional materials available to the pedagogical staff in order to assess the extent (if any) to which this finding is applicable to P169M and to determine the implications for the school's instructional program.

The *ad hoc* team discovered that teachers had access to all relevant ELA curricular materials and were aware of NYS Learning Standards. Access to the NYSED website with all its related information as well as internet access to a variety of web-based organizational supports (such as the D75 grant-supported membership in the National Association of Special Education Teachers) and school support for participation in D75 / DOE / and other appropriate Professional Development activities provided teachers with both a foundation upon which to insure alignment between standards and instruction as well as ongoing support for techniques related to scope and sequence designed specifically to meet the array of needs presented by our special education population as well as those students who additionally are English Language Learners.

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

Applicable X 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?

As indicated elsewhere in this document, P169M has recorded for several consecutive years, significant improvements in student performance on NYC and NYS standardized tests and measures of student achievement in all content areas.

Furthermore, as quoted in the Quality Review Report for 2008-09: “The Robert F. Kennedy School works hard to achieve its mission of providing a secure environment, where students overcome their emotional and behavioral issues and are able to become successful academically...

“The school collects and analyzes rigorously a wide range of data and uses it to generate individual education plans and academic goals for student success...

“School leaders and faculty organize the curriculum in a flexible and engaging structure that meets the needs of individual students... teachers plan differentiated lessons and use technology very effectively to motivate and actively involve students...

“Teachers confidence in using data has increased significantly through the Inquiry Team’s work and influence of a range of internal and external professional development opportunities to improve classroom practice. This year there has been a focus on the professional teaching standards that teachers agree has made them more reflective and evaluative about their work.”

Finally, *Quality Statement 3* from the report quoted above summarizes the conclusions succinctly: “The school provides a strong and challenging curriculum in all core subjects aligned to State standards.” (Lead Reviewer: Christina Lewis)

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.

The Principal of P169M formed a Curriculum Committee composed of the school's APs, the school-based curriculum coach, a school psychologist, the school technology coordinator (AIS teacher and UFT Chapter Leader), and lead teachers / unit coordinators from the off-site

programs to review the curriculum and instructional materials available to the pedagogical staff in order to assess the extent (if any) to which this finding is applicable to P169M and to determine the implications for the school's instructional program.

The *ad hoc* team discovered that teachers had access to all relevant mathematics curricular materials and were aware of NYS Learning Standards. As indicated by the SEC survey, however, some DOE-provided curricular material did leave gaps between instructional content and the latest NYS mathematics standards for our middle grades students. However, these gaps were, for all intents and purposes, closed by the concerted efforts of the school's Inquiry Team working in conjunction with the departmentalized 7th and 8th grade mathematics teachers to access supplementary curricular materials.

Access to the NYSED website with all its related information as well as internet access to a variety of web-based organizational supports (such as the D75 grant-supported membership in the National Association of Special Education Teachers [NASSET] and the National Council of Teachers of Mathematics [NCTM]) and school support for attendance at D75 / DOE / and other appropriate Professional Development activities provided teachers with both a foundation upon which to insure alignment between standards and instruction as well as ongoing support for techniques related to scope and sequence designed specifically to meet the array of needs presented by our special education population.

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

Applicable X 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?

As indicated elsewhere in this document, P169M has recorded for several consecutive years, significant improvements in student performance on NYC and NYS standardized tests and measures of student achievement in all subjects although the gains in mathematics performance have lagged those recorded in other content areas.

Nevertheless, as quoted in the Quality Review Report for 2008-09: "The Robert F. Kennedy School works hard to achieve its mission of providing a secure environment, where students overcome their emotional and behavioral issues and are able to become successful academically..."

"The school collects and analyzes rigorously a wide range of data and uses it to generate individual education plans and academic goals for student success..."

"School leaders and faculty organize the curriculum in a flexible and engaging structure that meets the needs of individual students... teachers plan differentiated lessons and use technology very effectively to motivate and actively involve students."

“Teachers confidence in using data has increased significantly through the Inquiry Team’s work and influence of a range of internal and external professional development opportunities to improve classroom practice. This year there has been a focus on the professional teaching standards that teachers agree has made them more reflective and evaluative about their work.”

Quality Statement 3 from the report quoted above summarizes the conclusions succinctly: “The school provides a strong and challenging curriculum in all core subjects aligned to State standards.” (Lead Reviewer: Christina Lewis)

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:

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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.

For the past two years, the P169M Inquiry Team has been charged with the task of conducting a focused investigation of the effectiveness of instruction (techniques, materials, curriculum, etc.) as measured by student performance and progress in key core subject areas – Reading and Mathematics, as well as instructional efficacy in the remediation of deficits identified in student IEPs. The Team's efforts produced valuable insights regarding instructional adequacy drawn from extensive data collection and analysis. As a result, while appropriate professional development activities, supplementary curricular materials and varied applications of Academic Intervention Services were recommended, it was clear that at P169M, classroom instruction certainly incorporates, but goes far beyond, direct instruction. Well developed student-centered lessons employing inquiry-based / workshop-model and cooperative learning opportunities with significant levels of differentiation are targeted at the needs of a widely diverse student body.

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?

As quoted in the Quality Review Report for 2008-09: "The Robert F. Kennedy School works hard to achieve its mission of providing a secure environment, where students overcome their emotional and behavioral issues and are able to become successful academically..."

"The school collects and analyzes rigorously a wide range of data and uses it to generate individual education plans and academic goals for student success..."

"School leaders and faculty organize the curriculum in a flexible and engaging structure that meets the needs of individual students... teachers plan differentiated lessons and use technology very effectively to motivate and actively involve students."

"The school is divided into cohorts in order to better identify similar characteristics of student needs and settings. During weekly cohort meetings teachers discuss and share best practices with counselors and assistant principals to increase student performance."

Again, quoting from *Quality Statement 3* from the 2008-09 Quality Review:

"To make work more interesting and relevant, the school has recently adopted a project approach where many of the standards and skills are taught around a monthly common theme... In this way, the school meets the diverse needs of all its learners by encouraging students to practice a variety of skills when completing their projects..."

“ Recent decisions to departmentalize subjects in grades 7 and 8 have been extremely successful in preparing students for the next phase of their education and encouraging independence.” (Lead Reviewer: Christina Lewis)

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.

For the past two years, the P169M Inquiry Team has been charged with the task of conducting a focused investigation of the effectiveness of instruction (techniques, materials, curriculum, etc.) as measured by student performance and progress in key core subject areas – Reading and Mathematics, as well as instructional efficacy in the remediation of deficits identified in student IEPs. The Team’s efforts produced valuable insights regarding instructional adequacy drawn from extensive data collection and analysis. As a result, while appropriate professional development activities, supplementary curricular materials and varied applications of Academic Intervention Services were recommended, it was clear that at P169M, classroom instruction certainly incorporates, but goes far beyond, direct instruction. Well developed student-centered lessons employing inquiry-based / workshop-model and cooperative learning opportunities with significant levels of differentiation are targeted at the needs of a widely diverse student body.

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

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

Applicable X Not Applicable

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

The Quality Review Report for 2008-09 makes the following points: "The Robert F. Kennedy School works hard to achieve its mission of providing a secure environment, where students overcome their emotional and behavioral issues and are able to become successful academically..."

"The school collects and analyzes rigorously a wide range of data and uses it to generate individual education plans and academic goals for student success..."

"School leaders and faculty organize the curriculum in a flexible and engaging structure that meets the needs of individual students... teachers plan differentiated lessons and use technology very effectively to motivate and actively involve students."

"The school is divided into cohorts in order to better identify similar characteristics of student needs and settings. During weekly cohort meetings teachers discuss and share best practices with counselors and assistant principals to increase student performance."

Again, quoting from *Quality Statement 3* from the 2008-09 Quality Review:

"To make work more interesting and relevant, the school has recently adopted a project approach where many of the standards and skills are taught around a monthly common theme... In this way, the school meets the diverse needs of all its learners by encouraging students to practice a variety of skills when completing their projects..."

"Recent decisions to departmentalize subjects in grades 7 and 8 have been extremely successful in preparing students for the next phase of their education and encouraging independence." (Lead Reviewer: Christina Lewis)

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:

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

A review of the P169M BEDS survey of professional staff indicates a relatively low turnover rate for existing programs, with new teacher recruitment reserved largely to fill vacancies created as the school adds new programs for the growing population of students with identified learning needs determined to be best remediated at P169M or similar programs.

The school's administration, in close cooperation with the District 75 new teacher mentor network, continuously assesses the staffing needs of the program and the mentoring / professional development needs of its instructional staff.

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

Applicable Not Applicable

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

The P169M administrative team has had great success in recruiting a faculty of well trained and highly committed educators. Staff turnover at P169M is exceptionally low with few new hires in recent years: only four staff members currently are entitled to mentoring – this number being the result of opening the second new instructional site in as many years. A year ago, there was only one new professional hire and the year earlier there were no mentored staff members at P169M.

Average tenure at P169M exceeds five years and vacancies result primarily from retirements, or recently, from the expansion of school programming that added eight additional classes and created ten new teacher positions in the past two years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

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

Please respond to the following questions for Key Finding 4:

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

The P169M School Leadership Team formed an ELL Instructional Adequacy Committee to review ESL and Bilingual instructional adequacy in order to insure that involved staff have access to and participate in all available and appropriate professional development opportunities.

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

Applicable X 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?

P169M has a limited number of ELL students whose language learning needs are served primarily by two full-time ESL teachers, and in the case of one such student, with the added support of an alternative placement bilingual paraprofessional. These staff members have all been encouraged and/or mandated to avail themselves of a wide array of supporting professional development activities provided by D75 or others. Additionally, at P169M staff conferences and during Chancellor's conference days, all staff members assigned to work with students who are English Language Learners are provided with Professional Development exposing them to ESL methodologies and insuring sensitivity to the learning needs of these students.

Furthermore, the school's administrators too have availed themselves of the opportunity to meet with D75 colleagues and the D75 Director of ELL compliance and instruction in order to insure that student needs are being addressed appropriately.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not

disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

The D75 Director of ELL compliance and instruction admits that the state of monitoring and reporting / sharing data about the performance of such students was poor when she arrived on the scene just three years ago. Since then, she has engaged every school in the district with extensive training, information regarding mandates and related programs, and particularly with regard to the need for extensive and comprehensive monitoring and reporting of ELL student needs, remediation efforts, and academic and language acquisition progress.

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

Applicable X 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?

Throughout the 2008-09 school-year, both ESL and administrative staff were required to attend trainings and meetings about appropriate monitoring and reporting. These were followed up by a year-long series of reports that had to be completed and submitted to the D75 ELL director, with the recommendation that the results be shared with all staff engaged in the instruction of ELL students. School staff were engaged in the assessment of ELL student progress through the detailed data collection and evaluation process carried on by the Inquiry Team and as a result of the need to document activities related to the new Title III funded program of extended school-day / school-week learning opportunities now provided by P169M for ELL students and their families.

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

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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.

P169M is a self-contained special education school serving the needs of students classified with severe emotional/behavioral disorders or severe autism and/or cognitive deficits. Special education teacher certification is a prerequisite for permanent assignment as a pedagogue at P169M and every member of the staff is required to attend regularly scheduled professional development programs in order to maintain Professional Teaching Standards/"Best Practices" and remain on the cutting edge of special education instructional delivery.

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?

Every P169M student has an IEP and 100 percent of our staff is trained in special education instructional practices, IEP development and reviews. Our classroom instruction is differentiated based on the intellectual as well as emotional and behavioral needs of our students. Those students enrolled in inclusion class have the support of well trained and licensed special education teachers and paraprofessionals. D75 is at the forefront of the profession in developing and delivering professional development programs to support special educators and insure that the latest and most effective methodologies are employed in classrooms throughout the district. Not only all instructional staff: teachers and paraprofessionals, but also administrators, are regularly assigned to "Institutes" at which the most advanced and effective approaches to improving student outcomes is provided.

In addition, membership in professional organizations such as: Council of Exceptional Children (CEC), Association of Supervision and Curriculum Development (ASCD), and the National Association of Special Education Teachers (NASSET), is encouraged and often funded (Toys-R-Us grant for 2008-09). These organizations provide ongoing professional development and instructional support through publications and internet web sites that are awash with advanced instructional support, IEP design assistance, and professional competency enhancements.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The P169M administrative team, in close cooperation with the full-time school-based IEP team (formerly, school-based support team) reviews all IEPs of newly admitted students and all annual reviews to insure both compliance with all relevant Federal and SED regulations as well as meeting the perceived educational and social-emotional needs of our students. Changes are made as needed (Type II referrals) or CSE cases are reconvened as needed (Type III referrals) to insure that IEPs address all the aforementioned issues.

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

Applicable Not Applicable

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

Our school program and our IEP procedures have been regularly reviewed by both NYC DOE / District 75 compliance officers as well as been the recent subject of a (2005-06) NYS SED Quality Assurance review focused on precisely instructional adequacy and the alignment of IEPs with regulations, mandated curriculum, and student needs.

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

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **Nine (9)**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75studnets are eligible to attend any programs run through the STH units at the ISC.**



Robert F. Kennedy School – P169M

District 75/Citywide Programs, NYC Department of Education

110 East 88th Street, New York, New York 10128; Phone: (212) 348-6140 Fax: (212) 996-8245

Susan Finn
Principal

Ilene Halpern

Marsha Steinberg

Fred Peck

Assistant Principals

2009-10 LAP

The ELLs participating in P169M's freestanding ESL program are Spanish and Chinese-Mandarin dominant. The current total number of students attending P169M is 268, 49 of whom are ELLs. The percentage of ELLs to the student population is eighteen percent. The ethnic background of P169M is 4 Native Americans, 3 Asians, 139 Hispanics, 110 African Americans, and 12 Caucasians. The current number of ELLs served in standardized assessment is 4, they are Spanish dominant. The ELL students who participate in standardized assessment are comprised of two 7th graders, and two 4th graders. The current number of alternate assessment ELL students is 29; 27 of whom are Spanish dominant and two who are Chinese-Mandarin dominant. The ELL students who participate in alternate assessment are comprised of two 8th graders, two 7th graders, two 6th graders, four 5th graders, six 4th graders, two 3rd graders, one 2nd grader, six 1st graders, and four kindergarten students. P169 serves 14 ELLs with 12:1:1, 4 ELLs with 8:1:1 and 16 ELLs with 6:1:1 student to staff IEP ratios; P169M currently has 15 x-coded students. ESL services are provided by two NYS certified ESL teachers. English language learners are identified during the initial evaluation which occurs at the CSE. It is at that time that parents are asked to fill out a Home Language Identification Survey and, if needed, tested to determine the child's level of English proficiency. If, for some reason, a child has not been identified during their initial evaluation, then the school will complete the Home Language Identification Survey and administer the LAB-R to determine proficiency.

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The ESL teachers work collaboratively with teachers across content areas to ensure ELLs are receiving appropriate language instruction with an emphasis on both the ESL and ELA standards. Our ESL teachers utilize both the push-in and pullout models with our students. Students are seen during their regularly scheduled academic periods and are given additional supports to assist them by scaffolding the material. Academic language is developed in collaboration with homeroom teachers, science teachers, ELA teachers, math teachers, and the ESL teachers. The content area teachers and ESL teachers frequently meet to discuss and plan instruction and goals of individual ELLs during preparation periods. ESL strategies are implemented in content area instruction through TPR, graphic organizers, CALLA, and modeling. The ESL mandates for our students from K-8: beginners and intermediate level students 360 minutes (2 instructional units) of ESL; advanced level students 180 minutes (1 instructional unit) of ESL/180 minutes of ELA per week. The ESL mandates for our students in grades 9-12: beginner level students 540 minutes, intermediate level students 360 minutes, and for advanced level students 180 minutes ESL and ELA per week. We successfully meet the mandates of CR Part 154 for the vast majority of our students. In an effort to increase the number of units each ELL student receives we plan to identify our ELL population earlier in an effort to cluster them accordingly. Options for special education ELLs are discussed with parents during the Education Planning Conference at the CSE level. Through the school's Parent Coordinator and a newsletter, P169M will offer parents of ELLs ongoing information in their home languages and training on different aspects of their children's education, such as effective parent participation in school activities and home activities to support learning. P169M addresses the needs of alternate placement students by providing them with a paraprofessional that speaks the language of the student. Additionally, whenever possible, P169M attempts to cluster students by language and instructional needs.

NYSESLAT results indicate that P169M has 17 students who were deemed beginner level, 9 students who were deemed intermediate level, and 6 students who were deemed advanced, one who was deemed proficient; the remainder of the children did not complete the entire exam and therefore have scores that are invalid. NYSESLAT and anecdotal data indicate that the ELLs in our program are progressing well in speaking. However, this data also indicates that the students require further remediation in their listening, reading, and writing skills. P169M's ELL population ranks as well as their non-ELL counterparts in standard content area assessments. Also, data obtained from math and reading NYSAA scores indicates that ELLs participating in our alternate assessment program are progressing as well as their non-ELL counterparts. 7 out of 10 of our alternate assessment students placed at level 3 or better in ELA, and 8 of 10 alternate assessment students placed at level 3 or better in math. 3 out of 4 of our students placed at level 2 on the NYS ELA exam with 1 student scoring a 1. 2 out of 4 placed at level 2 on the NYS math exam with 2 students scoring a 1. The implication for P169M's language allocation policy is that ELLs require greater support in reading and writing while continuing to improve the other modalities.

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To ensure students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies, such as the cognitive academic language learning approach (CALLA), total physical response (TPR), language experience, whole language, graphic organizers, and cooperative learning are all employed to aid in the acquisition of English language skills. The students' level of literacy in their native language is utilized to aid in the acquisition of English language skills, through the use of transference of their native language into the target language. Presently, we have no SIFE (students with interrupted formal education) students. At such time that we do we will provide the following: CALLA instructional framework, scaffolding, cooperative learning, and peer tutoring. ELLs are encouraged to transition their skill set from BICs (basic interpersonal communication skills) to CALP (cognitive academic language proficiency). Students who have received services for greater than three years are given additional supports through both Academic Intervention Services and ESL. We offer tutoring specific to individual academic deficits. P169M uses computer assisted technology to aid in improving reading and writing skills of the English language learner.

English Language Arts instruction for ELLs follows the NYC Balanced Literacy Program, which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the individual needs of the student. The students read a variety of fiction, which includes texts by Roald Dahl and Katherine Paterson. In addition to the above we also use computer aided Quick Reads to improve literacy skills. Presently we have 10 newcomers at our school, and we provide peer tutoring, modeling, native language support, participation in our Title III program, and adapted texts to ease them into both the academic and social knowledge they will need in their new language and culture. Long term ELLs are given additional supports through both AIS and ESL. During recess students are encouraged to attend tutoring. The students are also paired with peer tutors and are assisted across content areas. Students who reach proficiency on the NYSESLAT are provided with follow up for up to two years after reaching proficiency. This follow up includes tutoring, scaffolding, and conferencing with the student and his/her teacher to develop strategies appropriate to the needs of the student.

During the 2009-2010 academic year, P169M's professional development plan will include issues pertaining to the education of ELLs, such as the NYS ESL standards, balanced literacy, math, teaching of ESL through content areas, for both standardized assessment and alternate assessment students with appropriate adaptations. Teachers, paraprofessionals, and alternate placement paraprofessionals will have the opportunity for professional development utilizing the following resources: The How-To Handbook: Teaching English Language Learners Reading, Writing, and Learning in ESL; Making Content Comprehensible for English Learners: The SIOP model. P169M's teachers and paraprofessionals will also be supported with services provided by District 75's instructional coaches. In addition P169M's ESL teachers, monolingual teachers, and paraprofessionals will attend professional development opportunities at district, city and statewide conferences focusing on the education of ELLs.

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Committee Members: S. Finn, Principal; I. Halpern, Asst. Principal; S. Scarcella, School Psychologist; J. Doman, Guidance Counselor; M. Salso, Classroom Teacher; D. Velasquez, Parent Coordinator; C. Magill, ESL Teacher; C. Lovas, ESL Teacher.

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**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 P169M
Principal S. Finn	Assistant Principal I. Halpern
Coach V. Macdonna	Coach type here
Teacher/Subject Area M. Salso	Guidance Counselor J. Doman
Teacher/Subject Area ESL C. Magill	Parent type here
Teacher/Subject Area ESL C. Lovas	Parent Coordinator D. Velazquez
Related Service Provider S. Scarcella	SAF type here
Network Leader type here	Other type here

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	268	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	18.28%
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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	4	4	1	2	6	4	2	2	2	27
Chinese		2								2
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	4	6	1	2	6	4	2	2	2	29

Programming and Scheduling Information

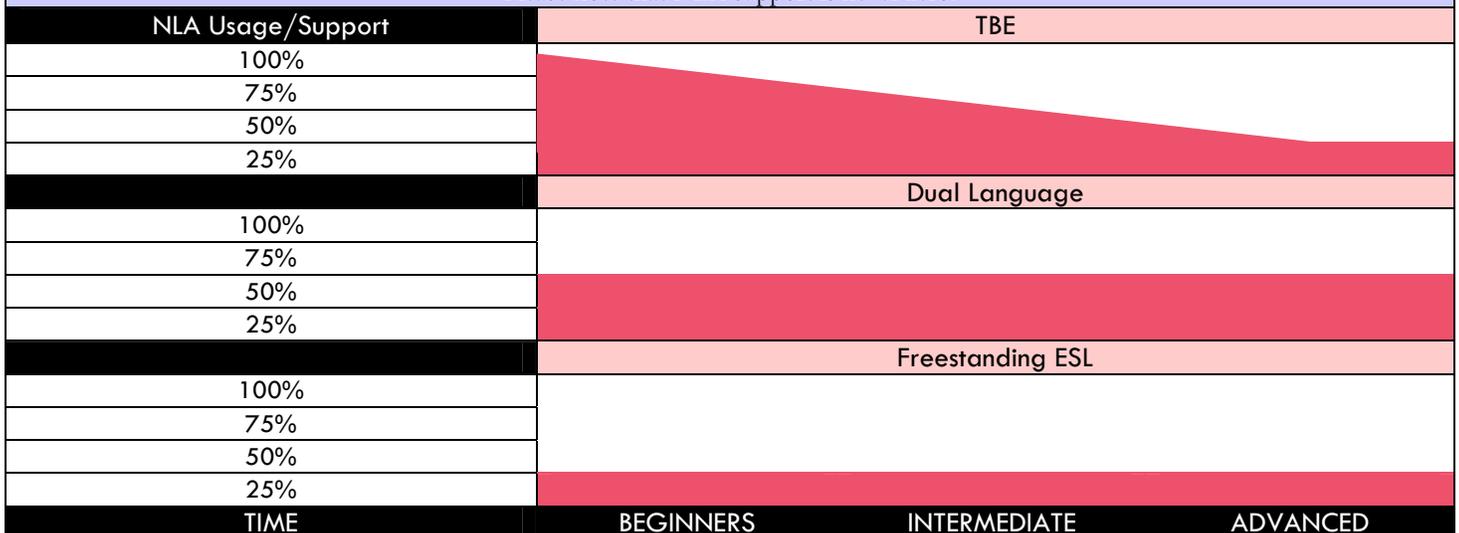
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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)		2	1	1	6		1	3	5	19
Intermediate(I)					3		1	1	4	9
Advanced (A)					2		1		1	4
Total	0	2	1	1	11	0	3	4	10	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	4	2			6
5					0
6		1			1
7		3			3
8		4	1		5
NYSAA Bilingual Spe Ed	1	2	4	3	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1		4		1				6
5					2				2
6			1						1
7	3								3
8	2		3		1				6
NYSAA Bilingual Spe Ed	1		1		5		3		10

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8	2		3						5
NYSAA Bilingual Spe Ed					1				1

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

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		
	ESL Teacher		
	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