



**PS 231K**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75K231**  
**ADDRESS: 5601 16<sup>TH</sup> AVENUE, BROOKLYN, NY 11204**  
**TELEPHONE: 718 853-1884**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 231K      **SCHOOL NAME:** \_\_\_\_\_

**DISTRICT:** 75      **SSO NAME/NETWORK #:** District 75

**SCHOOL ADDRESS:** 5601 16 Avenue, Brooklyn, NY 11204

**SCHOOL TELEPHONE:** 718 853-1884      **FAX:** 718 853-5388

**SCHOOL CONTACT PERSON:** Laura Giannino      **EMAIL ADDRESS:** lgianni@schools.nyc.gov

**POSITION/TITLE**    **PRINCIPAL**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Roderick Palton

**PRINCIPAL**

Laura Giannino

**UFT CHAPTER LEADER**

Roderick Palton

**PARENTS' ASSOCIATION  
PRESIDENT**

Joseph Williams

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

\_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Bonnie Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Laura Giannino	*Principal or Designee	
Roderick Palton	*UFT Chapter Chairperson or Designee	
Joseph Williams	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Cruz	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Antoinette Bianco	Teacher	
Sandra K. Bruh	Teacher	
Martine Merkin	Parent	
Darlene Foulke	CBO	
Doris Dunn	Parent	
France Metellus	Parent	
Edward Sommerman	Parent	

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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PS 231K is a multi-sited special education school serving elementary aged students from the twelve community school districts in Brooklyn. We are a diverse, collaborative school community dedicated to providing a comprehensive educational program with high student outcomes for all students. The goal of the program is to maximize each child's potential through the integration of a high quality, standards driven instructional program with intensive behavioral supports. The achievement of this mission requires the collaborative efforts of the students, parent, staff and community. We are committed to providing our students the services and supports that enable them to achieve their maximum potential for responsible, independent living.

PS 231K serves approximately 300 students from kindergarten through eighth grade in a variety of staffing ratios. The educational settings are varied: inclusion, self-contained classes in a community school, a special school, and an agency setting affiliated with Jewish Board of Family and Children Services. Our school has 36 classes: 1 inclusion class, thirteen 12:1:1 classes, eight 8:1:1 classes, and thirteen 6:1:1 classes that consist of children with autism, developmental delays, and emotional and behavioral problems.

During the last 2 years, our school partnered with Teacher's College to participate in their series of Writer's Workshops. Teachers of standard assessment students participated throughout the 2 years and teachers of our alternate assessment students participated during the second year. This partnership proved to be most effective in helping our teachers to teach writing in a more effective way. This is evident by the quality and quantity of writing in the students' journals and portfolios, and student work posted on bulletin boards.

The last 2 years we developed a partnership with Birch Training Institute in which teachers attended workshops at the Birch School and presenters from Birch visited our alternate assessment classes as follow-up to the workshops. Teachers were able to visit and spend time in Birch classrooms to see the strategies and techniques they just learned implemented. We also had full day presentations during our Election Day/Brooklyn Day professional development. After attending these workshops, teachers arranged their rooms to reflect the TEACCH model, students began to consistently use their schedules, and instructional strategies were implemented. Last school year, we also partnered with Rutgers University. An autism specialist from Rutgers worked with 3 teachers in their classroom for 12 weeks on setting up an environment that allows autistic children to learn, grow, and reach their highest potential, as well as, how to use the ABLL's as a true assessment tool.

The administrative team partnered with Hunter College to participate in their Hunter College Leadership program. The team worked on their strengths and challenges both individually and as a group. This helped focus us and become more efficient as administrators and supervisors.

PS231K works collaboratively with Jewish Board of Children and Family Services to provide our standardized assessment students with the therapeutic support they need to

PS 231K worked collaboratively with Hospital Audiences Incorporated (HAI) through the Parents As Arts Partners grant. Representatives from HAI worked with the school to implement a Brooklyn Photo Safari in which parents and their children from PS 231K participated over a period of months in a photo expedition of Brooklyn.

**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				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code #:</b>

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)		2006	2007	2008	(As of June 30 – % of days students attended)		2006	2007	2008
Pre-K									
Kindergarten									
Grade 1					<b>Student Mobility:</b>				
Grade 2					(% of Enrollment as of June 30)		2006	2007	2008
Grade 3									
Grade 4									
Grade 5					<b>Eligible for Free Lunch:</b>				
Grade 6					(% of Enrollment as of October 31)		2005	2006	2007
Grade 7									
Grade 8									
Grade 9					<b>Students in Temporary Housing:</b>				
Grade 10					(Total Number as of June 30)		2006	2007	2008
Grade 11									
Grade 12									
Ungraded Elementary					<b>Recent Immigrants:</b>				
Ungraded Secondary					(Total Number as of October 31)		2006	2007	2008
Total									
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)		2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)		2006	2007	2008
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes					Principal Suspensions				
Number all others					Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
				<b>Special High School Programs:</b>					
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008		
(October 31)	2006	2007	2008	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				<b>Number of Staff:</b>					
# ELLs with IEPs				(As of October 31; includes all full and part-time staff)	2006	2007	2008		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers					
				Number of Administrators and Other Professionals					
<b>Overage Students:</b>									
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals					
				<b>Teacher Qualifications:</b>					
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008		
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school					
American Indian or Alaska Native				Percent more than two years teaching in this school					
Black or African American				Percent more than five years teaching anywhere					
Hispanic or Latino				Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White									
Multi-racial									
<b>Male</b>									
<b>Female</b>									

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

**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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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 – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	

*Note: Progress Report grades are not yet available for District 75 schools.*

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) 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 highlights 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?
- 

PS 231K is proud of its strengths. Through professional development and Professional Learning Teams teachers have developed strong pedagogic skills resulting in a higher standard of teaching. We place an emphasis on both the academic and behavioral programs. Over many years of working with children with severe emotional and behavioral problems, and autism, our positive behavior supports programs have been developed and fine tuned. The staff believes that the academic and behavioral programs work in tandem to create a positive learning environment for our special needs students. We believe in a strength-based approach to learning, have loyal staff (low turnover), and dedicated related service providers who play an integral role in our school. We are proud of the collaborative relationship we have with Jewish Board of Children and Family Services. The 2 administrations, counselors, and therapists work closely to provide a seamless, therapeutic environment for the students at our main site. We pool resources and team up to plan special events for our students and parents, and troubleshoot any problems that may arise.

The major accomplishments achieved by PS 231 during the 2007-2008 school year were the in-depth study and implementation of the Teacher's College Units of Study for reading and writing in the standardized assessment program and the initial implementation of the Units of Study in the alternate assessment program. We developed a more collaborative environment among teachers through Professional Learning Teams, and Lunch and Learns. The PBIS Committee enhanced our existing in-school Positive Behavior Intervention and Support (PBIS) program and developed a PBIS program for the school bus. We received a \$315,000 Resolution A grant from Councilman Felder to create computer lab at our main site and have smartboards, laptop carts, and additional computers at all our sites. This technology will be in place during the 2008-2009 school year.

Our challenge continues to be student achievement in ELA and Math. Overall data from ELA and Math State Assessments indicates that standardized assessment students continue to improve their academic achievement; however, it is still a concern. This is evident in our review of our 4th grade NYS ELA data. It revealed that 41% of our 4<sup>th</sup> grade students achieved Levels 2 and 3 compared to last year's data in which 17% of our 4<sup>th</sup> graders achieved level 2 and 3. Although this is a significant increase, it is still low. Findings were similar in ELA and Math for grades 3 and 5. The results of our Inquiry Team work with standardized assessment students revealed that the greatest challenge in ELA for the students in the cohort group was non-fiction comprehension. Data was gathered from the Scantron assessments. The Data Specialist analyzed the Scantron and NYS ELA data for the students

in grades 3-5. The data indicated that all the standardized assessment students, grades 3-5, were struggling with non-fiction comprehension.

The ABBLS data indicates that non-verbal alternate assessment students are in need of a more consistent, effective communication plan. This plan which includes the use of PECS and communication devices needs to be individualized for each student according to their abilities and needs.

During the first half of the 2007-8 school year Level 4 and 5 incident reports occurring on the school bus increased dramatically. Through the efforts of PS 231's PBIS Committee implementing a behavior program that reinforced positive behavior, the Level 4 incidents decreased by 60% and Level 5 incidents decreased by 80%. Although this is a significant decrease, the incidents on the school bus still present a challenge to the PBIS Committee and administration. The PBIS Committee needs to continue to monitor the existing programs. Data will determine any adjustments and/or enhancements that are needed.

Parent involvement continues to be a challenge at PS 231. As a multi-sited school, servicing students from all over the borough, we have encountered many obstacles that hinder our ability to successfully engage parents in the school community. We continue to have low parent/guardian attendance at school functions, workshops and meetings. The Parent Coordinator, PTA, counselors, and administration are always seeking creative ways to involve parent/guardian participation.

The most significant aids to our school's continuous improvement are the support of the District 75 Literacy, Science, Autism, and PBIS coaches, PS 231K's school-based coach, Professional Learning Teams, and the staff's participation in quality professional development from Teacher's College, Birch Training Institute, and District 75. The Teacher's College, Birch Training Institute, and District 75 professional development, along with, the District 75 coaches and PS 231's school-based coach have had a major impact on improving the quality of teaching. The Professional Learning Teams which meet once a week has given rise to a more collaborative and collegial learning environment among the teachers. It has improved communication between teachers and created an environment where classroom intervisitations are welcomed.

Barriers to PS 231's continuous improvement are: we are a 4-sited school, bussing problems, space issues within each site, the inability to fully serve students in need of physical and occupational therapy (PT, OT), and the need for additional financial support. It is difficult to pool resources when the school is multi-sited. There is more instructional, behavioral, and administrative support when we are all in the same building. This is evident during our summer program when all the sites are at our main site.

The problems that arise from transporting students on the school bus are a major barrier to improving student achievement. Many students start their day agitated because of problems on the bus with other students or bus personnel, or the bus ride was too long. It may take some students up to the first 2 periods of the day to settle into the class routine. This is valuable learning time lost. School staff such as the Crisis Intervention Teachers, counselors, and administrators spends several hours a week trying to mediate or resolve bus problems. This time could be better used for in-school instructional planning, implementing and writing Functional Behavior Assessment (FBA) Plans, and supervision. Three of our 4 sites have space issues. We do not have space for staff or parent meetings at 2 of our sites, and the space at our main site is limited. Every year we are told by the building principal of at least 1 of our sites that they need more room to expand.

Physical and occupational therapy strongly support the students' learning process throughout the day. Students who are underserved or unserved in OT/PT do not benefit from the effectiveness of these therapies, thereby, impeding their ability to learn. Not receiving these services negatively impacts the

students' "on task behavior". Students who receive their full range of services are better able to focus and learn.

Additional financial support will provide more teachers the opportunity to participate in professional development and have consultants work with teachers in their classrooms. We would be able to have arts residencies provide students with creative programs that support instruction. We would hire substitute teachers once or twice a month to enable teachers to participate in large/small group in-school professional development.

## 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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### Goal 1:

By June 2009 to increase student ELA performance by 5% for 10% of the students in grades 4 and 5 as measured by the results of the 2009 New York State Assessment and Scantron.

PS231K will focus on developing non-fiction comprehension skills to help students increase their ELA performance in class and on assessments.

### Goal 2:

By June 2009 elementary, non-verbal, 6:1:1 students will demonstrate an increase in communication skills by 10% as evidenced by the Picture Exchange Communication Systems Objective Assessment Tool, increased use of communication devices, and ABBLS.

Non-verbal 6:1:1 students will receive instruction on the use of PECS, or a communication device (determined by need and ability) to increase their ability to communicate.

### Goal 3:

By June 2009 to increase the number of parent workshops and home-school related activities by 10% that will result in a minimum of a 5% growth in the area of Parent Engagement as cited in PS 231's Learning Environment Survey.

PS 231's Parent Coordinator, PTA, School Leadership Team and administration will collaborate in providing opportunities for the parents/guardians to become more engaged in their child's school.

### Goal 4:

By June 2009 to decrease the number of Level 3, 4 and 5 incident reports by 10% as evidenced by OORS data.

The PBIS Committee and administration will continue to develop programs, activities, and workshops to increase positive student behavior.

## 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 2008-09 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 (SINI/SRAP/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):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student ELA performance by 5% for 10% of the students in grades 4 and 5 by June 2009 as measured by the results of the 2009 New York State Assessment and Scantron.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>PS 231K has provided workshops to identified staff on the Comprehension Toolkit and the Achieve 3000 reading program. The focus of both programs is on non-fiction comprehension strategies and skills. The school-based coach is responsible for presenting the Comprehension Toolkit to all standardized assessment teachers, grades 3-5. The first presentation was on the November 4<sup>th</sup> Professional Development Day. Follow-up support will be provided during the weekly Professional Learning Teams, and Lunch and Learns. Identified teachers of standardized assessment students, grades 3 and 4, have received initial training in the Achieve 3000 reading program by the Achieve 3000 company. Follow-up training will be provided, schedule to be determined. The Assistant Principal is responsible for overseeing the implementation of the program.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Budget, Staffing/Training:</u> The Achieve 3000 program is being sponsored by District 75. There is no cost to the school. The school will need to budget money for substitute teachers to enable the classroom teachers to attend the workshops. The Comprehension Toolkit was purchased in May, 2008 with Inquiry Team money. <u>Schedule:</u> The Professional Learning Team meetings, and Lunch and Learns are programmed into the weekly schedule.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>AIS portfolio, Achieve 3000 Level Set, and Scantron assessments are conducted 3 times per year; October, January, and May. Projected gains to represent the 5% performance increase will be an increase of at least 1 reading level in the Benchmark assessment, a 5% increase in grade level as indicated by the Lexile level by the end of the year.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/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):** ELA/Communication

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009 elementary, non-verbal, 6:1:1 students will demonstrate an increase in communication skills by 10% as evidenced by the Picture Exchange Communication Systems Objective Assessment tool, increased use of communications devices, and ABLLS.</p>
<p><b>Action Plan</b> <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><u>October 2008:</u> Identify area of concern and students for cohort group.  <u>October – November 2008:</u> Picture Exchange Communication Systems Objective Assessment tool and ABLLS will be administered to 6:1:1 non-verbal students to gather base-line data. Match students with appropriate means of communication.  <u>November –December 2008:</u> Develop and implement method of collecting data to track increased use of communication devices.  <u>February 2009:</u> Mid-year PECS and ABLLS assessment  <u>May 2009:</u> End of year PECS and ABLLS assessment  <u>September – May 2008-09:</u> Teachers will receive professional development from the Able-net Company, D75 coaches, and district-sponsored workshops in the use of communication devices and PECS.          Classroom teachers, along with the speech teachers, will be responsible for administering the assessments and implementing the use of PECS or communication devices. The Assistant Principal will be responsible for teacher coverage during training, supervision of administration of assessment, and implementation of plan.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget, Staffing/Training:</u> The school will need to budget money for substitute teachers to provide coverage for the classroom teachers to attend workshops. Communication devices were purchased in May of 2008 with the Jose P. allocation and distributed to teachers in late September, 2008. The ink and laminating film for the PECS picture symbols will be funded through Code 100 instructional supply money.  <u>Training:</u>  <u>October/November 2008:</u> On-site training on the use of communication devices by District 75 Autism coach.</p>

	<p><u>December 2008</u>: On-site PECS training by District 75 Autism Coach.  <u>October 2008 – February 2009</u>: District-sponsored PECS training.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>October – November 2008</u>: Picture Exchange Communication Systems Objective Assessment tool and ABLLS will be administered to 6:1:1 non-verbal students to gather base-line data.  <u>February 2009</u>: Mid-year PECS and ABLLS assessment  <u>May 2009</u>: End of year PECS and ABLLS assessment  By May 2009, our non-verbal 6:1:1 students will show a 10% increase in their communication skills as evidenced by the PECS and ABLLS assessments.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/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):** Parent Involvement

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009 to increase the number of parent workshops and home-school related activities by 10% that will result in a minimum of a 5% growth in the area of Parent Engagement as cited in PS 231’s Learning Environment Survey.</p>
<p><b>Action Plan</b> <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><u>October – November 2008:</u> Parent Coordinator, PTA, SLT, and administration will creatively plan meetings/workshops/events for parents and create a calendar for parents. <u>December 2008:</u> Parent Coordinator will distribute calendar to parents. <u>September 2008-June 2009:</u> Parent meetings, workshops, and school events. <u>December 2008- January 2009:</u> Parent Coordinator will research voice messaging services (an automated voice message service that calls parents to inform or remind them of upcoming meetings/workshops/ events). School plans to begin using the voice messaging services in January 2009.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget, Staffing/Training</u> <u>January 2009:</u> School will allocate Code 100 funds and the PTA will contribute money to subscribe to voice messaging services. <u>September 2008-June 2009:</u> Funds from Parent Coordinator allocation, as well as, the school (Code – to be determined) and PTA will support the meetings, workshops, and events.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly Review of sign-in sheets from meetings/workshops/events Parent Coordinator’s log of phone calls made to parents. An increase in parent responses and positive feedback to the Learning Environment Survey.</p>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/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):**     **PBIS**    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, to decrease the number of Level 3, 4 and 5 incident reports by 10% as evidenced by OORS data.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>September 2008- June 2009:</u> PBIS Committee will meet twice a month to review OORS Level 3, 4, and 5 incident reports. A review of the data will determine if current PBIS practices need to be adjusted. Once every 2 weeks students will be able to go to the school store and buy items or privileges with the tickets they earn on the school bus. Members of the PBIS Committee will attend district-sponsored PBIS workshops. The external PBIS coach (District 75) will meet once a month with the PBIS Committee. <u>September – October 2008:</u> PBIS Committee will organize busses into teams. Bus teams will meet every Thursday to review their progress in earning tickets for positive behavior and participate in a “Cool Tool” lesson. PBIS Committee will schedule a meeting with bus drivers and matrons to explain our students’ needs and behaviors, and how to implement the bus behavior program. <u>September 2008:</u> The social/emotional program, <i>Second Step</i>, will be implemented (training was in June 2008). <u>November 2008:</u> A new PBIS Committee will be established at the P231 @ 238 alternate assessment site. <u>December 2008- February 2009:</u> The external PBIS coach (D75) will assist the new alternate assessment PBIS team with establishing guidelines and creating a matrix. <u>February – March 2009:</u> PBIS Committee and external PBIS coach will provide professional development on the new PBIS program to the staff. <u>Responsible Staff Members:</u> PBIS Committee, Assistant Principal, Director of Jewish Board of</p>

	Children and Family Services, External PBIS Coach (D75).
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<u>Budget, Staffing/Training</u> School Store and other incentives will be funded through fund raising activities and donations. Staff will manage the school store. Money will be allocated for substitute teachers to cover classes when PBIS Committee members attend professional development.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Data derived from the bi-weekly review of the OORS and SWIS reports will indicate a decrease in Level 3, 4, and 5 incidents resulting in an increase in students earning tickets and special trips.

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS**

**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 (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED 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 Crisis Intervention & IEP Man.	At-risk Services: School Psychologist Crisis Intervention & IEP Man.	At-risk Services: Social Worker Crisis Intervention & IEP Man.	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	7	7	N/A	N/A	7	0	0	0
1	12	5	N/A	N/A	2	1	2	0
2	19	15	N/A	N/A	2	0	13	0
3	27	25	N/A	N/A	10	5	10	0
4	41	28	42	42	15	7	20	0
5	39	38	33	47	9	18	20	0
6	1	N/A	N/A	N/A	0	0	0	0
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Wilson Reading Program</b></p> <p><b>Foundations</b></p> <p><b>Test Preparation</b></p> <p><b>Comprehension Toolkit</b></p> <p><b>Achieve3000</b></p> <p><b>Graphic Organizers</b></p> <p><b>Ablenet Weekly Reader</b></p> <p><b>MeVille to WeVille Program</b></p> <p><b>Social Stories</b></p> <p><b>PECs</b></p>	<p>Small group instruction * 5xweekly * during the literacy block</p> <p><i>Wilson Reading Program</i> is an Orton Gillingham based scripted reading program for students grades K – 3 with learning disabilities or a marked difficulty with acquiring phonics. Delivered in whole group, small group, and one-to-one during the school day.</p> <p><i>Foundations</i> is an Orton Gillingham based scripted reading program for students in grade 4-5 who have difficulty with phonic acquisition. Delivered in small group and one-to-one during the school day.</p> <p><i>Test Preparation:</i> School Based Coach/Teacher prepared materials to enhance test vocabulary skills and comprehension techniques specific to the ELA standardized assessment. Delivered during the school day to grades 3 - 5.</p> <p><i>Comprehension Toolkit:</i> A comprehensive approach to comprehension instruction broken down into strategy lessons delivered to grades K – 5 during the literacy block in whole and small groupings.</p> <p><i>Achieve3000:</i> A web-based, individualized and differentiated reading and writing instruction program for the higher grades, that reaches every student at his or her reading level.</p> <p><i>Graphic Organizers:</i> Visual tools to facilitate organization of the cognitive process.</p> <p><i>Ablenet Weekly Reader:</i> A differentiated version of the classic student current events Weekly Reader used by the older Alternate Assessment students. Delivered during the school day.</p> <p><i>MeVille to WeVille Program:</i> K-1 Hands on reading program which integrates Social Studies.  <i>Social Stories:</i> Small narratives created to help students to understand social emotional issues.  <i>PECs:</i> Using pictures to facilitate communication.</p> <p><i>Joint Action Routine:</i> A system of steps incorporating communication involved in the completion of tasks.  <i>Technical Devices:</i> Smartboard</p>

<p><b>Joint Action Routine</b></p> <p><b>Technical Devices</b></p> <p><b>ABA Program Writing</b></p> <p><b>Leapfrog</b></p> <p><b>Great Leaps</b></p>	<p><i>ABA Program Writing:</i> A natural environment of learning in which repetition and data collection are utilized.</p> <p><i>Leapfrog:</i> An electronic reading program with voice for early readers.</p> <p><i>Great Leaps:</i> A fluency program for emergent readers.</p>
<p><b>Mathematics:</b></p> <p><b>Everyday Math games</b></p> <p><b>Differentiation of Instruction</b></p>	<p>Small group instruction * 5x weekly * during math instruction</p> <p><i>Everyday Math Games:</i> drill exercises aimed primarily at building fact and operations skills. Delivered to K-5 students in need of extra practice, during the school day.</p> <p><i>Differentiation of Instruction:</i> Using Everyday Math guidelines, instruction is differentiated at a higher or lower functioning level depending on the needs of the student (K-5) during math instruction.</p>
<p><b>Science:</b></p>	<p><i>Science:</i> Test Preparation Strategies taught by the science teachers from January to April.</p>
<p><b>Social Studies:</b></p>	<p><i>Social Studies:</i> Test Preparation including practice of Document Based Enquiry, Nonfiction Comprehension Reading Strategies and Determining Importance (from the Comprehension Toolkit, Harvey &amp; Goudvis) taught during the S.S. class and Literacy Block. Small groups are pulled out during the S.S. teacher's prep periods for S.S. intervention instruction.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p><b>LSCI (Life Space Crisis Intervention)</b></p> <p><b>TCI (Therapeutic Crisis Intervention)</b></p>	<p>Intensive Counseling/Guidance</p> <p><i>Life Space Crisis Intervention:</i> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</p> <p><i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	Intensive Counseling/Guidance
<b>LSCI (Life Space Crisis Intervention)</b>	<i>Life Space Crisis Intervention:</i> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.
<b>TCI (Therapeutic Crisis Intervention)</b>	<i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.
<b>At-risk Services Provided by the Social Worker:</b>	Intensive Counseling/Guidance
<b>LSCI (Life Space Crisis Intervention)</b>	<i>Life Space Crisis Intervention:</i> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.
<b>TCI (Therapeutic Crisis Intervention)</b>	<i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.
<b>At-risk Health-related Services:</b>	<b>N/A</b>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- PS 231K has a register of 295 students. The ethnic breakdown is as follows: African-American-45%, Hispanic-27%, White-21%, Asian-6%, Native American-2%.
- PS 231K’s ESL program serves a population that includes 17% ELL students. We have a total of 29 LEP/ELL students. The ELL demographics for PS 231K are: 10 students in standardized assessment and 19 students in alternate assessment. The languages represented are: 17-Spanish, 10-Cantonese, 1-Russian, and 1-Arabic. The breakdown of ELL’s by grade are K-2 students, grade 1-6 students, grade 2-1 students, grade 3-1 students, grade 4-10 students, grade 5-5 students, grade 6-2 students, grade 7-0 students, and grade 8-3 students.
- Students in the standardized assessment classes are at the beginning, intermediate and advanced levels of ESL and receive 2 units of ESL instruction. Alternate assessment classes receive 2 units of ESL instruction. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials is also incorporated. The use of technology and augmentative communication devices such as Super Talker 8 paired with Mayor Johnson symbols are utilized. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. ESL and classroom teachers collaborate on lesson planning during common preps. The ESL teacher also works collaboratively with the middle school classroom and content area teachers during common preps.
- Our program provides for ESL instruction to be delivered using Free Standing ESL in both pull-out and push-in models. Presently, we do not have students who have been receiving services for 6 or more years. Students who received an extension of services continue to participate in all the instructional programs (as described below).

- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

During the 2007-2008 school year 29ESL students, within the constraints of staffing, received the units of ESL instruction pursuant to the CP Part 154 mandates. ELA instruction for ELL students follows the NYC's uniform curriculum and the Balanced Literacy program. The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the curriculum by combining the interdisciplinary approach with the Language Experience multisensory approach, the infusion of the arts, technology, and augmentative communication. The ESL students in the standard assessment program follow the general education curriculum which includes Everyday Mathematics, Balanced Literacy, Foundations, Wilson Reading Program, SRA Reading Program, Science Core Curriculum and social studies. Students in alternate assessment follow a functional curriculum and in classes where appropriate incorporate Balanced Literacy and/or Foundations. When needed alternate assessment students utilize augmentative communication devices and Mayer Johnson symbols. ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, and graphic organizers. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction for both the bilingual and ESL students in the standard and alternate assessment programs.

- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

During the 2007-8 school year, we had the Parents AS Arts Partners grant which involved parents and their children participating in community based art programs. All parents of ELL students are invited to participate.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

The parents of ELL students are provided with school information/news in their home language. Parents are kept informed of the programs their child receives during parent orientation, PTA meetings, and Parent/Teacher Conferences. On site interpreters are available for Spanish, Chinese, and Arabic speaking parents.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. **N/A**

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Bilingual and monolingual teachers participate in district sponsored ELL professional development. A district-based bilingual coach assigned part time to P231K supports the bilingual and ESL teachers throughout the school year. Tentative PD dates are October – Review ESL/ELA Standards, November – Strategies in the Content Areas: Social Studies, December –ESL/ELA Test Taking Strategies, January - Strategies in the Content Areas: Science, February - Strategies in the Content Areas: Writing, and March - Strategies in the Content Areas: Mathematics. In addition workshops on Teacher's College Reader's and Writer's Workshop, Everyday Math, and Elements of Balanced Literacy will be presented at the school level during DOE designated Professional Development days.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. Determined by IEP mandated related/support services students may receive one or more of the following: counseling, speech, occupational therapy, physical therapy, Positive Behavioral Intervention and Supports (PBIS), and support from a district-based autism coach. Currently we do not have a before/after school program or Saturday Academy.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. Currently, we do not have a bilingual program.



# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:         Free-Standing     Push-in         Pull-out  
 Indicate Proficiency Level:     Beginning         Intermediate     Advanced

School District:       75      

School Building:       P231K      

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:06 To: 8:51	Subject (Specify) <b>MUSIC</b>	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>Gym</b>	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>Reading</b>
<b>2</b>	From: 8:51 To: 9:36	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>ESL (Push-in)</b>	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>LA</b>	Subject (Specify) <b>ESL (Push-in)</b>
<b>3</b>	From: 9:36 To: 10:22	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>Reading</b>	Subject (Specify) <b>Reading</b>
<b>4</b>	From: 10:22 To: 11:07	Subject (Specify) <b>ESL (Pull-out)</b>	Subject (Specify) <b>ESL (Pull-out)</b>	Subject (Specify) <b>ESL (Pull-out)</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Gym</b>
<b>5</b>	From: 11:07 To: 11:57	Subject (Specify) <b>Lunch (Instructional)</b>	Subject (Specify) <b>Lunch (Instructional)</b>	Subject (Specify) <b>Lunch (Instructional Push-in)</b>	Subject (Specify) <b>Lunch (Instructional)</b>	Subject (Specify) <b>Lunch (Instructional)</b>
<b>6</b>	From: 11:57 To: 12:47	Subject (Specify) <b>Gym</b>	Subject (Specify) <b>Art</b>	Subject (Specify) <b>Art</b>	Subject (Specify) <b>ESL (Pull-out)</b>	Subject (Specify) <b>Science</b>
<b>7</b>	From: 12:47 To: 1:37	Subject (Specify) <b>S.S.</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>LA</b>	Subject (Specify) <b>S.S.</b>	Subject (Specify) <b>Math</b>
<b>8</b>	From: 1:37 To: 2:22	Subject (Specify) <b>Interactive Skills</b>	Subject (Specify) <b>Interactive Skills</b>	Subject (Specify) <b>ESL (Pull-out)</b>	Subject (Specify) <b>Gym</b>	Subject (Specify) <b>LA</b>
<b>9</b>	From: 2:22 To: 2:35	Subject (Specify) <b>ADL Skills</b>	Subject (Specify) <b>ADL Skills</b>	Subject (Specify) <b>ADL Skills</b>	Subject (Specify) <b>ADL Skills</b>	Subject (Specify) <b>ADL Skills</b>
<b>10</b>	From: 2:35 To: 2:50	Subject (Specify) <b>Dismissal/Bussing</b>	Subject (Specify) <b>Dismissal/Bussing</b>	Subject (Specify) <b>Dismissal/Bussing</b>	Subject (Specify) <b>Dismissal/Bussing</b>	Subject (Specify) <b>Dismissal/Bussing</b>

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning       \_\_\_ Intermediate       \_\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s)** 4-6      **Number of Students to be Served:** 6 **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 3      **Other Staff (Specify)** Assistant Principal

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

**Title III, Part A LEP Program**

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

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Native Language Arts and English Language Arts instruction follows the NYS standards. The Balanced Literacy program with an emphasis on the development of phonemic awareness and comprehension skills supports the development of English literacy. A multisensory approach, along with technology, infusion of the arts, and augmentative communication is used to support and enhance the Native Language Arts and English Language Arts curriculum.

An after-school program for 2 hours and 10 minutes (2:50-5:00) once week on Tuesdays for 24 sessions will provide ESL students with supplemental instruction in ELA. The program will be in effect from December to June and consist of 6 students with a 6:1:1 ratio in grades 4-6. All 6 students are ESL only. Languages of participating students are Chinese and Spanish. The language of instruction, English, will be provided by a certified ESL teacher. Students will improve their English language skills by creating and publishing their own social stories. Differentiated instruction will be provided by creating groups of students based on their ability to communicate, write, and utilize equipment/supplies. The activities of writing, communication, and daily living skills (socialization) required to participate in the after-school program reinforce and enrich the mandated instruction the students receive during the school day. The ESL teacher will create rubrics to assess the students' ability to communicate, write, socialize, and use equipment/supplies. The rubrics will be completed for each student at the beginning of the program and, again, at the completion of the program to assess student progress.

Social stories are stories that focus on specific social skills. They are used to teach social skills and increase language/communication. The student along with the assistance of the teachers creates a social story using pictures and text. The development of the theme of the social story is determined by the needs of the individual student. This motivates the students to communicate through speech, picture symbols, writing, or the use of a communication device, subsequently, increasing English language skills. The process of creating the social story requires the student to communicate and, thereby, increases their verbal and written vocabulary.

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

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The 3 teachers, including 1 ESL teacher, will participate in District 75 sponsored workshops, as well as, out of district workshops. Participating in these professional development opportunities will enhance and enrich the teachers’ knowledge of ESL techniques and effectiveness in increasing the students’ academic, behavioral, and social skills.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,131.80	Per session rate for: 1 Assistant Principal, 1 ESL Teacher, 2 teachers, 1 Secretary
Purchased services such as curriculum and staff development contracts	\$500	ESL Professional Development
Supplies and materials	\$3,000	Printer ink, paper, laminating material, crayons, markers
Travel	\$400	Metro cards for parents
Other	\$968.20	Snacks
<b>TOTAL</b>	<b>\$15,000</b>	

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. The school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of the data collection informs the school of the translation needs of the parents when sending home letters/flyers and providing interpreters at meetings.
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. Findings indicate that the school's translation needs are mostly for Spanish and Cantonese speaking parents. We have 27 parents who speak Spanish and 15 parents who speak Cantonese. Of the 42 parent, 25 need written and/or oral translations. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. PS 231K utilizes the service of the DOE's Translation and Interpretation Unit (TIU) and staff to interpret documents in the parents home language. Requests to the TUI must be submitted at least 24 hours prior to the date of dissemination. Documents that need to be interpreted within less than 24 hours are done so by staff. The Parents Bill of Rights were sent home and are available at the school in all languages. Appropriate school signage and forms are available and posted at the school.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, student disciplinary meetings, and PTA meetings.

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>. PS 231K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on-staff translators and the Translation and Interpretation Unit. Parents Bill of Rights are available at the school in all languages. Plans and documents will be made available in the parents' home language upon request unless required.

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

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

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year \_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## 2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

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 (SINI)**

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: 2008-09 anticipated Title I allocation = \$ \_\_\_\_\_; 10% of Title I allocation = \$ \_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

*All SURRE schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

The 2007-2008 Inquiry Team research revealed some of the 1A key findings particularly the in-depth teaching of non-fiction comprehension. PS 231K will have 2 Inquiry Teams this year that will focus on a more in-depth ELA/Communication curriculum and instruction. Teachers continue to look at ELA data from formal and informal assessments and adjust their teaching to meet the needs of the students. In May 2008, PS 231K administrators, school-based coach, and District 75 Cohort Leader and Director of Literacy worked with Kyteri Kennedy from Tweed on how to increase teacher use of ELA state standards. The ELA state standards were reintroduced to the teachers during our Chapter 683 summer program, however, there are still under utilized.

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

X Applicable  Not Applicable

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

Assessment results show a discrepancy between results of the NYS ELA standardized assessment and the curriculum objectives being taught in the classroom. Based on objectives taught in our ELA program our expectations were that the students would perform better. Data obtained from assessment results revealed that there is a misalignment between curriculum and/or strategies and the state standards.

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.

Beginning in January 2009, teachers will begin to have a more in-depth understanding of the ELA state standards based on their work in their Professional Learning Teams, Lunch and Learns, grade level meetings, and other professional development endeavors to align the ELA curriculum with the ELA state standards.

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**1B. Mathematics**

**Background**

UPDATED – OCTOBER 2008

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

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

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. In reviewing the Everyday Math curriculum, it became evident our instruction did not include in depth instruction in mathematical processes.

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

X Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? A review of the mathematics block, observations and walkthroughs it was evident that there is an inconsistent focus on mathematical process

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. More clearly define the use of time and provide professional development.

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Walkthroughs, formal observations, individual and small group teacher meetings, and a review of student portfolios and student work posted on bulletin boards indicates that best practices and research-based practices, which include differentiated instruction, are utilized in our PS 231K's classrooms.

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

Applicable   X 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? Teachers use the workshop model to teach ELA. It is inherent in the design of the workshop model that there is limited time (approximately 10 minutes) that the lesson is teacher centered (mini-lesson), the students then break-up into small groups or partners for an

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activity (differentiated instruction), then regroup to share their findings/experience with their classmates (accountable talk). The students are actively engaged throughout the lesson. Our ELA curriculum model is vertically aligned to accommodate differentiated instruction and multi grade grouping. The horizontal alignment assures that grade to grade scaffolding of skills is consistently addressed. Imbedding the use of technology into ELA instruction allows our teachers to differentiate instruction to meet the various needs of our students. Based on an understanding of multiple intelligences and addressing varied learning modalities we are able to more successfully align with the NYS ELA stand.

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

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. Observations, walkthroughs, and discussions with teachers revealed that a dearth of opportunities for students to engage in in-depth focus on process and collaboration in problem solving.

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

X Applicable    Not Applicable

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

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Observations and student portfolios indicate students participate in minimal in-depth math activities.

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. High level student engagement will be encouraged by incorporating the use of technology into the math curriculum and collaborative math lab strategies.

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

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. A review of staff retention data indicates a high level of stability and low teacher turnover. Conversations with staff and a review of the results of the teacher response section of the Learning Environment Survey indicates that teachers feel supported and safe in the school.

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

Applicable   X 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?

Data indicates that 47 out of 63 teachers have worked at PS 231K for 5 years or more. Reasons for leaving our school are retirement, out of city/state move and childcare leave. A review of the participation of professional development opportunities for teachers and paraprofessionals indicated that our staff is comprised of many who are expert in particular areas of instruction and are continually update their knowledge. There are ample opportunities for staff to share their knowledge with colleagues and work in concert to continually raise the level of quality in instruction. This sense of collaboration and community makes the staff feel connected to the school which leads to low teacher turnover. An environment is created where staff feels their contributions are valued.

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.

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

UPDATED – OCTOBER 2008

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. After reviewing the calendar of PD that the ELL teacher participated in and speaking with the ELL teacher and classroom teachers it was determined that the information and materials received through PD were not effectively communicated to school based teaching staff.

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

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Currently there is not a structure in place to support the transmission of inform, therefore, the professional development attended by the ELL teacher is not consistently shared school wide.

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. ELL teacher regularly attends district and city ELL workshops. The ELL teacher will work with assistant principal and lead teachers to formalize a system to disseminate/share relevant ELL practices and strategies to maximize skill development of ELL's. The ELL teacher will create a checklist to assess students' needs and a ELL resource guide to help classroom teachers embed ELL strategies into classroom instruction. The ELL teacher will support classroom staff towards accomplishing the set goals.

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#### **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:

**UPDATED – OCTOBER 2008**

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Principal conferred with the data specialist on protocols for disseminating and disaggregating ELL assessment data.

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

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Assessment data was available to the ELL teacher and classroom teachers but not disaggregated by students time in the U. S. or type of special education program.

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. The data specialist will disaggregate the assessment data before dissemination.

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. In reviewing teacher professional backgrounds it was found that the teachers and administrators are licensed in and considered highly qualified in special education.

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

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The teachers and administrators are expert in the areas of disabilities, accommodations and modifications supporting instruction, behavior management and differentiated instruction. This information is shared through Professional Learning Teams, Lunch and Learns, workshops, and peer support.

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The IEP specialist reviews alignment of goals, objectives and promotion criteria, as well as behavior plans, when applicable. This is to assure accuracy and completeness of the documents.

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? There is an ongoing system in place to assure the quality of documents utilized to support inclusion in sp ed classes. The system is comprehensive as it includes personal data, instructional goals and objectives, behavior plans , related services and promotional criteria.

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 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes  
 No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**IV. Middle and High School Restructuring**  
A. Implement Instructional Changes  
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes  
 No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

## V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes  
 No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

## VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description: