



P.369K

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K369

ADDRESS: 383 STATE STREET, BROOKLYN, NY 11217

TELEPHONE: (718) 852-1701

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75K369 **SCHOOL NAME:** Coy L. Cox School

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

SCHOOL ADDRESS: 383 State Street, Brooklyn, NY 11217

SCHOOL TELEPHONE: (718) 852-1701 **FAX:** (718) 624-6746

SCHOOL CONTACT PERSON: Rudy Giuliani **EMAIL ADDRESS:** rgiulia@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Jim McNamara

PRINCIPAL Rudy Giuliani

UFT CHAPTER LEADER Mark Maliaros

**PARENTS' ASSOCIATION
PRESIDENT** Veronica Grant

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
Rudy Giuliani	*Principal or Designee	
Mark Maliaros	*UFT Chapter Chairperson or Designee	
Veronica Grant	*PA/PTA President or Designated Co-President	
n/a	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative, if applicable	
Anita Pitt	Para	
Lisa Turner-Maynor	Guidance Counselor	
Joe Nardi	Teacher	
Jim McNamara	Teacher	
Celia Green	Parent	
Dina Williams	Parent	
Maga Delgado	Parent	
Melrose Alexander	Parent	
Rose Agnello	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.

P.369K is a Special Education school, which consists of 67 classes in grades K-11 and serves students who are classified as Autistic, Severely Emotionally Disturbed and Mentally Retarded. Our Mission is that all students will bring to their home and community the values they have been exposed to and learned while they were at P.369K. All students will be considered for an inclusion placement if it will benefit their need for more independent functioning.

An analysis of our data indicate that 14% of P.369K students are in full time general education classes from K – 11 grades at 5 different sites. A further review of our data indicates less than 2% of these students have been re-evaluated for full-time LRE placement in general education without P.369K support.

Students at P.369K will be taught to be effective learners and to reach the high standards set by the DOE being set specifically in the areas of English Language Arts, Math, and Science. All students will take responsibility for their actions and realize there is an intrinsic value in making good choices, self-managing their behaviors and generalizing, pro-social behavior to their home and community. Students that demonstrate appropriate social behaviors will be considered for a transitional placement to pave the way towards the L.R.E. Placement. P.369K consists of one self-contained building and 8 sites where there are self-contained classes in community elementary, junior high schools and two high schools. Ninety percent of our students who are in our emotionally disturbed program are eligible for Academic Intervention Services. Support services include counseling, speech therapy, occupational therapy, physical therapy, toilet training, vision and hearing services and crisis management. The bilingual needs of our students are met with monolingual classes staffed with alternate placement paraprofessionals, as well as one E.S.L. teacher.

This school year, we initiated several academic intervention programs, specifically, Achieve 3000 in our High School program, Touch Math for our students on the Spectrum and Glencoe Math for our Middle School program. We continue to use and expand SWIS reports to our High School population and elementary schools.

An analysis of our SWIS data for the main site middle school and I.117 indicate that teachers, parents, clinicians and students found the data, especially the bar graphs an excellent indicator to track student behavior data. We are going to expand the use of SWIS Data to our self-contained elementary sites and our new High School.

We continue our before-school program and three different after-school programs servicing our autistic and emotionally disturbed students. The Before and After-School Program for our ED population focuses on homework assistance, test-prep and social skill building. The After-School Program for our Autistic Unit is run by Queens Respite, Inc. and provides respite for those parents whose children are on the spectrum.

Our PTA meetings are on Saturdays, with babysitting support and a number of interesting guest speakers and workshops. An analysis of the data from Parent surveys indicate that our parents want

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workshops on what services are available from government agencies, not-for-profit organizations and the private sector.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Coy L. Cox School				
District:	75	DBN #:	75K369	School BEDS Code #:	307500013369

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	X K	X 1	X 2	X 3	X 4	X 5	X 6	X 7
	X 8	X 9	X 10	X 11	<input type="checkbox"/> 12	X Ungrad. Ele.	X Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					84.8	86.1	85.1		
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3					100%	100%	100%		
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					90	90	90		
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11					8	9	11		
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total					3	3	4		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	348	360	503						
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions	23	9	1		
Number all others (inclusion)	68	74	53	Superintendent Suspensions	3	2	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
				Special High School Programs:				
English Language Learners (ELL) Enrollment:				(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				Number of Staff:				
# ELLs with IEPs	All	All	All	(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	85	82	100	
				Number of Administrators and Other Professionals	10	10	12	
Overage Students:								
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	96	96	105	
	0	0	0					
				Teacher Qualifications:				
Ethnicity and Gender:				(As of October 31)	2006	2007	2008	
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	64	68	56	
American Indian or Alaska Native	.88	.91	.91	Percent more than two years teaching in this school	56	63	52	
Black or African American	58.91	58.01	60.83	Percent more than five years teaching anywhere	59	60	67	
Hispanic or Latino	28.21	27.81	28.23					
Asian or Native Hawaiian/Other Pacific Isl.	.81	1.23	1.27	Percent Masters Degree or higher	59	61	67	
White	6.8	7.7	8.74	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		60		
Multi-racial	0	0	0					
Male	84	83	81.05					
Female	16	17	18.94					

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<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:	63% - Level 2/3/4		ELA:		
	Math:	46% - Level 2/3/4		Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	63%	46%				
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	All	All				
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	n/a	Overall Evaluation:	Well developed
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit		Quality Statement 5: Monitor and Revise	Well developed

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?
-

An analysis of data for both our ELA and Math State scores, Princeton Review, Scantron and Acuity indicate a consistent 3-5 percent increase for students in grades 5 through 8 in moving student's performance for Level 1 to Level 2 since the school year 2005/2006. However the data indicates over the same 3 year period, 2005/2006 – 2007/2008 our third and fourth grade Reading and Math scores are stagnant. A targeted goal will be to provide professional development for our Early Childhood teachers. This will consist of having all the teachers trained on Wilson, take advantage of D75 professional development on reading and math strategies and having a school based coach work predominately with the EC Unit. Additionally, all of the EC homeroom teachers' professional duties will be on tutoring. (CEP – Goal #1 – to increase reading and math scores at the 3 & 4 grade level as well as continue to increase reading and math levels at grades 5 – 8).

A review of our P.369K Parent Survey, DOE Learning Surveys and a recommendation for the past two Quality Review Audits, indicate we need to increase our parent attendance at both PTA meeting and parent-teacher conferences.

A targeted goal will be to get all new parents, at intake, (we are opening up two new sites this school year) as well as established parents to come to "Curriculum Night" in early September to meet all of P.369K's teachers, teacher assistants and clinicians. Also, our parent coordinator, unit coordinators, homeroom teachers and clinicians will be mandated to contact parents on a bi-weekly basis to update their children's progress and establish a relationship with parents. A further review of parent sign-in sheets for both PTA meetings and parent-teacher conferences since the school year 2005/2006 through 2007/2008 indicate a 3% increase at both meetings and conferences. (CEP Goal #2 – To continue to increase parent involvement).

A review of baseline data from ATS and occurrence reports indicate that P.369K has decreased Principal Suspensions 37% from the school year 2005/2006 through 2007/2008. Decreased Superintendent's Suspensions by 33% and decreased occurrences by 48% for the same time period. Upon further review of DOE, District 75, PBIS and P.369K procedures and policies indicate that P.369K has implemented established PBIS protocol, but needs to continue to decrease the number of suspensions and occurrences. We need to implement and expand procedures

where our SWIS Data can be used at all of our sites, not just at the middle school level. Also, we need to establish specific procedures to implement behavioral action plans and FBAs. (CEP Goal #3 – Continue to decrease number of occurrences and overall suspensions).

A review of our LRE data and students referred to inclusion indicate that 63% of our 8th grade ED students were re-evaluated for an LRE placement to a community school setting.

A review of our ATS data from 2007/2008 to 2008/2009 show that our number of inclusion students decreased by 25%, but our referrals increased by 5%. Our decrease in the total number of inclusion students is due to a transfer of an inclusion site of 24 students to another District 75 organization.

Also, our data for the past 5 school years indicate that we have expanded our Inclusion program from elementary sites to 2 middle schools and a high school site.

Our data indicates that our referrals for LRE for our middle school students has increased at least 3% each year and our inclusion referrals by 2%.

A review of our data from ATS indicates that the number of referrals for LRE for our elementary students has remained stagnant. We need to continue with our pre-inclusion/transition elementary class as well as initiate mainstreaming at our elementary sites. Also, we need for our "Inclusion committee" to focus more on our elementary students. (CEP Goal #4 – Increase the number of students to LRE).

In September 2008 we opened a NEW high school with 4 self-contained classes which serves students with intelligential disabilities which is a new student population for this organization.

In order to provide the optimal education for these students, all of our staff works with these students, we need to review inquiry team data, Quality Reviews, student portfolios and do walk-throughs of other successful District 75 school organizations that service like students. Additionally, we need to review functional curriculum, transitional opportunities and attend professional development that the transitional office of District 75 provides. (CEP Goal #5 – Increase sequencing skills for our HS alternate assessment students).

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.

Goal 1: June 2009 – Our students in standardized assessment from grades 3 – 8 will score on their state ELA and Math exams a 5% overall improvement from Level I to Level II.

This goal is directly related to P.369K Inquiry Team focus of improving reading and math grades for the 2007/2008 school year. The team is comprised of administrators, teachers, teacher assistants and coaches.

Goal 2: By June 2009 – Parental involvement at both PTA meetings and Parent-Teacher Conferences will increase parental attendance by 3%.

This goal is directly related to recommendations made by past two Quality Review audits, as well as the DOE Learning surveys.

Goal 3: By June 2009 – the number of occurrences and overall suspensions will decrease by 3% from the previous school year.

This goal is directly related with the DOE Learning Surveys and Quality Review recommendations. Additionally it is a priority of every school to provide a safe learning environment so optimal instructional practices can occur to improve student outcomes.

Goal 4: By June 2009 – we will increase the number of all of our students being referred to LRE by 2%.

This goal is related to the District 75 mission statement as well as P.369K mission statement.

Goal 5: By June 2009 - we will increase by 1 grade level sequencing skills for our High School Alternate Assessment students.

This goal is directly related to the Inquiry Team focus on improving reading.

Indicators of Interim Progress and/or Accomplishment

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

- Inquiry assessment – bi-weekly
- Acuity – 3 times a year
- Scantron – 3 times a year
- AIS – 2-3 times a week
- Wrap Kits
- Teacher observation – 6/yr informal and formal
- Portfolio checklist - monthly

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): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Parental involvement at both PTA meetings and Parent-Teacher Conferences will increase by parental attendance by 3%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Initiate “Curriculum Night” in early September 09. All staff must attend. Dinner and babysitting services will be available for parents. - Our parent coordinator and teachers will survey all the students’ parents to ascertain what day of the week and time is best for a monthly meeting. - We will continue with a monthly newsletter informing parents of the various celebrations, luncheons, breakfasts and trips which parents are encouraged to attend. - Continue with our web page with a parent blog to facilitate parental concerns. - Parents will be offered the opportunity to do volunteer office work at each of our sites. - Parent coordinator rating will reflect increase in parental involvement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - PC Budget - Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing review of parent monthly attendance, attendance at Curriculum Night, PTA meetings, luncheons and parent breakfasts.</p>

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Subject/Area (where relevant): **Safety**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To decrease the number of occurrences and overall suspensions by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> – Continue ongoing training in PBIS by our P.369K coach who provides staff development on classroom management, effective instructional techniques and behavior management for new staff. – Conduct bi-weekly meetings with the clinical staff to develop specific action plans for those students who are not attaining Level II or Level III consistently. – Enforce the uniform policy throughout the organization in that there is a direct correlation between uniform adherence and positive behavioral outcomes. Student who do not wear a uniform do not their 8 points/day for following directions. – Continue student of the month trips for those students who earn the most points in their class for the month. – Mandate that all administrators and clinicians are visible during arrival, dismissal and lunch duty. – Update FBAs, BIPs on those students with more than 3 anecdotal/SWIS reports/month
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> – Tax Levy – Project Arts

Indicators of Interim Progress and/or Accomplishment

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

Monthly review of SWIS Reports, occurrence data, suspension reports and weekly list of students not attaining Level II and III and students with 3 or more SWIS Reports/anecdotal

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Less Restrictive Environment and Inclusion

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will increase the number of students referred to Less Restrictive Environments and Inclusion by 2%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> – We will continue with our Early Childhood and Middle School pre-inclusion class for those students who we feel can enter inclusion the following school year for our standardized assessment population. – We will continue with our transitional class at one of our inclusion sites for those students who can be mainstreamed at some time during the school day, with the goal of full inclusion. <p>We will continue with our “Inclusion Committee” made up of related service providers, administrators, teachers and parents. The committee will review all of a student’s academic and behavioral data and vet time lines for him/her to be mainstreamed, or/or enter the transitional or pre-inclusion class and/or be fully included</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> – Tax Levy – Project Arts
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> – Monthly review of occurrence data & SWIS Reports – Inquiry assessment – bi-weekly – Acuity – 3 times a year – Scantron – 3 times a year – AIS – 2-3 times a week – Wrap Kits

- **Teacher observation – 6/yr informal and formal**
- **Portfolio checklist - monthly**

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Subject/Area (where relevant): Alternate Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009; at least 40% of our Alternate Assessment students in the 9th grade will score on their Scantron test 1 grade improvement in sequencing.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> – Provide on-going Professional Development for all 9th grade Alternate Assessment teachers to improve instructional techniques – Provide intervisitation and walk-throughs of D.75 schools who service HS Alternate Assessment students – All Homeroom teachers will provide AIS tutoring in sequencing during their Professional Duty – At monthly parent meeting, provide homework assistance for parents to help their children – Have teachers attend Professional Development from D75 Transitional Coach – Request from D75 an Alternate Assessment Coach
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> – Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> – Scantron – 3 times/year – Inquiry assessment – Bi-weekly – Acuity assessment – 3 times/year – AIS – 2-3 times/week – Wrap Kits – Teacher Observations – 6times/year informal and formal

	– Portfolio Checklist
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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	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	7	7	N/A	N/A	Examples: work study, advisories, conflict resolution, etc. <u>Or</u> write "IEP mandated only"	Example: conflict resolution in addition to IEP <u>Or</u> write "IEP mandated only"	Example: attendance incentive programs <u>Or</u> write "IEP mandated only"	Related to ... ex. yoga, asthma, suicide prevention, nutrition, etc. <u>Or</u> write "IEP mandated only"
1	10	10	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
2	16	16	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
3	38	38	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
4	27	27	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
5	25	25	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
6	49	48	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
7	44	46	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A
8	48	48	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	N/A

9	34	32	N/A	N/A	IEP mandated only	IEP mandated only	IEP mandated only	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.

Reminders

NYSAA students can be identified by level 1 and level 2 also

Do not write “0” ... write “N/A” or “IEP mandates only”

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>Ex. Wilson Reading /Foundations</p> <p>Ex. Great Leaps Reading</p> <p>Ex. Teacher’s College Resource Library</p> <p>Ex. News-2-You</p>	<p>Small group instruction * 2x weekly * During Teacher Professional Period ~ Wilson Reading and Foundations – A structured multisensory reading, spelling and phonics program that builds necessary phonetical skills.</p> <p>One – to – One * 3x weekly * During Teacher Professional Period ~ Great Leaps Reading – Students work individually with a teacher to help students develop phonics skills, master high frequency sight words, and build reading fluency in their reading.</p> <p>Small group instruction * 5x weekly * During Reading Workshop Professional resources which provide teachers with proven instructional strategies to help improve student learning. These texts address a variety of reading skills in grades k-8.</p> <p><i>News-2-You:</i> A leveled interactive online newspaper incorporating science and social studies lessons using SymbolStix.</p>
<p>Mathematics:</p> <p>Ex. Everyday Math games</p> <p>Ex. Great Leaps Math</p> <p>Ex. Touch Math (Innovative Learning)</p>	<p>Small group instruction * 4x weekly * during the math block</p> <p>Everyday Math games: drill exercises aimed primarily at building fact and operations skills.</p> <p>Great Leaps Math: focuses on building fluency in basic facts such as addition, subtraction, multiplication and word problems.</p> <p>Touch Math: Math program used specifically for our Alternate Assessment population. This program recognizes a child’s natural pattern of counting by highlighting touch points on each number reflecting the value. It addresses all math concepts.</p>

Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

Type of Program: ___ Bilingual ___x___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 31
(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:
 - 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).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs 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.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- 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.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- 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.

P369K has a freestanding push-in/pull-out program which is administered both at the main school and at various off-sites (P.5, P67, MS117, Adams Street, George Westinghouse, P261). The total school population is 553 special education students. The ethnic breakdown of this number is as follows: Native American=5, Asian=7, Hispanic=155, Black=338, and white=48. At this current point in the 2008-2009 school year, P369K is serving 31 ELL students. ELL students represent 5.6% of the total student population of the school. We have 2 ELL students in kindergarten, 4 ELL students in first grade, five ELL student in fourth grade, ten ELL students in sixth grade and ten ELL student in seventh grade. These students are served by Jeremy Booth, an ESL teacher certified under the Hunter College Practicum Program.

In respects to testing and testing outcomes there were twenty-one students tested on the NYSESLAT. Sixteen scored as beginners, three as intermediate, and two as advanced. We have 14 alternate assessment ELL students in the program. These students are assessed through the use of Data folios, direct and indirect observations, and overall performance in mastering the four language skills of reading, writing, listening, and speaking by achieving short and long term ELL IEP goals. For students tested on the NYSESLAT, it appears that, regardless of the grade level, all students performed better in the speaking and listening tests than they did in the reading and writing tests.

The school leadership team and teachers use the ELL Interim Assessments as a means to determine student's strengths and weaknesses in ELA skills and content areas. We use it to determine the type and duration of service as well for scheduling purposes. Assessment is applied to both standard assessment and alternate assessment students. Mr. Booth uses this information to help ELL students improve in specific areas of the English language.

The implications for the school's LAP and instruction is that the teacher provide the ELL students service through a push-in and pull-out program. This will improve professional collaboration between the ESL teacher and the classroom teacher and students can continue to receive content area instruction. This will improve the quality of instruction by allowing team-teaching and permitting the ELL student to remain in the classroom at times and also allow the flexibility to be outside of the classroom during pull-out sessions. Pull-out sessions permit the ESL teacher to work with a student individually or in a small group. Student regrouping, according to proficiency level and/ or grade level, will also allow ELL students to be serviced together as a group. Presently, we do not have any SIFE students.

Some students who are newcomers to our school receive tutoring, scaffolding, and some receive native language instruction, as they are scheduled to attend Spanish classes. They are also provided an alternate placement paraprofessional who speaks the students primary language. Students who reach proficiency on the NYSESLAT receive one year of additional services as a means to facilitate the students transition to a curriculum consisting completely of native-language, content-based instruction. We assure that students receive the mandated number of instructional minutes by reviewing and modifying the ESL teacher schedule to accommodate mandated ELL services. School administration supervise and review all ELL students' services through attendance records, direct supervision, and meeting with both the ESL teacher and classroom teachers.

Explicit ESL and Explicit ELA are delivered in our program by providing one unit of ELA for one year. Students are being fully served through a "push and/ or pull out" program. Some of the instructional materials we use are Santillana Intensive English, Power Up! Building Reading Strength, and Voices of Literature.

Staff Development: During the 2008-2009 school year staff development includes issues pertaining to ELL students such as interpretation and translation services for parents and students, NYS ESL Standards, NYSESLAT testing of ELL students with Autism, Alternate Assessment strategies, incorporation of technology in the ESL curriculum and content areas, and best practices in the ESL classroom. P369K's teachers and

paraprofessionals receive support from our district instructional coaches. In addition, we ensure the attendance of administrators, our ESL teacher, classroom teacher, and / or paraprofessionals at district, city, and state wide conferences/ workshops focusing on the education of ELLs.

ESL: Beginning and intermediate ELL students receive two units of ESL and NYSAA students receive one unit of ESL as per CR Part 154. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology.

Parent Choice: Parents are informed of their child's academic progress and status in our ESL program through various means. In September parents are sent a detailed letter about our ESL program and are encouraged to visit the school throughout the school year. Parents are informed of their options during the Educational Planning Conference at the CSE level. Ongoing progress reports are given during parent-teacher conferences and I.E.P. meetings. We also encourage parents to attend the yearly ELL Parent Conference which also allows parents an opportunity to keep informed of the current ELL programs which are offered throughout the district and schools. The parent coordinator at our school also provides vital information to our parents of ELL students through our monthly news letter which is distributed to students and parents.

Content Area: The ELL teacher collaborates with the classroom teacher to plan and implement lessons in content areas which incorporate modeling, ridging, and scaffolding. Classroom teachers and paraprofessionals are trained and kept informed of ELL strategies approaches by the ESL teacher during professional development meetings and turnkey meetings held during prep periods. Both ESL and classroom teachers work collaboratively to plan and implement IEP goals in content areas i.e. math, science, social studies, and ESL for short term and long term IEP goals. All students receive instruction according to current ESL methodologies. Content area instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math.

Plan for Academic Language Development: Mr. Booth will focus on each student's strengths and weaknesses in language development. Using the NYSESLAT scores as a benchmark the ESL teacher can focus on particular areas that the student needs reinforcement in i.e. reading, writing, listening, speaking, and content areas. The teacher uses a variety of ESL instructional methodologies and strategies to help the student improve their language development.

Strategies for SIFE: Currently we have no new comers or SIFE students but at such time we will support a student by providing tutoring, buddy system, and instruction in content areas in the student's native language.

Long Term ELLs: Our long term ELLs will not reach proficiency due to the severity of their disabilities. They will continue to be supported through the communication and technology components of their programs.

Alternate Placement: Students in alternate placement are assessed through the use of classroom data folios, classroom observations, and mastery of short and long term IEP goals in ELA and other content areas. They receive instructional support from an alternate placement paraprofessional who speaks the child's native language.

Use of Native Language for ESL students: Students are given the freedom and opportunity to access a variety of books in their native language from our ESL library, as research demonstrates that strong L1 literacy skills translate into strong L2 literacy skills. Lessons are always administered in English, but when a student requires accommodation in their primary language, Mr. Booth relies on his understanding of foreign language to help the student as much as possible. Mr. Booth This accommodation of native language is eventually phased out as the student becomes more proficient in English.

Explicit ESL: Students who reach the advanced level in ESL are serviced for one year at their school as a means to facilitate the student's transition to a regular monolingual classes.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: __Coy L Cox, P.369K__ District __75__

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
n/a	1	n/a	n/a	n/a	n/a	1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 75

School Building: P.369K, Coy L. Cox

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20 To: 9:25	Woodshop	Social Studies	ESL	Woodshop	Career Development
2	From: 9:25 To: 10:10	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
3	From: 10:10 To: 10:55	Reading Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
4	From: 10:55 To: 11:40	ESL	Spanish	Step	Math Games	Science
5	From: 11:40 To: 12:40	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
6	From: 12:40 To: 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
7	From: 1:30 To: 2:15	ESL	Art	ESL	Technology	Clubs
8	From: 2:15 To: 3:10	Spanish Bussing	Science	Science	PE	Test Prep
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

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
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	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) K-12 Number of Students to be Served: 18 LEP 13 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

LEP students are taught in a push-in, pull-out model. 31 students are served at all grade levels. Instruction takes place in English, five days a week. Teacher (Jeremy Booth) is certified by Hunter College's Practicum program. Approached and techniques include CALLA, TPR, instruction through music, etc. Smartboards and PCs are two types of technology used in lessons.

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.

I have signed up for a total of 13 professional development seminars offered by District 75 for ESL teachers.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data and methodology used were the "School Ethnic Survey Report" and I.E.P. data. Parents of ELLs, who do not speak English, were also identified at our Parent-Teacher conferences and PTA 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.

P.369K determined that our school's written translation needs could be addressed by a team of staff members who were fluent in a parent's native language. Oral interpretation needs are similarly determined and addressed by staff who speaks a parent's native language. Staff and parents were notified in writing that a "translator and oral interpretation team was available as needed.

Part B: Strategies and Activities

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

All translation services will be provided in-house. Parents who need this vital service can access our website, which has multilingual capabilities, to stay informed. We will also provide all letters, memos and reports as needed and requested.

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.

All services will continue to be provided by staff and if possible by parent volunteers. Oral interpreters will be provided at all meetings and workshops as well as by phone or e-mail.

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>.

Identified parents will be informed, via e-mail or in writing of our translation and interpretation services throughout the school year.

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: _____ **SURR¹ 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.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds

upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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 administration of P.369K will review the findings and identify the areas that are relevant to our school. We will share the findings with the school community during our weekly grade level meetings, parent meetings, SLT meetings and school-wide faculty conferences.

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

Applicable Not Applicable

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

P.369K follows a standards-based curriculum for all standard and alternate assessment students. Following curriculum maps that are aligned to the state standards tend to be challenging for our teachers as there is a need to differentiate the instruction for each and every student. Our standardized assessment students have learning disabilities in addition to their severe emotional disabilities and may be functioning sever year below grade level. Our alternate assessment students are also cognitively delayed. They also follow the guidelines set by the state. We also find the areas noted in the report to be challenging for our teachers. They struggle to find the balance in providing appropriate standards based instruction while still supporting the diverse learning needs of their students. They continue to use formative and summative assessments to gain additional insight into the strengths and weaknesses of their students.

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.

We will continue to collect and analyze data on all of our students. We will look for trends in the data and provide support for our teachers in order to support the needs of the students. P.369K serves students with special needs. Being that the majority of our students perform several years below grade level, we recognize that they may not reach proficiency on NYS assessments at the appropriate time. However, they may eventually reach proficiency at a slower pace. This is most likely recognized by the city and state as they are entitled to remain in school until they are 21 years old. If a uniform, standards-based curriculum that addressed the needs of severely cognitively delayed students was available this would be extremely helpful to us |

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of

acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

The administration of P.369K will review the findings and identify the areas that are relevant to our school. We will share the findings with the school community during our weekly grade level meetings, parent meetings, SLT meetings and school-wide faculty conferences.

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

Applicable Not Applicable

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

P.369K follows a standards based curriculum for all standard and alternate assessment students. Our standardized assessment students have learning disabilities in addition to their severe emotional disabilities and most are performing several years below grade level. Our alternate assessment students are also severely cognitively delayed. Math is an area that tends to build upon itself and the skills taught early on are necessary in later years. Our teachers are required to differentiate instruction for all of their students. They are given the curriculum set forth by the state and city, ex. Math A, Integrated Algebra, Impact Math, Everyday Math and have to recreate it in order to support their students. They also use the information obtained through formative assessments to identify areas of need for their students.

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.

We will continue to provide our teachers with the latest curriculum and standards set forth by the state. It is challenging for us when the core programs change as we have spent so much time planning for differentiation based on one program and then the program changes. It would be helpful to receive standards based instruction curriculum guides that also address the needs of special education students performing far below grade level. We will encourage our teachers to share strategies that they have found to be successful with each other during grade level meetings.

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.

The administration of P.369K will review the findings and identify the areas that are relevant to our school. We will share the findings with the school community during our weekly grade level meetings, parent meetings, SLT meetings and school-wide faculty conferences.

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

Applicable Not Applicable

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

The report supports areas of need that our school exhibits. We follow a standards-based curriculum for all standardized- assessment students. Curriculum maps that are aligned to the state standards has been, and continues to be a challenge to differentiate the curriculum and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes. We implement the K-8 Units of study for literacy in addition to the Workshop Model. These programs are modified and adapted to meet the individual learning styles of our students.

P369K also serves students with significant cognitive delays who also follow the guidelines set forth by the State. The school utilizes assessments designed for students with severe disabilities. These assessments drive instruction (IEPs) and are based on individual needs. A functional curriculum facilitates academics and increases independence for our students. ELL students still require the same programs to improve their communication and language skills but teachers infuse ELL techniques into their instruction to facilitate and enhance instruction. We have seen that the results of NYSAA demonstrate this. The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program

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.

P.369K has begun to focus on towards more intense data analysis. P369K will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve are all special needs and the majority of these students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NYS exams; however these students will eventually achieve standards at a different pace and since they are able to be in school until age 21 we believe that this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Touch Math and Able Net, to address these issues.

2B – Mathematics Instruction

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

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

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

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

The administration of P.369 K is a multi site organization made up of lead teachers and administrators who will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletter and on the school website. Curriculum meetings occur monthly at each site and are shared at biweekly cabinet meetings with the administrative team, coaches and lead teachers. In addition the administrative coordinator monitors and coordinates the ELL program for the entire organization. Information is then shared with parents at the monthly the SLT and PTA meetings.

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

Applicable Not Applicable

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

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.

P.369 K has begun to focus on more intense data analysis. P.369K will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve are all special needs and the majority of these students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NYS exams; however these students will eventually achieve standards at a different pace and since they are able to be in school until age 21 we believe that this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Touch Math and AbleNet, to address these issues.

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.

The administration reviews the reasons why teachers chose to transfer to other schools outside the DOE. Teacher turnover is not an issue at P.369K. The core teachers have been here and are planning to remain.

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

Applicable Not Applicable

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

A review of the staffing finds that there is very little teacher turnover. P.369K opened up 2 sites in September 08, so 10 teachers were hired.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The administration of P.369K reviews the findings and identifies the areas that are relevant to our school. We share the information with all in the school community.

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?

District 75 has a very effective ELL office and our ESL teacher takes advantage of all the Professional Workshops. Also, a District ELL coach is assigned to this school for Professional Development.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

P.369K continually analyzed data on IEPs, formative assessments and NYSAA for all students. Data is taken on individual goals and objectives and monitored by site based supervisors. The NYSESLAT is not an effective tool to assess severely disabled students and the scores do not reflect student learning.

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?

NYSESLAT scores for severely disabled students are either very low or non-existent since our students are either functioning 2 to 3 grade levels below or are unable to do this type of test. Students do score well on the NYSAA, usually a 4 or high 3 result. Individual data based on IEP goals remain the best indicator for success with our students.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The academic cabinet of P.369K is a multi site organization made up of lead teachers and administrators who will review the findings and identify the areas that are relevant to our students. The administration will

share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletter and on the school website. Curriculum meetings occur monthly at each site and are shared at biweekly cabinet meetings with the administrative team, coaches, and lead teachers. Information is then shared with parents at the monthly SLT and PTA meetings.

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?

At P.369K we are well aware of the NYSED Part 100 regulations and the courses we are required to offer our students to meet graduation requirements. Every one of our standardized assessment students is special needs and has an IEP. Our teachers are challenged with providing standards based content area instruction to students that perform far below grade level. We offer our students the same courses that are offered in general education, the seven core areas and regular high school curriculum .

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.

We will continue to refer to the NYSED Part 100 regulations when it comes to coursework for standardized assessment students. As the state updates the curriculum/course, ex. transitioning from Math A to Integrated Algebra we will offer our teachers Professional Development in that area.

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

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

Please respond to the following questions for Key Finding 7:

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

All students who participate in or NYSAA are not affected by promotion criteria since they are not graded. All students in standardized assessments have modified promotional criteria to meet the goals indicated on their IEP's. In addition all teachers must provide a behavior intervention plan and functional behavioral assessment for each student prior to completing student IEPs.

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?

While schools are proficient in providing students with the accommodations for assessment (as per Page 9), teachers often have difficulty in the classroom environment to continually provide accommodations during instructional time as well as on classroom assessment. There is also a discrepancy between the IEP goals (along with modified promotion criteria) and the assessed grade level content.

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.

Teachers and paraprofessionals regularly provide accommodations to students during the lessons in class. Paraprofessionals will assist with small group instruction under the teacher's supervision so that a variety of accommodations are met and all students receive equal instructional access during a lesson.

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 1st and 2nd 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: