



**P35M-MANHATTAN HIGH SCHOOL**

**2008-09**

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

**SCHOOL: (DISTRICT 75/ MANHATTAN/ 75M035)**  
**ADDRESS: 317 WEST 52<sup>ND</sup> STREET**  
**TELEPHONE: (212) 247-4307**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 35      **SCHOOL NAME:** Manhattan High School

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

**SCHOOL ADDRESS:** 317 West 52<sup>nd</sup> Street

**SCHOOL TELEPHONE:** (212) 247-4307      **FAX:** (212) 315-2814

**SCHOOL CONTACT PERSON:** Marta Barnett      **EMAIL ADDRESS:** mrojo@schools.nyc.gov

**POSITION/TITLE : PRINCIPAL**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Marta Barnett

**PRINCIPAL**      Marta Barnett

**UFT CHAPTER LEADER**      Francis Grant

**PARENTS' ASSOCIATION  
PRESIDENT**      Deanna Riddick

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

**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
Marta Barnett	*Principal or Designee	
Francis Grant	*UFT Chapter Chairperson or Designee	
Deanna Riddick	*PA/PTA President or Designated Co-President	
Rhonda Sally	Parent	
Brenda Gibbs	Parent	
Margarita Roulhac	DC 37 Representative, if applicable	
Margaret Martinez	Student Representative, if applicable	
Roberto Cancel	Social Worker	
Jean Darbouze	Counselor	
Pamela Lopez	CBO Camp Vacamas	

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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P.35M: Manhattan High School is an elementary-high school with 300 students from Kindergarten through grade 12. The school operates over two sites in Manhattan. The main site serves students from grade 9 through grade 12. The second site is a day treatment center in a hospital setting and serves students from kindergarten through grade 12. Virtually all students have severe emotional and behavioral needs.

P.35M is comprised of a diverse student population. During the 2007-2008 school year 48.5% of the student body was African American, 45.5% was Latino and the other 6% is a mixture of several other ethnicities. School population is 78% male and 22% female.

The school offers a diverse education to students with special needs. Standardized assessment students receive differentiated instruction to teach them the city curriculum at their functioning level. High School students in need of credit accumulation are able to participate in the school's extended day program. These students take credit bearing classes after normal school hours in an effort to graduate in a timely manner. Students are also exposed to a wide variety of vocational opportunities. P.35M offers vocational classes in Digital Photography, Culinary Arts, Cosmetology, and Auto Mechanics. The culinary arts program just recently received a Lowe's Toolkit for education grant. These funds assisted the school to make over the culinary classroom, providing the students with state of the art equipment. These classes, coupled with the work of a job developer, have led to work opportunities while in school, as well as successful transitions after high school.

Students at P.35M have the opportunity to participate in an assortment of extracurricular activities. The school fields PSAL teams in Boy Basketball, Girls Basketball, Flag Football, Bowling, and Softball. Over the past year and a half twenty five juniors and seniors have had the opportunity to participate in the College Now program. These students have taken classes at John Jay College alongside students from general education high schools. Currently, Camp VACAMAS through the United Way offers after school for students at the main site. These students work on team building, interpersonal relationships, self esteem, as well as homework help. Twice a month Camp VACAMAS takes students camping overnight in New Jersey.

Teachers at P.35M are provided opportunities to improve their instructional practice. Teachers participate in content area and grade level meetings with in the school. At these meetings the teachers review best practices and ways to drive successful instruction. The staff also regularly attends professional development given by school staff and throughout the city. Currently numerous teachers in the building are mentored by school and district based staff.

P.35M endeavors to provide the best possible education for standardized assessment students with special needs. A committed teaching staff endeavors to reach each student's individualized educational needs. Strong teaching and an engaging curriculum make P.35M a positive place for students to learn and grow.

## **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.

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***Please see attached file.***

## **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?
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The School Leadership Team, the Administrative Cabinet and members of the UFT at P35M reviewed the SCEP goals and action plans set forth for the 2007-2008 school year. The educators at P35M also reviewed the areas of the school that need to be developed more fully. The members of the CEP team also reviewed the 2007-2008 Quality Review, all Learning Surveys, Scantron Assessments, State Assessments, and reviewed grants received. In addition, the team analyzed the results of the inquiry team and relevant teacher made assessments.

### **Performance Trends**

Based on a reviewed data the SCEP committee P35M found that the school has made positive gains in both Math and ELA for students in Standardized Assessments classes. After reviewing the students Math and ELA levels on CAP as well as analyzing the students past State Assessments on the ITT Inquiry Tool it was discovered that the average student enters the school at least two grade levels behind their chronological age. Careful review indicates that functioning levels of student enrolled at the school have improved in both Math and ELA. Students in the 11<sup>th</sup> grade during the 2007-2008 school year, had an average reading level of 6.2. At the end of the school year 2007-2008, the 11<sup>th</sup> grade had an average reading level of 7.0 as assessed on Scantron. Students in the 10<sup>th</sup> grade entered the 2007-2008 school year, with an average math level of 6.4. At the end of the school year 2007-2008, the 10<sup>th</sup> grade had an average reading level of 7.2 as assessed on Scantron. Careful review indicates that student functioning levels have improved in both Math and ELA with several student groups progressing.

The Inquiry Goals focused on improving the math functioning level for standardized assessment student enrolled in the 9<sup>th</sup> grade for the first time. Data from Scantron indicates that the average student in the Inquiry Group improved their math functioning level by 2.06 years. Even with clear student improvement both Math and ELA must be school wide focus because of the baseline data for students entering the school.

The school targeted standardized assessment student enrolled in the 9<sup>th</sup> grade for the first time through the Talent High School Developmental Model. The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. The number of students receiving the requisite number of credits to move to the 10<sup>th</sup> increased by twenty five. The number of students receiving the requisite number of credits to move to the 10<sup>th</sup> grade more then doubled. P35M must continue to monitor and support this group as they approach graduation.

P. 35M has implemented many steps to improve student attendance. These actions have included a phone auto-dialer which has improved communication with student's homes, targeting students in need of attendance intervention by daily review pertinent data and improving after school programs. Attendance for the 2008-2009 school has increased by 16% from 2003-2004. Even with targeted attendance programs the schools attendance is still below the city's mandated 90%. The school must continue to improve the school wide attendance percentage.

The school continues to improve student involvement in the educational decisions that affect their lives. As evidenced by the Quality Review the school must continue to work and engaging and providing students to participate in the creation of their learning environments.

Therefore, based on the data reviewed, P35M decided to focus on the following areas:

- Math: With the use of the ITT Inquiry Tool it was established that 99% percent of students entering P35M for the 2008-2009 school year scored level 1 or 2 on standardized math assessments.
- ELA: Careful review of ELA ATS data indicated an area where improvement could be made in ELA. ATS indicates that the average student enters P35M significantly below grade level in ELA.
- Credit Accumulation: As seen through HSST, significant gains were made in credit accumulation for students that were enrolled in the 9<sup>th</sup> grade for the first time during the 2007-2008 school year. P35M believes that this group of students must be closely monitored and sported as they continue through high school.
- Attendance: ATS indicates that student attendance improved during the 2007-2008 school year. P35M endeavors to continue to improve the school wide attendance percentage.
- Student Involvement: The 2007-2008 Quality Review indicates that students need to be more involved in setting their own goals. The school must create settings where students can discuss their needs.

Listed are some of P35M's greatest accomplishments over the past years:

- Receiving the rating of Well Developed during both the 2006-2007 and the 2007-2008 Quality Review.
- A continued level of low teacher turnover.
- A significant increase in student involvement in college preparatory programs. A significant increase in students attending college.
- Recipient of Lowe's Toolkit for Education Grant which was used to rebuild the culinary arts classroom. .
- An increase in the number of students progressing to the 10<sup>th</sup> grade.
- An increase of the number of vocational opportunities offered by the school.

Some barriers include but are not limited to:

- An open register, which creates an influx of students throughout the school year.
- The influx of students requires the constant readjustment of classes.
- The new classes require the teachers to continuously change the way the approach lesson planning.
- Lack of records and accurate data for students arriving from programs outside the New York City school system.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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1. By June 2009, standardized assessment students passing the Math Regents or RCTs will increase by 5% as reflected in HSST and ATS.
2. By June 2009, standardized assessment students in grade 9 for the first time will increase their reading level by 70% of a grade level as assessed by Scantron.
3. By June 2009, the number of 10<sup>th</sup> grade students accumulating a minimum of 20 credits, will increase by 10% as reflected in HSST and ATS.
4. Student attendance will increase by 3% by June 2009 as reflected in ATS.

## 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):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, standardized assessment students passing the Math Regents or RCTs will increase by 5% as reflected in HSST and ATS.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Meet with School Leadership to develop action plan.</li> <li>▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline.</li> <li>▪ Meet with Inquiry Team and other subject area teachers to review data.</li> <li>▪ Monitor student performance through Data Analysis.</li> <li>▪ Periodic assessment through Scantron and ARIS.</li> <li>▪ Provide needed professional development to further classroom instruction.</li> <li>▪ Provide continued support to schools on instruction of Integrated Algebra and Geometry.</li> <li>▪ Provide ongoing support to teachers on Math Regents/RCTs preparation</li> <li>▪ To provide professional development to the P35M School Professional Learning Team to plan and deliver ongoing staff development in “writing in the content area – math”</li> <li>▪ On-site assistance by the District 75 coach and P35M school based coach in the implementation of methodologies and the use of manipulatives to develop mathematical thinking skills</li> <li>▪ Agendas</li> <li>▪ Planning notes</li> <li>▪ Data – Teachers will regularly analyze student performance and correlate instruction to ensure student learning.</li> <li>▪ Math professional development to further instruction</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Funded by Tax Levy Money</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Teachers will use data from standardized tests, in-class performance assessment, student work, observation rubrics, Math Workbooks and Notebooks and other sources to monitor student growth and progress</li> <li>▪ Standardized assessment students passing the Math Regents or RCTs will increase by 5% as reflected in HSST and ATS.</li> <li>▪ School Inquiry Team will use data to understand each students next learning steps to improve each student’s learning.</li> <li>▪ To support teachers in collaborating and showcasing student work as demonstrations of increased performance in Math.</li> <li>▪ Standardized assessment students will show increase of 16% on each of the five Scantron tests.</li> </ul>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, standardized assessment students in grades 9 for the first time will increase their reading level by 70% of a grade level as assessed by Scantron.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>▪ Meet with School Leadership to develop and implement action plan.</li><li>▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline.</li><li>▪ Meet with Inquiry Team and other subject area teachers to review data.</li><li>▪ Monitor student performance through Data Analysis.</li><li>▪ Periodic assessment through Scantron and ARIS.</li><li>▪ Provide needed professional development to further instruction.</li><li>▪ Strengthen teacher's analysis of data and students work to identify students most "at risk" for the provision of intensive academic interventions to include the school wide administration of the Scantron and teacher informal assessment to identify students for participation in the Wilson Reading/Language Program, Read 180, and Ramp-Up To Literacy for students in Grades 9 -12 in Standardized Assessment programs identified for AIS to help meet specific promotion requirements.</li><li>▪ Support and strengthen the implementation of the Wilson Reading/Language Program, Read 180, and Ramp-Up To Literacy for students in Standardized Assessment programs who are identified for AIS.</li><li>▪ Professional development for School Instructional Teams, including administrators, school based coaches, lead teachers on the P35M Units of Study, Reading and Writing Workshop and protocols for conducting walkthroughs and observations and protocols for examining student work based upon the Performance Standards and the Principles of Learning</li><li>▪ Support students in developing skills needed to become confident efficient test-takers, inclusive of study skills</li><li>▪ Agendas</li><li>▪ Planning notes</li><li>▪ Data – Data Analysis</li></ul>

	<ul style="list-style-type: none"> <li>▪ Literacy professional development to further instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Funded by Tax Levy Money</li> <li>▪ Professional development and technical support on the use of the classroom libraries, including leveling of the books to promote Independent Reading and support effective implementation of the P35M Units of Study</li> <li>▪ Professional development for School Instructional Teams, including administrators, school based coaches, lead teachers on the District 75 Literacy Initiatives, P35M Units of Study, Reading and Writing Workshop and protocols for conducting walkthroughs.</li> <li>▪ Ongoing assessment of students, inclusive of Regents, RCTs, Running Records, ARIS and Scantron Reports to inform instruction and observations and protocols for examining student work based upon the Performance Standards and the Principles of Learning.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Student grades 9 will increase their reading level by 70% grade level as assessed by Scantron.</li> <li>▪ Students should see an increase of 16% on each of the five Scantron tests.</li> <li>▪ Collaborating and showcasing student work at the District 75 Literacy Fair and Poetry Slam, Arts Festival, and displays of exemplary writing projects as demonstrations of increased performance in ELA.</li> <li>▪ To support teachers in collaborating and showcasing student work as demonstrations of increased performance in ELA</li> <li>▪ School Inquiry Team will use data to understand each students next learning steps to improve each student's learning.</li> </ul>

**Subject/Area (where relevant):** Credit Accumulation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the number of 10<sup>th</sup> grade students receiving at least 20 credits, will increase by 10% as reflected in HSST, ARIS, ATS and Report Card.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Meet with School Leadership to develop action plan.</li> <li>▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline.</li> <li>▪ Meet with Inquiry Team and other subject area teachers to review data.</li> <li>▪ Monitor student performance through Data Analysis.</li> <li>▪ Periodic assessment through Scantron and ARIS.</li> <li>▪ Provide needed professional development to further instruction.</li> <li>▪ Monitor student credits through HSST, ARIS and ATS.</li> <li>▪ P35M Extended Day Program provides students to accumulate extra credits in all subject areas.</li> <li>▪ Targeted and differentiated instruction created to meet the student at their functioning level.</li> <li>▪ Agendas</li> <li>▪ Planning notes</li> <li>▪ Data – Data Analysis</li> <li>▪ Literacy, Math, Social Studies, and Science professional development to further instruct</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Targeted instruction from Scantron</li> <li>▪ Counseling</li> <li>▪ Grade Meetings</li> <li>▪ HSST Scheduling and Credit Tracking System</li> <li>▪ ARIS Teacher Based Observation System</li> <li>▪ Various ATS Reports</li> <li>▪ Funded by Tax Levy Money</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>▪ 10<sup>th</sup> grade students will show improvement in the area of accumulating at least 20 credits by showing a gain of 10% by June 2009 as evident in HSST, ARIS, ATS and school report card.</li><li>▪ Interim report cards will be monitored to show that an increase of 10% of the 10<sup>th</sup> grade students are passing at least five classes each marking period</li><li>▪ 10<sup>th</sup> grade students will show improvement in the area of accumulating at least 14 credits by showing a gain of 10% by January 2009 as evident in a custom report on HSST</li></ul> <p>Teacher assessments indicative of student's academic success.</p>
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**Subject/Area (where relevant):** Student Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Student attendance will increase by 3% by June 2009 as reflected in ATS.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Meet with School Leadership to develop action plan.</li> <li>▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline.</li> <li>▪ Meet with Inquiry Team and other subject area teachers to review data.</li> <li>▪ Meet with Attendance Staff to review student attendance and biographical information</li> <li>▪ Monitor student performance through Data Analysis.</li> <li>▪ Periodic assessment through CASS System, HSST and ATS.</li> <li>▪ Provide needed professional development to further instruction.</li> <li>▪ Monitor student attendance through CASS System, HSST and ATS.</li> <li>▪ Monthly attendance reports to parents</li> <li>▪ Daily absent and late call through Auto Dialer</li> <li>▪ Guidance Counselors monitor and intercede with problematic attendance</li> <li>▪ Agendas</li> <li>▪ Planning notes</li> <li>▪ Data – Data Analysis</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ School Messenger Auto Dialer</li> <li>▪ CASS Monitoring Attendance System</li> <li>▪ Various ATS reports</li> <li>▪ Funded by Tax Levy Money</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Student attendance will increase by 3% by June 2009 as reflected in ATS.
- Student attendance will be monitored daily on ATS
- At the start of each month during the 2008-2009 school year the attendance percentage will be compared to the its compatriot for 2007-2008. An increase of at least 3% should be seen for the current month.
- P35M will address attendance improvement through the mail
- Collaboratively working with administrators, teachers and staff working the phones.
- Utilizing the School Messenger accessing the auto dialer program connects P35M with our students' parents every day
- Identifying and updating students with non-working telephone numbers.
- Expanding the usage of the School Messenger program by utilizing the program to:
  - 1) Contact all students who are absent or late each day.
  - 2) Contact parents with weekly attendance updates...both positive and negative.
  - 3) Relay school messages about upcoming meetings, exams and school events

## **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	0	0	N/A	N/A	0	0	0	0
1	2	2	N/A	N/A	2	2	2	0
2	2	2	N/A	N/A	2	2	2	0
3	1	1	N/A	N/A	1	1	1	0
4	4	4	4	4	4	4	4	0
5	5	5	5	5	5	5	5	0
6	3	3	3	3	3	3	3	0
7	4	4	4	4	4	4	4	0
8	2	2	2	2	2	2	2	0
9	44	44	44	44	44	44	44	0
10	86	86	86	86	86	43	86	0
11	15	15	15	15	15	5	15	0
12	0	0	0	0	20	7	20	0

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b> Wilson</p> <p>Read 180</p> <p>Writing Express (WEX)</p> <p>Talent Development H.S. – Strategic Reading</p> <p>Before and After school Programs</p> <p>National Organization on Disability (NOD), Start on Success Program (SOS) and New York University Hospital Centers</p> <p>Camp Vacamas After School Program</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</li> <li>▪ Read 180 teaches sight word fluency, oral expressive language development, comprehension, print knowledge, spelling, handwriting, vocabulary development, critical thinking, listening skill, strategies for decoding multi-syllabic vocabulary words, fluency, content-area reading and writing, multi-sensory strategies for narrative, persuasive and expository writing.</li> <li>▪ The WEX Skill-Building Curriculum breaks down the complex challenge of teaching writing into a sequence of clearly defined skills. Teachers collect classroom data, analyze student work, diagnose strengths and weaknesses, target specific skills for improvement, and continually assess each student’s progress.</li> <li>▪ The Strategic Reading (SR) is for students that face serious problems with student attendance, discipline, achievement scores, and dropout rates. Strategic Reading (SR), aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. By using a balanced-literacy approach, SR teachers help students to build skills and strategies that they may have missed. Additionally, students have opportunities to relate prior knowledge and experience to texts so they are better able to understand how reading applies to their own lives and future learning.</li> <li>▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in ELA, especially their weak areas.</li> <li>▪ A collaborative comprehensive academic and vocational program. The program offers students with an early introduction to the workplace and enables them to learn skills that will allow for a future of independence and self sufficiency. It also demonstrates to employers that our students can become highly valued resources in the workplace.</li> <li>▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned</li> </ul>

<p>Test Prep Strategies: GED, RCT, Regents, PSAT &amp; SAT</p> <p>Community-Based Vocational Instruction (CBVI)</p> <p>Content through Career Development and Occupational Studies (CDOS)</p> <p>Life Skills/ADL</p> <p>SmartBoards Multi-Media Room and Library Apple Laptop Carts</p>	<p>with the NY State's ELA academic content standards.</p> <ul style="list-style-type: none"> <li>▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State ELA Regents, RCT Reading and Writing, PSAT and SAT.</li> <li>▪ Assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences</li> <li>▪ Offers academic support, career and education exploration, work preparation, skills development, and internships.</li> <li>▪ In-depth job readiness and career exploration opportunities designed to enhance the academic components</li> <li>▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>
<p><b>Mathematics:</b></p> <p>Accelerated Math</p> <p>Math Steps</p> <p>Hot Words, Hot Topic</p> <p>Algebra-to-Go</p> <p>Geometry-to-Go</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ Format enables struggling students to master skills: includes test prep, problem solving, understanding key math concepts, geometry and pre-algebra/algebra, math reasoning and higher order thinking,</li> <li>▪ Drill and practice of basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, percents</li> <li>▪ Short format practice of math terms and concepts to help build mathematics literacy</li> <li>▪ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain algebraic concepts</li> <li>▪ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students</li> </ul>

<p>Before and After school Programs</p> <p>Test Prep Strategies: GED, RCT, Regents, PSAT &amp; SAT</p> <p>Camp Vacamas After School Program</p> <p>SmartBoards Multi-Media Room and Library Apple Laptop Carts</p>	<p>understand and retain geometric concepts</p> <ul style="list-style-type: none"> <li>▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in Math especially their weak areas.</li> <li>▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State Regents in Integrated Algebra and Geometry, RCT Math, PSAT and SAT.</li> <li>▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State's Math academic content standards.</li> <li>▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring, Extended Day School</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>
<p><b>Science:</b> FOSS Science Modules: Living Environment Earth Science Biology Health</p> <p>Wilson</p> <p>Read 180</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ FOSS helps develop basic skills within the context of learning science through student readings, science journals, student projects, and the use of mathematics to quantify and communicate results of investigations and experiments. FOSS engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their academic level.</li> <li>▪ Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</li> <li>▪ Read 180 teaches sight word fluency, oral expressive language development, comprehension, print knowledge, spelling, handwriting, vocabulary development, critical thinking, listening skill, strategies for decoding multi-syllabic vocabulary words, fluency, content-area reading and writing, multi-sensory strategies for narrative, persuasive and expository writing.</li> <li>▪ The WEX Skill-Building Curriculum breaks down the complex challenge of teaching writing into a sequence</li> </ul>

<p>Writing Express (WEX)</p> <p>Before and After school Programs</p> <p>Camp Vacamas After School Program</p> <p>Test Prep Strategies: GED, RCT, Regents, PSAT &amp; SAT</p> <p>SmartBoards Multi-Media Room and Library Apple Laptop Carts</p>	<p>of clearly defined skills. Teachers collect classroom data, analyze student work, diagnose strengths and weaknesses, target specific skills for improvement, and continually assess each student's progress.</p> <ul style="list-style-type: none"> <li>▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in Science, especially their weak areas.</li> <li>▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State's Science academic content standards.</li> <li>▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State Regents in Living Environment, RCT Living Environment, PSAT and SAT.</li> <li>▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>
<p><b>Social Studies:</b> Talent Development – Global Studies</p> <p>Before and After school Programs</p> <p>Camp Vacamas After School Program</p> <p>WNET/Thirteen Learning Links</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. All students from grades 9<sup>th</sup> through 12<sup>th</sup> will use a variety of learning skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States, New York and World History. Geography, Civics, Citizenship, Government and Economics are also themes that will be explored.</li> <li>▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in Social Studies, especially their weak areas.</li> <li>▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State's Social Studies academic content standards</li> <li>▪ Internet and cable tv channels, with shows on historical events and persons—often with observations and</li> </ul>

<p>History Channel Learning Links Discovery Channel Learning Links</p> <p>Social Studies Project: Global Studies US History Economics</p> <p>SmartBoards Multi-Media Room and Library Apple Laptop Carts</p>	<p>explanations by noted historians well as reenactments and interviews with witnesses.</p> <ul style="list-style-type: none"> <li>▪ Strategies for organization, building independence and ways to scaffold and support students will be shared. A step by step guide for successful project ideas and implementation will be completed by students.</li> <li>▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring, Extended Day School</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>
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<p><b>Extended Day School Program</b></p> <p>Wilson Reading System</p> <p>Read 180</p> <p>Writing Express (WEX)</p> <p>Public School Athletic League(PSAL)</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ The Wilson Reading System is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling.</li> <li>▪ Student is referred to Read 180. Read 180 is a computerized reading program for students that are reading below grade level. This is a one to one intervention service conducted during school</li> <li>▪ The WEX Skill-Building Curriculum breaks down the complex challenge of teaching writing into a sequence of clearly defined skills. Teachers collect classroom data, analyze student work, diagnose strengths and weaknesses, target specific skills for improvement, and continually assess each student's progress.</li> <li>▪ Student-Athletes must pass 3 out of 4 academic subjects to participate in any PSAL sport. Student-Athletes that are failing must attend the Sports and Arts program to address their weak subject areas. Incentives to play PSAL sports usually make the students strive to do well academically.</li> <li>▪ This program fully funded from the schools budget provided an opportunity for students that were over age</li> </ul>
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<p>Extended Day School Program</p> <p>Camp Vacamas After School</p> <p>Before and After school Programs</p> <p>Test Prep Strategies: GED, RCT, Regents, PSAT &amp; SAT</p> <p>Community-Based Vocational Instruction (CBVI)</p> <p>Content through Career Development and Occupational Studies (CDOS)</p> <p>Life Skills/ADL</p> <p>SmartBoards Multi-Media Room and Library Apple Laptop Carts</p>	<p>and under credited to attend the program and regain academic solvency.</p> <ul style="list-style-type: none"> <li>▪ After school educational services that are additional academic instruction designed to increase the academic achievement of students in schools in need of improvement. The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the State's academic content standards. Camp Vacamas after school program is provided outside of the regular school day. Students with social and academic concerns are recommended for after school; tutoring in all subjects, especially their weak areas. Cultural outings and recreation are also offered.</li> <li>▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in ELA, Math, Social Studies and Science, especially their weak areas.</li> <li>▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State Regents, RCT, PSAT and SAT.</li> <li>▪ Assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences</li> <li>▪ Offers academic support, career and education exploration, work preparation, skills development, and internships.</li> <li>▪ In-depth job readiness and career exploration opportunities designed to enhance the academic components</li> <li>▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>
<p><b>At-risk Services Provided by the School Psychologist:</b> VESID Job Corp Fortune Academy</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ Help students improve literacy skills. This is done one-to-one or in small groups during the school day.</li> <li>▪ Consultation with school administrators concerning appropriate learning objectives for students Planning developmental and remedial programs for and the development of educational experimentation and</li> </ul>

<p>DOOR          Outside counseling referral and case management          Strive Program          Adept Program          I.C.D.</p>	<p>evaluation.</p> <ul style="list-style-type: none"> <li>▪ Conference with parents to assist in understanding the learning and adjustment processes of children.</li> <li>▪ Meeting with community agencies, such as probation departments, mental health clinics, and welfare departments, concerning pupils who are being served by such community agencies.</li> <li>▪ Consultation and supervision of pupil personnel services workers.</li> <li>▪ Psycho educational assessment and diagnosis of specific learning and behavioral disabilities, including, but not limited to, case study evaluation, recommendations for remediation or placement, and behavioral challenges occur, which can lead the problem solving process.</li> <li>▪ This entails: (a) the identification of the problem impeding the student's progress academically and/or socially; (b) analyzing the collected data, and (c) assisting and collaborating in the development of a plan to help the student succeed.</li> <li>▪ Support the staff by developing a progress monitoring process for the student's behavioral support plan.</li> <li>▪ Periodic review of the student's transcripts/ report card with the student to ensure that remediate actions, in terms of referrals and tutoring are taken in a timely fashion.</li> <li>▪ Assist in interpreting disaggregated assessment data and tying it to classroom performance</li> <li>▪ Use of assessment data to improve student learning.</li> <li>▪ Collect and integrate multiple sources of data, how to link data to classroom performance and interventions, and how to interpret and communicate findings regarding data.</li> <li>▪ Help support students and families who require services beyond a school's capabilities by interfacing with community agencies and maintaining a resource list of appropriate services.</li> <li>▪ Help to connect parents with potential resources by making initial contacts with various agencies.</li> <li>▪ Facilitate communication, if student is represented by multiple agencies, between the agencies so that the team works together in order to provide the most comprehensive and supportive services.</li> <li>▪ Involvement of various programs such as the Primary Prevention Program; Student Assistance Programs providing support groups on a variety of topics; various suicide prevention programs; whole class affective education programs; peer counseling programs.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>
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<p><b>At-risk Services Provided by the Guidance Counselor:</b> Public School Athletic League(PSAL)</p> <p>Extended Day School Program</p> <p>Camp Vacamas After School Prog.</p> <p>Educational Training Institute (ETI)</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ Student-Athletes must pass 3 out of 4 academic subjects to participate in any PSAL sport. Student- Athletes that are failing must attend the Sports and Arts program to address their weak subject areas. Incentives to play PSAL sports usually make the students strive to do well academically and socially.</li> <li>▪ This program fully funded from the schools budget provided an opportunity for students that were over age and under credited to attend the program and regain academic solvency.</li> <li>▪ Supplemental educational services that are additional academic instruction designed to increase the academic achievement of students in schools in need of improvement. The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the State’s academic content standards. Camp Vacamas services is provided outside of the regular school day.</li> <li>▪ The Educational Training Institute provides vocational training to special education high school students in the fields of pharmacy technician, hotel operations and customer service &amp; job readiness. The creative and flexible teaching methods of ETI’s instructors assist students in achieving success and reaching their goals by meeting students’ individual learning needs.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring, Extended Day School</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>
<p><b>At-risk Services Provided by the Social Worker:</b> Individual Counseling Group Counseling</p> <p>Individual and group counseling. Referrals to VESID, CBOS, collateral contacts with hospitals, ACS, etc. Consultations with teachers. student-family interviews Case planning/ coordination with ACS and placement prevention service</p>	<p><b>Skills Addressed:</b></p> <ol style="list-style-type: none"> <li>1. During school- Speak to students regarding number of credits they have and what is needed to graduate. Go over RCT and Regents tests which they have passed and what is needed to graduate. Devise strategies for passing classes and tests. Deal with falling and fear of test taking, promote self esteem and quell anxieties. Focus students on career goals and how to meet them.</li> <li>2. During school moderate group sessions where students express academic and emotional issues presenting them from succeeding in school and plan strategies for succeeding. Discuss goals after high school including vocation and higher levels of education.</li> <li>3. Refer students to CIDNY and VESID for vocational training, support and job placement.</li> </ol> <p><u>Modalities:</u></p>

<p>provider agencies.</p>	<ul style="list-style-type: none"> <li>▪ Individual and group sessions.</li> <li>▪ Placement and training in vocational programs and then employment and support even into adulthood if client has disability classification.</li> <li>▪ MHF- Referrals are made for outpatient psychotherapy in the neighborhood of students, based also on their insurance coverage.</li> <li>▪ All services provided in school during schools hours.</li> </ul>
<p><b>At-risk Health-related Services:</b></p> <p>Safe Sex Program</p> <p>AIDS Awareness</p> <p>Health Class</p>	<p><b>Skills Addressed:</b></p> <ul style="list-style-type: none"> <li>▪ School staff provides condoms and appropriate literature to students that are sexually active.</li> <li>▪ The school nurse regularly meets with students to discuss AIDS awareness.</li> <li>▪ Classroom teachers teach a class centered on wellness for students both emotionally and physically.</li> <li>▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</li> </ul> <p><b>Method of Delivery:</b> Classroom setting, small group, one-to-one, tutoring</p> <p><b>When Service is Provided:</b> During school day, Before and After school, Extended day school, and Literacy Lab</p>

**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.

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**Language Allocation Policy**

**School Year 2008 to 2009**

**P35M – Manhattan High School**

**District 75/Citywide Programs**

**Principal-Marta Barnztt**

Language Allocation Policy Committee Members

Vincent J. Maligno, Ph.D., A.P.

Frank DiGiovanni, ESL Teacher

Adelsia Vasquez, Related Services

James Brockett, Parent Coordinator

Deanna Riddick, Parent

P35M-Manhattan High School has a total of 283 students; 13% of students are ELL population (17 students). Out of the 13% of students deemed ELL, 76% speak Spanish 18% Cantonese and 6% French Patoi. One student is in the fourth grade, one is in the seventh grade, one is in the eighth grade, five are in the ninth grade, eight are in the tenth grade, and one is in the eleventh grade. All 17 students' NYSESLAT results were at the beginning level. The ELL students are 12:1:1 standardized assessment students with severe emotional disturbance, except students at the Bellevue hospital setting who are currently in an 8:1:1 setting.

Patterns in Results across Proficiency Levels:

Students' results in the NYSESLAT evidenced a moderate growth in the listening/speaking component of the test from year to year. As per the RLAT report, across the four modalities on the NYSESLAT: nine scored at the Beginner proficiency level, six scored on the Intermediate level, one at the Advanced level, and one tested out, scoring Proficient. P35M-Manhattan High School has one ESL teacher who is fully certified. ESL instruction is provided through both pull out and push in models in order to meet NYS ESL standards, and incorporates ESL strategies such as total physical response, language experience approach, graphic organizers and scaffolding strategies. The pull out program consists of small group

instruction focused on phonemic awareness. The language of instruction of all programs is English. ESL instruction is in alignment with P35M-Manhattan High School's units of studies across curriculum areas (ELA, math, science and social studies). P35M-Manhattan High School has one certified ESL teacher serving all ESL students across two sites. The ESL teacher meets with the principal and school based literacy coach weekly to align instruction with Scantron and ARIS results, in addition to alignment with IEP goals and objectives. School staff takes special measures to construct content that challenges the student at their functioning level utilizing their native language to support instruction in English. Math is a relative strength for ELL students with almost half performing at grade level on New York State Standardized Assessments. All ELL students receive AIS instruction which is evidenced by P35M-Manhattan High School's adoption of the workshop model of instruction across all curriculum areas and the PBIS model of behavior management for students in classrooms; both models emphasize differentiated individualized instruction. All ELL students are provided the opportunity to participate in extracurricular activities which include school assemblies, trips, school festivals, and after school program. Presently, we have no SIFE students. At such time as we do receive SIFE students, we will provide ESL instruction that follows NYS ESL standards and incorporated ESL methodologies and strategies such as TPR (Total Physical Response), The Language Experience Approach, scaffolded learning via graphic organizers, and additional academic assistance by way of AIS, tutoring, the 'Buddy System' and an opportunity to take part in all extracurricular events provided for our ELL students.

#### Materials and Strategies:

Our ESL teacher will use the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher also will use technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

For the seventeen long-term ELL students the ESL and ELA teachers exchange information and materials in addition to the services described in order to bring him/her up to par regarding instructional planning.

The ESL program has implemented English language skills development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required NYSESLAT assessments. Some of the strategies used combine the tenets of ESL instruction and Balanced Literacy:

- Guided reading, shared reading, silent reading, reading aloud
- Writing process
- Hands on projects
- Cooperative learning
- Charts
- Graphic organizers
- Visual aids
- Technology – Computers provide students the opportunity to practice listening, writing, reading, and language development

All of our ESL students will receive the minimum units of instruction mandated under CR Part 154: 540 minutes for Beginners (3 units of ESL instruction), 360 for Intermediate (2 units of ESL instruction), and 180 minutes of ESL (1 unit of instruction) and 180 minutes of ELA (1 unit of

instruction) for Advanced students at the High School level. For our K-8 students in the hospital setting, Beginning and Intermediate level students will receive 360 minutes of ESL instruction (2 units), and Advanced level students will receive 180 minutes of ESL and 180 minutes of ELA..

Instruction for our ELL students is planned in collaboration with content area teachers. This instructional program will be explicitly aligned with mandated New York State ESL and ELA learning standards and content-based learning standards.

In content areas all of our ELL students need extra academic help and will require additional assistance in the form of tutoring and after-school programs. Academic language is developed through content area instruction in ESL. Long term ELL students will be given ESL services as per federal mandates, and will be encouraged to participate on our extracurricular offerings. Students are transitioned out of the program if they score at the proficient level on the NYSESLAT. Once transitioned, they will be provided with a minimum of one year, and up to two years of ESL continued support with our certified ESL teacher, and will also be provided with the opportunity to participate in our Title III after school program and our other extracurricular programs.

To ensure that students meet the standards and pass required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction.

The teacher also uses technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction

As stated in the DCEP, ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi-sensory approaches, Cooperative Learning, the infusion of the arts and the use of technology. The classroom library contains an ample variety of books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

During the school year, Professional Development will be incorporated in workshops that will teach ESL strategies for ELL students. The ESL teacher will be attending the following professional development sessions presented by District 75's ELL office or central: September 19<sup>th</sup>, 2008: Compliance: A Fresh Start, November 13<sup>th</sup>, 2008: Compliance: Bilingual Education Students in BESIS Preparation, and April 2<sup>nd</sup>, 2009: Administration of the NYSESLAT exams.

P35M will also take advantage of the Professional Development offerings from Learning Times that pertain to ESL subjects and issues. The school based literacy coach and subject area teachers will work collaboratively with the ESL teacher in planning PD for our staff, which specifically addresses ELL issues. From these PDs, teachers will learn to plan differentiated lessons which are crafted via the adaptation of content area materials in order to enable comprehensible input and development of academic language. Paraprofessionals are to be included in the professional development. P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Programs. Additionally, P35M will have five 45-minute professional development sessions in which the focus will be bilingual education and ESL services:

- Assessment, Evaluation, and Placement of ELL students (September 2008)
- ESL Methodologies and ESL instruction in the classroom (October 2008)
- ESL Learning Standards (November 2008)
- How to Plan Differentiated Instruction for High School of English Literacy (December 2008)
- Informational Session on NYSELAT (January 2009)

#### **Parent Community Involvement:**

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P035M will offer parents of ELLs on-going information in their home language and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with an assistance of a translator. Our school will periodically describe the program to ELL parents by parent orientation meetings or letters sent home in both their home language and in English. P35M Parent Coordinator and ESL teacher will host several orientation sessions in the Fall and in the Spring for the parents of ELL students. Parents will have the opportunity to ask questions regarding placement and ESL services. Parents who cannot make the sessions can set up an appointment to meet and discuss the program. The parents will be informed on the State standards, assessments, school expectations, general requirements that govern the ESL programs, and the importance of parental involvement in the education of their children.

Type of Program: \_\_\_ Bilingual X ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: 20

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:

P. 35M: Manhattan High School

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).

Currently, P35M-Manhattan High School has a teacher who is fully certified in ESL and the students are being served as per CR Part 154. All students in the program at the main site are placed in classes with staffing ratios of 12:1:1 and receive instruction in English. The seventeen serviced students participate in an ESL pull out program in English. P35M-Manhattan High School has nine students who are beginners and are receiving 540 minutes of ESL. The six intermediate students are receiving 360 minutes of ESL. P35M-Manhattan High School has one advanced student who is receiving 180 minutes of ESL and 180 minutes of ELA. One student scored Proficient on the NYSESLAT in Spring 2008, and will continue to receive support from the ESL teacher for a minimum of one year, up to two years, and will be encouraged to attend the Title III After school. Our certified ESL teacher also services students at our site at Bellevue, both inpatient and out patient students. These students are in the K-8 level and receive ESL services as per CR Part 154 mandates for their level: Beginners and Intermediate level students: 360 minutes of ESL (2 units of instruction), Advanced level students: 180 minutes of ESL (1 unit) and 180 minutes of ELA (1 unit). The ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher will use the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction which are age and grade appropriate, and have been adapted to the needs of our students. The teacher also will use technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City's literacy requirements, each classroom library will contain book. Intervention services provided for long-term ELLs and students who have received an extension of services include teacher's assistance as available and attendance in the Title III after-school program, in addition to CR Part 154 mandated services. These students are eligible to participate in AIS programs, as well as to receive individualized attention from the school based coach. Students are also entitled to programs such as Read 180, Wilson Reading and RCT and Regents Math tutoring.

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

All ELLs are encouraged to participate in our Title III program which is conducted on Tuesday and Thursday from 3-6. The extended day school program operates eight hours a week after school. The extended day program allows ELLs to receive extra homework help and receive extra credits. Camp VACAMOS after school program operates three nights a week. This program provides socialization opportunities for ELL students. .

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.

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P035M will offer parents of ELLs on-going correspondence in both their home language and English. Training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with an assistance of a translator. Our school will periodically describe the program to ELL parents by parent orientation meetings or letters sent home both in their home language and English. To continue to build a positive working relationship with parents and the community, P35M-Manhattan High School are planning a variety of workshops and activities, such as:

<b>Activity</b>	<b>Subject</b>	<b>Duration</b>	<b>Time</b>
PTA	Administration Contact, School Goals, School Uniform	One and a half hours	Evening
SLT	School Uniform, Curriculum Action Plan, Professional Development	One Hour	Daytime
Parent-Teacher Conference	Report Cards, Transcripts, Credit Accumulation	Two Hours	Daytime and Evening
School Assemblies	Thanksgiving Luncheon, December Holiday Show	One Hour	Daytime
Special Programs	<ul style="list-style-type: none"> <li>▪ Resume Writing</li> <li>▪ Computer Training</li> <li>▪ Universal Health Care</li> <li>▪ Stress Reduction</li> </ul>	One Hour	Evening

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

N/A.

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

During the school year, Professional Development will be incorporated in workshops that will teach ESL strategies for ELL students. The ESL teacher will be attending the following professional development sessions presented by District 75's ELL office or central: September 19<sup>th</sup>, 2008: Compliance: A Fresh Start, November 13<sup>th</sup>, 2008: Compliance: Bilingual Education Students in BESIS Preparation, and April 2<sup>nd</sup>, 2009: Administration of the NYSESLAT exams.

P35M will also take advantage of the Professional Development offerings from Learning Times that pertain to ESL subjects and issues. The school based literacy coach and subject area teachers will work collaboratively with the ESL teacher in planning PD for our staff, which specifically addresses ELL issues. From these PDs, teachers will learn to plan differentiated lessons which are crafted via the adaptation of content area materials in order to enable comprehensible input and development of academic language. Paraprofessionals are to be included in the professional development. P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Programs. Additionally, P35M will have five 45-minute professional development sessions in which the focus will be bilingual education and ESL services:

- Assessment, Evaluation, and Placement of ELL students (September 2008)
- ESL Methodologies and ESL instruction in the classroom (October 2008)
- ESL Learning Standards (November 2008)
- How to Plan Differentiated Instruction for High School of English Literacy (December 2008)
- Informational Session on NYSELAT (January 2009)

V. Support services provided to LEP students:

All school services, to include counseling and other related services, are available to ELLs

The Title III after school program is provided to all ELLs to further their education. P35M-Manhattan High School also have extended day school and the camp-based program VACAMOS.

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.

N/A

VII. Number of Teachers

One appropriately certified teacher for ESL Program.

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

School Building:   P35M   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	
	1					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 N/A**

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

**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) 10/11 Number of Students to be Served: 7 LEP 5 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.

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The program will take place on Tuesday and Thursday afternoons from 3:00PM to 6:00PM. Students will be taught the rudiments of navigating the Internet I search of appropriate jobs. Additionally, students will work on assembling a resume consisting of their education, paid and volunteer experience, and goals and objectives for the future.

The teacher will assist students in the use of the conventions of the English language as they plan written and oral interview strategies, learn appropriate language and register to use on interviews, and how to respond to and ask specific questions regarding prospective employment.

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

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During the school year, Professional Development will be incorporated in workshops that will teach ESL strategies for ELL students. This Professional Development will be offered by the ESL coach and other professionals from the district office. The teacher will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers at the middle and high levels work collaboratively with the ESL teacher. Teachers plan lessons that compliment instead of merely translate the content instruction in the other language. Paraprofessionals are to be included in the professional P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Program

**Parent Involvement:**

Parents will be invited to participate in the last hour of each session in order to better understand take part in their child's learning , and to, themselves, become more acquainted with the options afforded them via the internet.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$14,679.78	Per session for supervisor who will oversee program and teacher and paraprofessional who will teach students during after school instructional program.  1 supervisor x 6 hours x 19 weeks x \$51.34 = \$5852.76 1 teacher x 6 hours x 19 weeks x \$49.73 = \$5669.22 1 paraprofessional x 6 hours x 19 weeks x \$27.70 = 3157.80
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$ 320.22	Curriculum and Instructional Materials for students and parents.
Travel		
Other		
<b>TOTAL</b>	\$15,000	

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

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

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

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

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

When a student is admitted to P35M, ATS is consulted to confirm the parent's preferred language of consultation. In addition, in meeting with the student's counselor during the intake process, language preference is recorded on the student's emergency card.

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

The school identified the following subgroups as utilizing a home language other than English. 13 families require communication in Spanish, 3 families require communication in Cantonese and 1 family require communication in French Patois. All parents are provided with interpretive services when necessary. When written correspondence is necessitated, all documents are provided in the parents' native language. This information was disseminated to the staff during the monthly staff meeting.

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

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

P35M utilizes online DOE forms to provide appropriate translations for documents like the Parents' Bill of Rights and Responsibilities, Discipline Code and pertinent Chancellor's Regulations. Any documents not provided in the Department of Education website are translated by staff working at the school or district level. Students' counselors regularly audit necessary forms to insure that all documentation is translated in a timely manner.

All signage at P35M are provided multiple language to necessitate easy conveyance of student's family members.

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.

Spanish and Cantonese translators are provided by school or hospital staff. French Patois translation services in school and district level.

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>.

Notification requirements from Section VII of Chancellor's Regulations A-663 are available through the Parent Coordinator and office staff. During the student intake process, parents are provided Bill of Rights, School Discipline Code, Chancellor's Regulations and information on how to contact Translation Services in their home language.

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

**NOT APPLICABLE**

*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

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

**NOT APPLICABLE**

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

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

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

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

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

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

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.

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

*All SURR schools must complete this appendix.*

**NOT APPLICABLE**

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>[1]</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>[1]</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

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

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

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

The P35M Cabinet, which is made up of lead teachers and administrators, 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 newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

Applicable  Not Applicable

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

The report supports areas of need that P35M 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.

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.

P35M has begun to "drill down" towards more intense data analysis. We 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 all have 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 but 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.

## **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 P35M Cabinet, which is made up of lead teachers and administrators, 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 newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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?

The report supports areas of need that P35M exhibits. We follow a standards based curriculum for all standardized assessment students. Curriculum materials that are aligned to the state standards has been, and continues to be a challenge to differentiate and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes.

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.

P35M has begun to “drill down” towards more intense data analysis. We 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 all have 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 but 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. We also need to offer more opportunities for professional development in Integrated Algebra and Geometry that will not only extend our teachers’ understanding of the process strands, but also demonstrate how they are represented in these programs, and why they are important to improving student performance.

## **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 P35M Cabinet, which is made up of lead teachers and administrators, 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 newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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?

P35M has an ongoing commitment to differentiated instruction through the rich and varied instructional resources available to our teachers and instruction teams for reading workshop and writing workshop models. All of the lessons prepared by our teachers have to be differentiated due to the nature of our student population and the legally mandated age range in (3 year span) of students in each class. However, it is difficult to implement best practices at all times when the classroom dynamics can include students functioning on grade level, 2-3 years below grade and having severe cognitive impairments. Teachers are afforded professional development in the specific curriculum areas and supported to implement these practices but in addition to the academic deficits many of our students have severe emotional challenges that impair their learning and negatively affect classroom instruction.

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.

P35M is going to explore various ways to program students in order for their grouping to be more homogenous. At the elementary level we will need support in the way of an additional school based coach who can work with teachers, who have a Special Education license, in content area instruction. Our teachers have received extensive professional development in differentiating instruction and best practices but need additional PD in content area subjects in order to implement homogenous grouping in subject areas.

**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM<sup>[2]</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The P35M Cabinet, which is made up of lead teachers and administrators, 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 newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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?

Conversations with the P35M mathematics cluster teacher and a sampling of classroom teachers implementing Integrated Algebra and Geometry Mathematics and the review of teacher observations, disputes the findings. As evidenced through formal and informal observations technology is regularly incorporated into lessons and planning. Web based math programs are being used in classrooms to support instruction. In addition math skills are being incorporated into cross content areas such as science and social studies.

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.

There is a need to provide a range of professional development opportunities for school based coaches and lead teachers on the math Uniform Curriculum to ensure its successful implementation.

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

**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 reviewed Employee Identification System (EIS) to review start dates of all teachers. In addition the BEDS survey from last year was reviewed.

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 data shows that P35M continues to attract and retain highly qualified teachers to our organization. The percentage teaching more than 2 years at our school has increased from 69.5% in 2005-2006 to 75.6% in 2007-2008. In addition the percentage teaching more than 5 years at this school has increased from 47.6 in 2005-2006 to 58.9 in 2007-2008. The percentage of “highly qualified” teachers as defined by NCLB/SED, has increased from 66.3% in 2005-2006 to 89.3% in 2007-2008. The addition of new teachers in this school year was due to the opening of new classes.

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.

Mentors will need to continue to participate in on-going professional development to maintain high quality mentoring. Mentor/Teacher collaborations will reflect professional teaching standards, and focus on instructional practices and strategies.

**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 P35M cabinet surveyed staff members to determine their awareness of the ELL professional development available.

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?

Based on the survey results it is evident that the majority of staff were aware of the QTEL program. Staff with ELL students in their class were aware of the Language Allocation Policy and the ELL instruction provided by the ESL teachers. Teachers with no ELL students are knowledgeable of the LAP through district and DOE professional development training and workshops.

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.

A listing of QTEL professional development sessions will be distributed to all teachers. In addition the ESL teachers will, at a faculty conference, what the Language Allocation Policy is and its contents. Support will be needed to provide substitute teacher coverage when staff members attend ELL professional development.

**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.

The school cabinet will review how data is analyzed and disseminated with regard to ELL students.

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?

Based on conversations with staff the general consensus is that they do not get the results of the NYSESLAT in a timely fashion. This is due in part to the late release of the scores. In addition due to the nature of our special education population data is disaggregated by multiple factors including handicapping conditions and time in District 75.

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.

When data is made available, in addition to the multitude of ways we now disaggregate the data, we will disaggregate by proficiency level and time in the United States. This information will be distributed to all teachers of ELL students in order to assist them in driving their instruction to increase student performance.

#### **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.

Our determination as to whether or not this is relevant to us is based on our own internal review of classroom best practice, increased access to differentiated instruction resources and an analysis of testing scores.

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?

Alternate assessment students participate in the NYSAA. Their approach to instruction is based on the Alternate Grade Level Indicators (AGLI). Although differentiation of instruction is being done it is often not horizontally related to the general education curriculum, thereby not allowing these students access to the general education curriculum. Teachers are not always incorporating the behavior intervention plan into their teaching methods.

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 form a committee to review the AGLIs and develop a correlation to the general education curriculum. Select classes will be selected to participate in a pilot program to implement this curriculum. Data will be collected and analyzed in order to determine if this curriculum will be appropriate

for all alternate assessment students. Professional Development will be provided on writing a Behavior Intervention Plan and implementing it in the classroom.

**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.  
Students’ IEPs are always reviewed by the teacher, paraprofessional and related service providers when a student is admitted to our school.

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?

This finding is relevant to our school because of the fact all are students come to us with an IEP already written. After observing the student many times it is evident that there is a discrepancy between the goals and the actual functioning and/or grade level of the student. Goals do not match the present levels of performance on the IEP. A majority of the students admitted need to have the IEP conference reconvened in order to develop appropriate goals for that student. Many students in need of a Behavior Intervention Plan do not have one written with the current IEP. Our teachers have to write a BIP in order to provide the appropriate accommodations for the students’ instruction.

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 will be provided with common planning time to develop a plan for accommodations of instruction for all students. Teachers and paraprofessionals will provide these accommodations to students during the lessons in class. The paraprofessional 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. Grade level content will be used as the base for students’ instruction and goals and objectives for each student will be based on the grade content. For those students in grade 1 through 8 standardized assessments whose IEPs indicate such, modified promotional criteria, modifications will be reflected in the instruction. For students participating in the NYSAA assessments, goals and objectives will be reviewed, aligned and modified to the AGLIs. Behavior intervention plans will be reviewed and supported in the classroom instruction.

