



**HARVEY MILK HIGH SCHOOL**

**2008-09**

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

**SCHOOL: 02 M 586, HARVEY MILK HIGH SCHOOL**  
**ADDRESS: 2 ASTOR PLACE NEW YORK, NY 10003**  
**TELEPHONE: 212-477-1555**  
**FAX: 212-674-8650**

## **TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M586      **SCHOOL NAME:** Harvey Milk High School

**DISTRICT:** 02      **SSO NAME/NETWORK #:** CFN2-Chris Groll

**SCHOOL ADDRESS:** 2 Astor Place, New York, NY 10003

**SCHOOL TELEPHONE:** 212-477-1555      **FAX:** 212-674-8650

**SCHOOL CONTACT PERSON:** Alan H. Nolan      **EMAIL ADDRESS:** Anolan2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Tanya Koifman

**PRINCIPAL**

Alan H. Nolan

**UFT CHAPTER LEADER**

Melonie Weichel

**PARENTS' ASSOCIATION  
PRESIDENT**

Marcie Solis

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

Keith Todd

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Francesca Pena

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

Name	Position/Constituency Represented	Signature
<b>Alan H. Nolan-Principal</b> <b>Mark Jabir- Assistant Principal/Designee</b>	*Principal or Designee	
Melonie Weichel	*UFT Chapter Chairperson or Designee	
Marcie Solis	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Thomas Krever</b>	Executive Director, HMI	
Todd Keith	Student Representative, if applicable	
Madge Allen	SLT/Parent	
Shirly Wilson	SLT/Parent	
Nancy Vazquez	SLT/Parent	
Barbara Devane	SLT/Parent	

\* Core (mandatory) SLT members.

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

### **SECTION III: SCHOOL PROFILE**

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

##### **PART I: SCHOOL VISION AND MISSION**

Harvey Milk High School (HMHS) is a transfer high school open to all New York City students who are seeking an alternative educational experience from their current high schools while freely expressing individuality and identity. HMHS provides students a unique, small learning community in a safe, nurturing setting designed to support educational, social, and emotional development to prepare them for adulthood, college, and the world of work. The school offers students a rigorous academic experience aligned with New York State learning standards and expectations. HMHS uses critical thinking to incorporate our history, our life experiences, and the lessons from the world around us.

##### **PART II: NARRATIVE DESCRIPTION OF THE SCHOOL**

We currently have an enrollment of 101 students (as of October 2008) whose entering and accumulated credits place them in the following grades 9 through 12. All of our students travel to school from all five boroughs of New York City. The current ages of our students range from 16 to 21. All classes are heterogeneously grouped by both age and ability. The class registers range from 13 to 24.

Most of our students transferred to HMHS because they experienced repeated threats, physical violence, or verbal harassment related to their sexual orientation or identity. Consequently, many of our students have had very poor educational experiences as well as currently experience continuous, frustrating and, often, harmful challenges to their lives. About 24% of our students live in group homes, are in foster care, or live independently. 70% qualify for free or reduced meals; although the percentage would be higher had all students submitted their lunch forms.

Of the 101 students enrolled, 26 students or 26% are certified special education students requiring self-contained classroom environments, resource room, collaborative team teaching, mandated counseling, and/or other related services. We have a total of 3 (2%) ELL student school-wide. With limited resources, classroom space issues, and a small staff, we make every effort to provide services for our special needs population in a variety of ways. Among these include collaborative team teaching, 65-minute academic blocks, additional coursework in English and math when applicable, relatively small class sizes, differentiated curricular designs, as well as tutoring and counseling. Since we adopt the inclusion model of the New Continuum, all special education students are fully integrated into the regular education classes. The ethnic breakdown of our student population includes 51 Hispanic students (49%); 38 Black students (38%); 7 White students (6%); 2 Asian students (2%), and 3 other (3%).

One principal, one assistant principal, 9 teachers (i.e., 1 English, 1 Math, 1 Science, 2 Social Studies, 1 Special Education, 1 Health and Physical Education) 1 technology specialist, one secretary, two paraprofessional, one school aide, one social worker, 1 college advisory (who is also our literacy coach), and one parent coordinator serve the student body. We also avail ourselves of the services of a literacy coach and an ATR Assistant Principal of the 7 teachers; four are teaching fellows who are currently completing the requirements for full certification. Seven out of the seven teachers (100%) hold masters degrees. Three (43%) of the teachers have had five or more years of teaching experience. Three out of the seven teachers are first year teachers.

Our overall attendance rate from September 2007 through May 2008 averages 71.1% with LTAs and about 79% without LTAs. Our overall attendance rate for this year is slightly higher than last year, but the percent of change is negligible when one factors in the increase in the number of LTAs we have had this year. Our current mobility rate for this year remains the same the same as last year at 11% and our stability rate is 89%.

All of our funding streams were used to support direct instruction in some shape or form. The TL Instructional Program funded most of the direct instruction. Additional funding from State Magnet, State Standards and State AIS, allowed us the flexibility to provide more direct intervention services for both our special needs and at-risk population. Our funding streams assisted us in maintaining smaller class sizes overall, which provided our population of at-risk students greater opportunities for learning, engagement and skills development. Funding from Part 154 LEP, PCEN LEP, and NYSTL HS allowed us to supply mobile libraries for our ELL, special education, and general education students. Title 1 Targeted Assistance funding allowed us to provide students with more direct support in their literacy and critical thinking skills. Additionally, we used our Title 1 funding to provide additional support in reading and writing through our Future of You and Discovery courses. Joining the Empowerment Schools in the summer of 2006 has provided us with additional funding. This funding was used to purchase additional equipment and supplies (e.g., computers and laptops, projectors for our smart boards, books, educational software, etc.) as well as provide funding to support team and community building activities such as whole school trips, trips to the theatre, and a very successful senior trip.

This year we continue to cultivate and expand our relationships with existing and new organizations. HMI, Harvey Milk's CBO, has and will continue to serve as a key resource in several areas including professional development on conflict resolution, and working with LGBTQ and at-risk youth. These include the New York City Mentoring Program whose mentors are drawn from JP Morgan and Pfizer; New York University (College Preview Program and Student Teachers program); McGraw-Hill, the American Museum of Natural History (after-school science program); the Theatre Development Fund (Open Door Program), Cooper Union's Saturday Arts program, Behind the Book series, Manhattan Theatre Club, Sunny Spot Productions, Inc. (theatre related internships and scholarships), and Hofstra University (summer media studies program).

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Harvey Milk High School				
<b>District:</b>	02	<b>DBN #:</b>	M586	<b>School BEDS Code #:</b>	310200011586

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K	0	0	0				73.	75.7	71.2
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	<b>Student Mobility:</b>					
Grade 3	0	0	0	(% of Enrollment as of June 30)			2006	2007	2008
Grade 4	0	0	0				57.9	94.3	85.7
Grade 5	0	0	0						
Grade 6	0	0	0	<b>Eligible for Free Lunch:</b>					
Grade 7	0	0	0	(% of Enrollment as of October 31)			2005	2006	2007
Grade 8	0	0	0				61.5%	74.6%	68.1%
Grade 9	13	25	21						
Grade 10	16	27	24	<b>Students in Temporary Housing:</b>					
Grade 11	20	24	30	(Total Number as of June 30)			2006	2007	2008
Grade 12	14	16	17				1	0	5
Ungraded Elementary									
Ungraded Secondary	1			<b>Recent Immigrants:</b>					
Total	64	92	92	(Total Number as of October 31)			2006	2007	2008
							0	0	0
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	12	14	2						
No. in Collaborative Team Teaching (CTT) Classes	0	0	12	Principal Suspensions			0	10	2
Number all others	0	1	3	Superintendent Suspensions			6	5	13
<i>These students are included in the enrollment information above.</i>									
<b>Special High School Programs:</b>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	<b>Number of Staff:</b>			
# ELLs with IEPs	2	2	2	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	11	9
				Number of Administrators and Other Professionals	5	4	5
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	3	2	2
	89	87	88				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	0.0	0.0	1.1	Percent more than two years teaching in this school	50.0%	75.0%	77.8%
Black or African American	46.9	33.7	38.1	Percent more than five years teaching anywhere	30.0%	37.5%	44.4%
Hispanic or Latino	32.8	54.4	51.1				
Asian or Native Hawaiian/Other Pacific Isl.	12.5	6.5	2.2	Percent Masters Degree or higher	90%	88.0%	78.0%
White	7.8	5.4	7.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86%	86%	100%
Multi-racial	0.0	0.0	0.0				
Male	48.4	60.9	53.3				
Female	51.6	39.1	46.7				

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

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

UPDATED – OCTOBER 2008

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Subject/Area Ratings</b>	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>				1	1	1
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade		Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

### PART IV: NEEDS ASSESSMENTS—ACADEMIC PERFORMANCE

**Chart 1: Academic Progress (All Students) by Semester**

Subject Areas	June 2004**	Jan 2005	June 2005	Jan 2006	June 2006	Jan 2007	June 2007	Jan 2008	June 2008
English	(46/68) 67%	(38/66) 58%	(57/83) 69%	(70/98) 71%	(64/78) 82%	(84/113) 74%	(62/80) 78%	(63/92) 71%	(53/75) 68%
Math	(43/69) 62%	(33/72) 46%	(34/45) 76%	(34/50) 68%	(36/43) 84%	(63/84) 75%	(46/63) 73%	(54/74) 73%	(36/64) 57%
History	(18/43) 42%	(27/51) 53%	(34/53) 64%	(62/74) 84%	(27/33) 82%	(77/97) 79%	(46/73) 63%	(82/102) 86%	(44/65) 75%
Science	(26/52) 50%	(35/70) 50%	(38/48) 79%	(31/35) 89%	(31/36) 86%	(46/68) 68%	(60/69) 87%	(34/46) 77%	(26/50) 52%
Foreign Language	(6/14) 43%	(5/5) 100%	(4/6) 67%	(9/9) 100%	(8/8) 100%	(10/13) 77%	(13/14) 93%	(10/12) 83%	(14/16) 88%
Art/Music	(22/37) 59%	(28/44) 64%	(37/46) 80%	(23/30) 77%	(12/15) 80%	(8/9) 89%	(7/7) 100%	(40/42) 78%	(28/29) 97%
Health/PE	(10/10) 100%	(49/76) 64%	(15/16) 94%	(55/55) 100%	(37/40) 93%	(101/120) 84%	(79/104) 72%	(16/27) 59%	(3/9) 33%
Advisory/Misc	(28/42) 67%	(63/85) 74%	(45/55) 82%	(59/67) 88%	(49/59) 83%	(90/94) 96%	(49/62) 79%	(85/105) 87%	(82/121) 64%
Total pass/total fail (All Students)	(199/335) 59%	(278/469) 59%	(264/352) 75%	(343/418) 82%	(264/312) 85%	(479/598) 80%	(362/472) 77%	(384/511) 77%	(286/429) 67%

\*\*Does not include January 2004 end of semester course grades.

#### **Analysis of Date:**

A close look at the chart above clearly indicates that there has been a steady rise in scholarship performance since the school's inception in 2003. Although course pass rates vary from semester to semester, the vast majority of students are successfully passing their courses and receiving credit towards graduation. The pass rates in English and Math have remained fairly steady in the upper 70s to low 80s. Since we are a small school and deal with relatively small cohorts (compared with most NYC schools), minor changes in one direction or the other might appear significant. For example, seven out of seven students took and passed an art course this pass spring semester, resulting in a 100% pass rate. Whereas 8 out of 9 students passed their art courses last semester, translating into an 89% pass rate. On the surface it appears that we have improved greatly in this area, but, in reality, we are only talking about very few students.

#### **Implications:**

We would love 100% of our students to pass their classes. This is not unreasonable expectation considering we are a small school, with all class sizes, engaged teaching and learning, a host of supportive services, in a warm and welcoming school environment. Alas, this is not the case. We, unfortunately, have to expand much of our creative energy into keeping students in school, assisting students in overcoming extremely severe obstacles just to get to school, as well as encouraging students not to fall back into old patterns that initially caused them to drop out or get discharged from their previous high schools. We still have a lot of work ahead of us to improve our overall attendance as well as provide students with greater academics and social/ emotional supports. We have taken several additional steps this year to move us forward in this direction. We have developed and are in the process of refining our academic intervention and monitoring system we call Individualized Learning Plan (ILP) as well as increased a number of opportunities in student governance and extra curricular activities to encourage students to attend school more regularly.

**Chart 2: Regents Exams (All Students) by Semester**

Exam	# of Students	% Passing January 2004	No. of Students	% Passing June 2004	No. of Students	% Passing January 2005	No. of Students	% Passing June 2005	No. of Students	% Passing January 2006	No. of Students	% Passing June 2006
ELA	14/26	54%	8/12	62%	9/22	41%	6/7	83%	12/14	86%	8/12	67%
Math A	7/21	33%	13/18	71%	7/19	37%	5/10	50%	4/8	50%	7/11	64%
Living Env.	3/6	50%	11/14	79%	5/7	71%	2/4	50%	3/3	100%	3/4	75%
Global Studies	NA	NA	7/8	88%	9/16	56%	4/4	100%	8/13	62%	5/7	71%
US History	NA	NA	16/19	84%	10/13	77%	7/8	88%	7/8	88%	9/11	82%
Totals	24/53	45%	55/71	77%	40/77	52%	24/33	73%	34/46	74%	32/45	71%

  

Exam	# of Students	% Passing January 2007	No. of Students	% Passing June 2007	# of Students	% Passing January 2008	# of Students	% Passing June 2008
ELA	5/6	83%	8/13	62%	24/25	96%	12/16	75%
Math A	9/13	69%	7/14	50%	7/9	78%	4/5	80%
Living Env.	6/9	67%	5/6	83%	12/17	71%	6/8	75%
Global Studies	7/8	88%	4/5	80%	14/19	74%	5/9	56%
US History	11/14	79%	9/14	64%	12/23	52%	7/9	78%
Totals	76%	76%	63.4%	63%	74.2%	74.2%	72.3%	72.8%

**Analysis of Data**

Our overall Regents pass rates have improved since the inception of the school back in 2003. We have, however, remained at an average pass in the low 70s with variations subject by subject. Our ELA and Math scores are generally at or well above 50% pass rate. Again, as mentioned earlier, since we are working with such small numbers of students taking an exam at any given time, one or two students passing or failing an exam will skew the results in one direction or another. For example, 5 out of 6 students passed the ELA Regents in January 2007, resulting in an 83% pass rate. In June 2007, 8 out of 13 passed, resulting in a 62% pass rate. What these results do not show is that the student who failed the ELA Regents in January passed it in June.

**Implications:**

Although the overall results are fairly decent and show improvements in some areas and steady growth in others, clearly we have to continue to improve students for the necessary test-taking strategies skills they need in order to successfully tackle the requirements of each of the State Regents exams. Our extended time sessions provide students with ample opportunities not only to explore content areas more deeply but also to develop test skills. On average we had a 25% attendance rate for our extended time sessions. If more students attend extended time sessions more regularly as well as school more often, they will be in a better position not only to pass their classes but also to pass the Regents exams. Obviously this seems to be a ‘no-brainer.’ However, communicating this correlation to students has proven to be a daunting task. We, nevertheless, continue in our efforts to provide students with the necessary incentives to help them maintain their focus and motivation to become life-long learners. Successful test takers and high school graduates.

**Chart 3: Regents Exams (Special Education) by Semester**

\*Sped students did not sit for these test administration

Exam	# of Students	% Passing January 2004	No. of Students	% Passing June 2004	No. of Students	% Passing January 2005	No. of Students	% Passing June 2005	No. of Students	% Passing January 2006	# of Students	% Passing June 2006
ELA	2/6	33%	*	*	2/3	67%	*	*	*	*	0/2	0%
Math A	0/5	0%	*	*	1/5	20%	2/5	40%	*	*	1/1	100%
Living Env.	*	*	*	*	3/3	100%	1/1	100%	*	*	*	*
Global Studies	*	*	5/6	83%	*	*	*	*	0/1	0%	*	*
US History	*	*	1/2	50%	1/3	33%	1/2	50%	*	*	*	*
Totals	2/11	18%	6/8	75%	7/14	50%	4/8	50%	0/1	0%	1/3	33%

Exam	# of Students	% Passing January 2007	No. of Students	% Passing June 2007	# of Students	% Passing January 2008	No. of Students	% Passing June 2008
ELA	*	*	1/3	33%	1	100%	3	67%
Math A	*	*	0/1	0%	1	0%	1	100%
Living Env.	*	*	1/1	100%	1	100%	1	0%
Global Studies	*	*	2/2	100%	2	50%	2	50%
US History	*	*	1/1	100%	3	67%	1	100%
Totals	*	*	5/8	63%	5/8	79.3%	6/8	79.3%

## **Analysis of Data**

We have very few special education students taking Regents exams during any given test administration. The numbers are too small to allow for any legitimate analysis of progress. However, a quick glance at the chart above indicates that those students who have taken the Regents exams on average pass them about 50% of the time. More often than not, a student who has failed a test during one administration eventually passes the Regents exam during a subsequent administration. However, most of our special education students opt to take the Rats in the various subject areas after failing the respective Regents exams. The first time pass rate of any given RCT exam generally ranges from 90 to 100%.

## **Implications**

Since any given year our special education population can range from 18 to 27% of our overall student register, we clearly have to devote more time to studying and developing interventions to further support our students with documented learning needs. Our small class registers lend themselves to allowing for more individual attention as well differentiated instructions. Unfortunately, more often than not, our special education students tend to have an average attendance rate lower than the overall school attendance average. Moreover, although we encourage all students to attend extended times as well as home work help, our special education students are more likely to miss these AIS sessions than their general education counterparts. We have modified instruction and expectations to meet the needs of our special education students to provide them with greater opportunities for academic success (e.g. modifying instructions and/or text extended testing time, extended deadlines, multiple pathways for completing assignments, etc.). However, the bottom line is if they do not attend school regularly they will not reap the benefits of the numerous interventions embedded in our instructional program.

School Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Average Daily Attendance (with LTAs)	77.6%	66.8%	70.0%	76.9%	71.2%
Student Stability	74.2%	89.0%	89.0%	90.0%	89.9%
Student Mobility	25.8%	11.0%	11.0%	10.0%	87%

### **Average Daily Attendance per School Year (as of May 2008)**

#### **Analysis of data:**

Our average daily attendance increased by roughly seven percentage points from last year. Each year we carry from 9 to 15 students who exhibit extremely poor attendance and later become the following year's LTAs. With such a small register of students to begin with, carrying any number of LTAs significantly impacts overall attendance. We generally averaged at a 70% daily attendance with LTAs and roughly a 75% daily attendance rate for not including LTAs. Nevertheless, our average daily attendance reflects habitual truancy among our at-risk student population. In general, our older (late 17 through 19 year olds) and severely under credited population of students tend to be more likely to become LTAs than our younger (16 to 17 year olds) who enter with 5 to 10 credits. Our stability and mobility rates remained the same.

#### **Implications:**

Our short and long term actions for the 2008-2009 school years include the following:

- Revisit and strengthen role of advisor as link between school and students' families.
- Develop individual attendance goals for each student and work with them on achieving their individual attendance goals. Advisors will meet with students to discuss their attendance goals at the end of each marking period (every 6 to 8 weeks).
- Develop individual re-entry plans to assist students in catching up and understanding missed assignments.
- Continually improve instruction and integrate Learning to Learn skills and technology throughout the curriculum.
- Revisit and strengthen role of social worker in supporting students in their academics as well as social/emotional development.
- Revisit and strengthen Advisory curriculum to include more work on conflict resolution, values clarification, goal setting, and career and college explorations to help anchor students in establishing long term goals.
- Weekly staff meetings will include discussion of student concerns, intervention plans, attendance rates and patterns, in addition to assessment, instruction, and technology infusion.
- Maintain daily contact with students and their families regarding successes and areas requiring improvement

Despite many of our efforts to address truancy, attendance patterns have been similar over the last three years. We are particularly concerned about our older student population because they are more likely than others to become LTAs and eventually drop out of school. These students often lose the motivation to continue with their studies because they feel “too old” or do not want to put in the effort to complete the credits in the 1.5 to 2 additional years that it would take to receive a high school diploma, at which time, many of them would be approaching 20 or 21 years old. Although we have directed counseling and tutoring services to support our older population of students, as well as provided them with incentives to earn additional credits through internships, independent studies, and after school experiences, many of these students tend to eventually drop out due to issues related to their age, academic abilities, and life circumstances.

It is clear that much work is still needed to tackle the issue of attendance as this encompasses a variety of factors and considerations including, but not limited to, the intake/admissions process; academic intervention services for the much older, under-credited student; transitional services for students who are not considering college; and supportive services for students with extremely difficult life circumstances. On the positive side, strategies employed to improve attendance actually improved overall academic performance. Since our ultimate goal is to improve academic performance, we will continue to employ the following strategies for improving attendance during the 2008-2009 school years:

1. Each teacher will continue to employ individualized re-entry plans for his/her students
2. Provide opportunities for more focused discussions on attendance and punctuality during Advisory and counseling sessions
3. Continue to provide incentives to reward those students who attend regularly as well as those students who have improved their attendance
4. Continue to make daily phone calls home as well as set up conferences with parents and guardians
5. Continue to strengthen the instructional program to encourage students to attend their classes more regularly
6. Continue to work with the supportive services team (DOE social worker, HMI social workers, the school psychologist, and special education teacher) to develop strategies for addressing issues impacting the individual student’s attendance
7. Further refine the Future of You and Senior Institute experiences
8. Make connections with outside agencies for the purpose of developing more meaningful, high school credit-bearing internship opportunities, especially for the 18 and 19 year old student who is considering dropping out of school.

## **PART IV – SECTION B: Process for Reporting Needs Assessment Findings–**

Needs assessment data were derived from the following sources:

- Daily attendance information
- ATS reports
- Standardized test results from the June 2008 through June 2009 RCT and Regents Examinations
- Teacher developed tests and projects
- Teacher observations
- Classroom observations
- Weekly faculty meetings
- Professional development workshops
- SLT and PTAG meetings

Needs were determined by a close examination of all the materials listed above. In reviewing the data we considered all students in all grades. The data pertaining to the disaggregated groupings, although helpful, represent small numbers of students and do not necessarily carry the same validity as data pertaining to the collective student population. Since the majority of our students require significant academic and emotional support, all instructional programs and support structures target *all* students. We share data and assess needs through a variety of venues. One main venue is our weekly staff meeting where we discuss student academic performance, attendance rates, and emotional needs. These conversations inform much of the content for our professional development workshops, much of which focuses on strengthening our instructional program and developing specific curricular designs to include the LTL program and the group dynamics model for Advisory. All advisors have also received increased responsibility for following up on student attendance, making daily contacts with our students' families, as well as arranging for parent/guardian conferences. Attendance data and testing data were included as agenda items for both the School Leadership Team (SLT) and Parents, Teachers & Guardians Association (PTAG) meetings. The content of this CEP in draft form was shared with the SLT and PTAG. The final draft of this document is a synthesis of needs determined by all constituencies.

## **PART IV – SECTION C: Identified Priorities for 2008-2009**

After a close review of student performance this past school year and the previous school year, and evidence of modest but steady progress in most areas, we will continue to focus on the four broad areas of priorities for the 2008-2009 school year.

- Improvement of general literacy skills across the curriculum via our Learning to Learn program, strengthening our instructional program using “Understanding by Design” as a basis for developing curricula, and through further integration of the use of technology throughout the curriculum
- Provide meaningful professional development workshop; on site/off site for all staff, (3 of whom are first year teachers).
- Improvement in student achievement on both the ELA and Math A Regents exams by strengthening both the instructional program and after-school tutoring services
- Improvement in student attendance through AIS, strengthening instructional program, providing additional attendance incentives, strengthening our Advisory program. See pages 17 and 18.

- Providing consistent and high quality professional development in the following areas: LTL and technology infusion; differentiated curricula designs; project-based assessment; classroom management; strategies for addressing the social/emotional needs of our at-risk student body

## **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.

---

## **PART V: SCHOOL GOALS AND OBJECTIVES**

### *PART V – SECTION A: English Language Arts – Reading, Writing, and Accountable Conversations (Including English as a Second Language, where applicable)*

#### **Goal:**

- **To improve language arts literacy throughout the curriculum**
- **Students taking ELA will achieve an overall pass rate of at least 62% by June 2009**

#### **Objectives:**

- **Further refine and integrate strategies and lessons for each of the seven LTL skills (e.g., revision, close reading, independent work, group discussion/presentation, numeracy, note taking, and working in groups)**
- **Each English, social studies, and science class will include at least one extended written project involving research and use of the LTL skills for its completion per semester.**
- **All classes will include periodic self-reflective learning logs**
- **Provide tutoring and Regents prep during after-school tutoring and extended time sessions**

#### **Description of Proposed Instructional Strategies for English Language Arts (*that are based on scientifically based research*):**

**The humanities classes (e.g., literature, writing, social studies) employ a strategies drawn from a variety of research based programs such as Ramp Up, Whole Language, Balanced Literacy and Content Enhancement including, but not limited to, reading out loud; independent reading; accountable talk; text-to-self, text-to-text, text-to-world analyses; and writing and reading workshop models. The LTL literacy program will continue to serve as a scaffold for skills building throughout the curriculum and is influenced by the Principles of Learning. Teachers will continue to integrate the use of technology into their coursework to provide students with additional opportunities to practice their research, writing, and critical thinking skills.**

**Professional Development:**

With the support of our literacy coach, weekly staff meetings for the 2008-2009 school year will include further and deeper discussions on curriculum development and assessment using the principals of “Understanding by Design.”

**AIS:**

ELA extended time sessions meet 2 days a week for some students while others receive additional support in ELA 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.

*PART V – SECTION C: Mathematics***Goal:**

- To improve numeracy and problem solving skills in mathematics by developing the habits of mind to succeed in mathematics
- Students taking the Math Regents in June 2009 will achieve an overall passing rate of 50%

**Objectives:**

- Further refine Regents based, 4-semester Explorations in Math curriculum
- Incorporate the skills emphasized in the Investigations in Math course (developmental math) through the Explorations in Math curriculum
- Include weekly journal writing activities to support students’ critical understanding of mathematical concepts
- Incorporate periodic self-reflective learning logs
- Provide tutoring and Regents prep during extended time sessions

**Description of Proposed Instructional Strategies for Mathematics** *(that are based on scientifically based research):*

All math courses adopt concept-based and project-based approaches to the teaching of the various topics and concepts in the Regents-based curriculum. Additionally, courses include the integration of the LTL skills and peer to peer teaching. Where applicable, mathematical concepts will be contextualized and provide students with a better understanding of both abstract concepts as well as real-world applications.

**Professional Development:**

Our one math teacher meets regularly with a school based mentor. Topics for the 2008-2009 school year will focus on developing better ways to meet the needs of the struggling learner in mathematics, including those students who exhibit poor attendance. The math teacher will continue to attend math workshops sponsored by our net work-CFN #2, as well as attend a math workshop sponsored by Texas Instruments to be held at Marymount Manhattan College.

**AIS:**

**Math extended time sessions meet 2 days a week for some students while others receive additional support in Math 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. Students who presented serious deficits in their math abilities took an Investigations in Math course, which was designed to provide them with the necessary computation, problem solving, and abstract thinking skills for the more advanced subjects studied in the Math A curriculum. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.**

**PART V – SECTION D: Science****Goal:**

- **To improve students' understanding of the scientific method, as well as concepts and facts related to the Living Environment and Environmental Science curricula**
- **Students taking the June regents will achieve an overall Regents pass rate of 60%**

**Objectives:**

- **Further refine 4-semester science curriculum which will include a year of biology and a year of environmental science.**
- **Broaden the use of the tools of technology in scientific exploration to also include use of spreadsheets and graphing programs**
- **Include at least one extended written project involving research and the use of the LTL skills in each of the classes per semester**
- **Continue to incorporate periodic self-reflective learning logs**
- **Provide tutoring and Regents prep during extended time sessions**
- **Maintain relationship with the after-school science program at the American Museum of Natural History**

**Description of Proposed Instructional Strategies for Science *(that are based on scientifically based research)*:**

**Courses will employ concept-based and project-based methods of inquiry for the exploration of the various science topics in the Living Environment and Environmental science curricula. LTL skills will be integrated throughout the curriculum.**

**Professional Development:**

**Weekly staff meetings will include discussions on the integration of the LTL skills as well as differentiated curricular models. Since we only have one science teacher he will periodically attend science PD workshops organized by the Region as well as visit other schools for further support in science content areas and strategies.**

**AIS:**

Science extended time sessions meet 2 days a week for some students while others receive additional support in Science 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.

**PART V – SECTION E: Social Studies** *(Including civics and government, economics, history, and geography)***Goal:**

- To foster the development, appreciation, and understanding of key historical and political concepts in Global and American History.
- To maintain our overall US Regents pass rate of 70%.
- To achieve an overall Global Regents pass rate of 60%

**Objectives:**

- Further refine theme-based courses in US and Global studies
- Incorporate at least one extended written project involving research and the use of the LTL skills in each course per semester
- Include periodic self-reflective learning logs
- Provide tutoring and Regents prep during after-school tutoring

**Description of Proposed Instructional Strategies for Social Studies** *(that are based on scientifically based research):*

Lessons are designed around key concepts and incorporate project-based learning opportunities. The LTL skills are incorporated throughout all social studies courses. Students will receive ongoing practice in document-based inquiry.

**Professional Development:**

Weekly staff meetings will include topics in differentiated curricula designs, integration of the LTL skills, and assessment. Additionally, our history teacher will attend periodic history workshops sponsored by the Region and other organizations such as Facing History to gain more insight and exposure to content areas in social studies.

**AIS:**

**Social Studies extended time sessions meet 2 days a week for some students while others receive additional support in Social Studies 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.**

**PART V – SECTION F: Foreign Languages (*For middle and high schools*)****Goal:**

- **By the end of Spring semester 2009 students in foreign language classes will be provided with second language exposure through an exploration of culture and language.**
- **By June 2009, 90% of above students will be able to apply basic conversational skills.**

**Objectives:**

- **Since we do not have a second language teacher, students gain second language awareness through independent studies as well as projects connected to other classes.**
- **To provide students, whenever possible, an actual course in a second language**
- **For the 2008-2009, pilot a French language and culture course to be offered in the spring semester.**

**Description of Proposed Instructional Strategies for Foreign Languages (*that are based on scientifically based research*):**

**Through differentiated curricula designs and a variety of project-based activities, students will develop basic skills in reading, writing and communication. Students will also explore topics in history and culture. Much of the methodology used will incorporate interactive communication, drama skills, reading texts out loud and independently, and basic writing assignments to foster the understanding and use of a second language. LTL skills will be incorporated through out the curriculum.**

**Professional Development:**

**Professional development will focus on topics related to the language arts curriculum (see English Language Arts). Where applicable, the teacher will attend periodic workshops sponsored by the Region on second language learning.**

*PART V – SECTION G: Technology*

**Goal:**

**By June 2009, every student in every class will have multiple opportunities to use and master the tools of technology as a vehicle for better understanding course content and for the improvement of their literacy skills and overall academic achievement. The full and appropriate use of the tools of technology throughout the curriculum will lead to improvements in scholarship (e.g., passing classes).**

**Objectives:**

- **Integrating use of technology in lesson plans**
- **Teachers will incorporate at least one extended project in each of his/her classes requiring the use of technology**
- **Teachers will share practice related to the integration of technology**
- **Teachers will share student work showing the use of technology**
- **Teachers will show evidence of improvement in their students' literacy skills and academic performance as a result of the use of technology**
- **Strengthening policies and procedures for the sharing of technology**

**Description of Proposed Strategies for the Integration of Instructional and Informational Technologies:**

**Technology specialist will work with individual teachers on curriculum designs using the tools of technology including, but not limited to I Movie, Excel, PowerPoint, and Internet research.**

**Professional Development:**

**Our technology specialist attends weekly Regional technology workshops. During our staff meetings, our technology specialist facilitates periodic workshops on the use of the various tools of technology and works with teachers on an individual basis.**

**AIS:**

**With the support of the technology specialist, teachers work with students, in class and during extended time sessions, on building their basic literacy and study skills by using the tools of technology. Each student is provided a laptop with which to conduct research, type essays, and complete projects using various programs (e.g., PowerPoint, Excel)**

*PART V – SECTION H: The Arts*

**Note: This portion of the plan should be duplicated and attached to your Project Arts cover sheet.**

**Goal:**

**To continue to provide all students with exposure to the arts (e.g., dance, theatre, music, and studio art and photography through the Academic Enrichment segment on Wednesday.**

**Objectives:**

- **Maintain and further refine our current course offerings in the Arts**
- **Incorporate the use of technology in the Arts**
- **Maintain consultants from the Hetrick-Martin Institute who provide our students with enrichment opportunities in art, dance, music and photography**
- **Maintain relationships with outside organizations such as Open Door through TDF, Behind the Book program, and Studio in a School**
- **Include periodic self-reflective learning logs**

**Description of Proposed Instructional Strategies for the Arts** *(that are based on scientifically based research):*

**All art courses include hands-on learning activities, project-based activities, and performance. Trips to theatres, museums, and radio stations are incorporated in the Arts courses where applicable.**

**Professional Development:**

**Our Project Arts liaison attends periodic workshops sponsored by the Region and then turns keys applicable strategies and information to teaching staff. Our Project Arts liaison will continue to facilitate PD in the following topics: integration of the Arts in all subject areas as well as integrating literacy in the Arts courses.**

*PART V – SECTION I: Physical/Health Education*

**Goal:**

- 1. To improve the physical and health awareness of all students**
- 2. By June 2009, 90% of all students will have participated and completed the Fitness Gram**

**Objectives:**

- **Maintain and refine course offerings in physical education including dance, yoga, and peer education**
- **Maintain and refine current curricula modules in health and well being, STI prevention, and positive relational/social development offered during Advisory**
- **Encourage all students to avail themselves of the array of physical and health related enrichment opportunities sponsored by the Hetrick-Martin Institute in the after-school program**
- **Include periodic self-reflective learning logs in Advisory**

**Description of Proposed Instructional Strategies for Physical/Health Education:**

**All health and physical education courses employ a hands-on and project-based approach to learning where applicable. All physical education courses require students to actively participate. LTL skills are incorporated throughout the curricula where applicable.**

**Professional Development:**

**Periodic professional development in health related courses cover topics including, but not limited to AIDS and STI prevention, sexual responsibility, relational/social responsibility, emotional development, and confidentiality.**

**PART V – SECTION J: Career/College Education (For high schools)**

**Goal:**

**To expose students to college and career opportunities**

**Objectives:**

- **Develop a Junior Institute for the 2008-2009 school year which will include college exploration, essay writing, research, and career exploration to be taught by our Literacy Coach**
- **Further refine the Senior Institute which serves as a support group for seniors preparing for life beyond Harvey Milk High School**
- **Develop relationship with selected outside organizations for internship opportunities.**

**Description of Proposed Instructional Strategies for Career/College Education:**

**Instructional strategies include career and college explorations via the Internet; college application process and essay; financial aid opportunities; mock interviewing skills. Increase the number of visits by college representatives, as well as increase the frequency of visits to various colleges. Continue to offer at least one career fair per year.**

**Professional Development:**

**Professional development is consistent with all other subject areas. Our college advisory (sponsored by the Hetrick-Martin Institute) as well as our DOE social worker attend periodic workshops on college and career advisement sponsored by DOE.**

*PART V – SECTION K: Enrichment*

**Goal:**

**See sections for the Arts and Career/College education.**

**Objectives:**

**See sections for the Arts and Career/College education.**

**Description of Proposed Strategies for Enrichment:**

**See sections for the Arts and Career/College education.**

**Professional Development:**

**See sections for the Arts and Career/College education.**

*PART V – SECTION L: Parent Involvement*

**Goal:**

**To increase parental involvement in all aspects of the school community**

**Objectives:**

- **Maintain and further refine contacts with parents via phone and periodic mailings**
- **Increase attendance in monthly Parent Association meetings and SLT meetings by providing parents with workshops on relevant topics (e.g., teen sexuality, HIV and STI prevention, how to help academic performance of child, etc.)**
- **Refine Parental Involvement Policy and Parent Compact**
- **Explore further workshops and incentives for parent participation (e.g., greater participation in school events, computer classes, resume writing, etc.)**
- **Infuse CFN and school initiatives to maximize parental involvement in school activities.**

**Description of Proposed Parent Involvement Program:** (*Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.*)

**The parent coordinator along with the PTAG president will help facilitate workshops on teenage issues, parenting, and the college application process. The SLT team will continue to look at the following topics: achievement trends, budget, and school improvement. Please see pages 52 through 55 for Parent/Guardian Involvement Policy and Parent/Guardian Compact.**

**Professional Development:**

**PTAG president will continue to attend parent workshops sponsored by the Region. Staff workshops include issues surrounding parental involvement conducting meaningful conferences with parents, and the importance of maintaining regular contact with parents via phone and letters.**

*PART V – SECTION M: Student Support Services*

**By June 2009:**

- To improve student achievement through Advisory, extended time sessions, and homework help
- To improve achievement of Special Education students through the Collaborative Team Teaching model
- To improve group and individual counseling services for students

**Objectives:**

- Maintain after-school tutoring program for study skills, class work support and Regents prep
- Maintain the services of our DOE social worker and two social workers sponsored by The Hetrick-Martin Institute who provide both individual and group counseling
- Strengthen Advisory program
- Encourage further opportunities for Special Education teacher to work with General Education teachers to meet the individual educational goals of Special Education students

**Description of Proposed Program for the Delivery of Student Support Services:**

Student concern issues are discussed at our weekly staff meetings. Referrals are made at this time or at any other time. Specific intervention strategies are discussed and followed up by those parties involved (e.g., social worker, teacher, and/or advisor). Our contract system for academic progress and behavior are intervention strategies used to help students achieve outlined expectations. Often parents/guardians are brought in for conferencing. Special Education teacher will continue to team teach academic classes with General Education teachers (for the 2008-2009 school year Special Education teacher will collaborate with Science and ELA teachers) as well as continue to provide push in and pull out services for students requiring additional support.

**Professional Development:**

We will continue to provide professional development on classroom management issues and strategies, emotional/social development, and addressing the needs of our struggling learners.

**AIS (other than Special Education):**

The School Psychologist provides consultation on educational evaluations regarding learning development, processing and memory development; provides some psycho-educational counseling on an as needed basis; provides supplemental assistance in seeking outside agencies offering needed services.

The School Social Worker provides supportive, psycho-educational therapeutic interventions including both crisis and ongoing interventions in the form of individual counseling, group counseling, family and couples counseling. Outside referrals are made when applicable.

**At-Risk Health Related Services:** Condoms are made available to all students who request them after

meeting with one of three condom availability counselors. Health counseling services generally are in the form of individual counseling sessions and may include HIV/STI prevention, nutrition, and sexual responsibility, outside referrals for medical and/or psychological follow up.

**Advisory:** This course meets four times a week in 45-minute blocks. A teacher serves as a student's advisor until that student leaves our high school. Following a group-dynamics model, students share academic, emotional and personal issues in a safe environment and discuss strategies and coping mechanisms for academic success. Modules focusing on health related issues, conflict resolution, and values clarification occur throughout the academic year.

*PART V – SECTION N: Graduation Rate (For high schools)*

**Goal:**

**Maintain a graduation rate of at least (Cohort identified) 75% to 80% (including August graduates)**

**Objectives:**

- **Advisors will continue to work closely with graduating seniors to insure all credits and exam requirements are met.**
- **Juniors and Seniors will participate in both the Junior and Senior Institutes, respectively**

**Description of Proposed Strategy/Program to Improve HS Graduation Rate:**

**Some strategies include encouraging students to attend school regularly and on time by providing them with deeper and more meaningful academic and enrichment opportunities as well as additional incentives for attendance (e.g., free movie tickets and awards). Additionally, advisors meet with graduating seniors to insure they are maintaining their class work and attending after-school tutoring sessions and the homework help room for additional support. Lastly, the Principal holds periodic senior meetings to discuss expectations and offers students opportunities to meet those expectations.**

**Professional Development:**

**During our staff meetings we periodically discuss achievement trends of students (e.g., attendance, passing of classes and Regents, etc.) and target particular students who need additional support. Among these targeted groups are the seniors, some of whom begin to fall short of meeting requirements during the Spring semester.**

## ART VI: ACTION PLAN

**SCHOOL GOAL: To improve language arts literacy throughout the curriculum and maintain an overall ELA Regents pass rate of at least 62%**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Further refine and integrate strategies and lessons for each of the seven LTL skills (e.g., revision, close reading, independent work, group discussion/presentation, numeracy, note taking, and working in groups)</li> <li>- Each English, social studies, and science class will include at least one extended written project involving research and use of the LTL skills per semester</li> <li>- All classes will include periodic self-reflective learning logs</li> <li>- Math classes will require students to complete at least one journal writing activity per week</li> <li>- Provide tutoring and Regents prep during extended time sessions</li> <li>- Encourage independent reading through after school book clubs</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Teachers will continue to refine their course outlines, unit plans, and daily lesson plans to reflect a deeper understanding of how students learn and best practices for student engagement. We will have ongoing professional development on differentiated curricula, integration of LTL skills and technology in all courses, project and concept-based learning, and assessment of learning.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning is ongoing. Professional development workshops are facilitated during our weekly staff meetings.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Instructional Program (Includes TL ASA Reg. Growth)</li> <li>- NYSTL HS</li> <li>- Part 154 LEP</li> <li>- PCEN LEP</li> <li>- State Magnate</li> <li>- The Hetrick-Martin Institute</li> <li>- Title I Targeted Assistance</li> <li>- TL Self-Contained/CTT HS</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>- Achieving at least a 62% pass rate on the ELA Regents</li> <li>- At least 55% pass rate in ELA, Social Studies, and Science classes.</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Administration, literacy coach, math coach, and teaching staff</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To improve numeracy and problem solving skills in mathematics and to achieve an overall Math Regents pass rate of 50%.**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Further refine Regents-based, 4-semester Exploration in Math curriculum</li> <li>- Further refine Investigations in Math class for struggling math learners</li> <li>- Include weekly journal writing activities to support students' critical understanding of mathematical concepts</li> <li>- Incorporate periodic self-reflective learning logs</li> <li>- Provide tutoring and Regents prep during extended time sessions</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Team planning and individual lesson planning will occur throughout the school year as teachers revisit and refine the organization, content, and execution of their lessons. The two math teachers will also maximize the inclusion of LTL skills and journaling in their courses. Our weekly staff meetings will address learning issues across the curriculum as well as include whole group and small group planning in various math content areas.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning is ongoing. Professional development workshops are facilitated during our weekly staff meetings.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Instructional Program</li> <li>- NYSTL HS</li> <li>- Title I Targeted Assistance</li> <li>- TL Self-Contained/CTT HS</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>- Regents pass rate of at least 50%</li> <li>- At least a 55% pass rate in Math classes</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<ul style="list-style-type: none"> <li>- Our two math teachers; SpEd teacher</li> </ul>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: to improve students’ understanding of the scientific method, as well as concepts and facts related to the Living Environment and Environmental Science curricula; and to achieve an overall Regents pass rate of 60%.**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Further refine 2 year science curriculum (e.g., The Human Body, Life of the Cell, Genetics &amp; Evolution, Ecology), which is equivalent to a year of biology and a year of environmental science curriculum, by incorporating more basic investigative science skills</li> <li>- Increase use of technology in scientific inquiry</li> <li>- Include at least one extended written project involving research and the use of the LTL skills in each of the classes per semester</li> <li>- Continue to incorporate periodic self-reflective learning logs</li> <li>- Provide tutoring and Regents prep during extended time sessions</li> <li>- Maintain relationship with the after-school science program at the American Museum of Natural History</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Science teacher will continue to refine course outlines, unit plans, and daily lesson plans to reflect a deeper understanding of how students learn and best practices for student engagement. We will have ongoing professional development on differentiated curricula, integration of LTL skills and technology in all courses, project and concept-based learning, and assessment of learning. Science teacher will attend periodic science workshops offered by the Region as well as continue to visit other schools.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning is ongoing. Professional development workshops are facilitated during our weekly staff meetings.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Instructional Program</li> <li>- NYSTL HS</li> <li>- ERSSA Academic Intervention</li> <li>- TL Self-Contained/CTT HS</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>- Pass rate of at least 65% on Living Environment Regents</li> <li>- Pass rate of at least 65% in science classes</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Our one science teacher; Special Education teacher; Technology Specialist</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To foster the development, appreciation, and understanding of key historical and political concepts in Global and American history; to at least maintain our overall US Regents pass rate of 81%; and to achieve an overall Global Regents pass rate of 60%.**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<p>Further refine theme-based courses in American Studies, Russian Studies, German Studies, African Studies and Asian Studies            Incorporate at least one extended written project involving research and the use of the LTL skills            Include periodic self-reflective learning logs            Provide tutoring and Regents prep during after-school tutoring</p>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Teachers will continue to refine their course outlines, unit plans, and daily lesson plans to reflect a deeper understanding of how students learn and best practices for student engagement. We will have ongoing professional development on differentiated curricula, integration of LTL skills and technology in all courses, project and concept-based learning, and assessment of learning. Extended written projects involving research will be developed for each social studies course.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning begins June 2006. Professional develop workshops are facilitated during weekly staff meetings, and the CFN#2 group</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Instructional Program</li> <li>- NYSTL HS</li> <li>- TL Self-Contained/CTT HS</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain pass rate of at least 81% on the US History Regents exam.</li> <li>- Pass rate of at least 60% on the Global Regents exam.</li> <li>- Pass rate of 55% or better in all social studies courses.</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>One social studies teacher and one ELA teach who teaches American Studies; SpEd teacher</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To provide students with second language exposure**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Further refine independent studies opportunities to incorporate more development of basic language skills</li> <li>- Pilot a French language and culture course during the fall and spring semesters</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>Students requiring foreign language credit</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Teacher will incorporate strategies and methodologies acquired through weekly PD on literacy, curriculum design, differentiated curricula, project/concept-based learning, and assessment. Teacher will be encouraged to attend PD offered by the Region in second language learning when offered.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning is ongoing. Professional development workshops are facilitated during weekly staff meetings.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<p>TL Instructional Program funding stream listed under Language Arts covers this area of curriculum development.</p>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<p>Pass rate of at least 55% in second language courses/independent studies.</p>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>All teaching staff</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To integrate the use of the tools of technology as a means of building students' literacy skills and overall academic achievement.**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain our current technology specialist</li> <li>- Fully integrate the use of technology in all classes (e.g., use of mobile labs for word processing, Internet research, Power Point presentations, among others)</li> <li>- All classes will incorporate at least one project involving the use of technology</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students&amp; staff</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>The technology specialist will continue to provide ongoing PD on the use of various tools of technology. Various assessments will be explored that would assist us in measuring how technology infusion helps promote academic success and student engagement.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning is ongoing. Technology workshops will be ongoing throughout the school year.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Instructional Program</li> <li>- TL Special Needs</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>- Level of student engagement in academic courses as measured by teacher assessments of student work and classroom observations</li> <li>- Each student completing at least four projects involving the use of technology per semester.</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Technology specialist and all teaching staff</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To continue to provide all students with exposure to the arts (e.g., dance, theatre, music, studio art, and photography)**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain and further refine our current course offerings in the Arts</li> <li>- Incorporate the use of technology in the Arts</li> <li>- Maintain consultants from The Hetrick-Martin Institute who provide our students with enrichment opportunities in the arts</li> <li>- Continue to work with outside venues—TDF, Behind the Book, Studio in a School, Dance Studio</li> <li>- Students will reflect on learning</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Our Project Arts liaison will provide periodic professional development in the following areas: integration of the Arts in all subject/content areas as well as using the Arts as a vehicle for fostering the development of literacy skills. The Project Arts liaison will continue to attend the various PD sponsored by the Region as well as maintain established relationships with various organizations providing students with experiences in the Arts and literacy (e.g., The Hetrick-Martin Institute, Theatre Development Fund, and Behind the Book.). Periodic learning logs will be incorporated in all arts related classes.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning will be ongoing throughout the year.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Project Arts HS</li> <li>- All teachers are involved in the integration of the arts so all funding streams are applicable</li> <li>- The Hetrick-Martin Institute</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>- Pass rate of at least 55% in Arts courses</li> <li>- Integration of the Arts throughout the curriculum as measured by classroom observations, lesson plans, and sharing of practice during our weekly staff meetings</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>The Project Arts Liaison</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To improve the physical education and health awareness of all students.**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain and refine course offerings in physical education including dance, yoga, and peer education</li> <li>- Maintain and refine current curricula modules in health and well being, STI prevention, and positive relational/social development offered during Advisory</li> <li>- Encourage all students to avail themselves of the array of physical and health education related opportunities in The Hetrick-Martin Institute's after school program</li> <li>- Include weekly self-reflective learning logs in Advisory</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Assistant Principal will oversee all health and physical education related curriculum and directly meet with and supervise teachers. Professional development focusing on the further development of Advisory will occur periodically during our weekly staff meetings.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning will begin in June 2008 and continue throughout the school year.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<p>Funding streams listed in other areas (e.g., the Arts and Student Support Services) cover this area.</p>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<p>Pass rate of at least 55% in physical education, health, and Advisory class.</p>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Assistant Principal and all teaching staff</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To expose students to college and career opportunities.**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Further refine the World of Work curriculum</li> <li>- Further refine the College 101 curriculum</li> <li>- Develop Senior Institute which will eventually incorporate the curricula of the above two models</li> <li>- Develop relationship with selected outside organizations for internship opportunities</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students in general; juniors and seniors in particular</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Staff members will refine course outlines, goals and objectives, unit studies and daily lesson plans for the college and job readiness courses. Principal, selected teachers and HMI college advisor will begin designing curriculum for Senior Institute.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Planning for current courses begins June 2008. Planning for the Senior Institute will begin September 2008.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Instructional Program</li> <li>- TL Mandated Counseling</li> <li>- The Hetrick-Martin Institute</li> <li>- Various teachers participate in this so all funding streams are applicable</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<ul style="list-style-type: none"> <li>- Pass rate of 55% in World of Work and College 101.</li> <li>- At least a 65% college acceptance rate</li> <li>- Number of students intending to go to college or work immediately after high school.</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Principal, Assistant Principal and Social Worker who support HMI consultants providing direct services to students.</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To increase parental involvement in all aspects of the school community**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- To continue daily contacts with parents and guardians by phone and through periodic mailings</li> <li>- Explore further workshops and incentives for parent/guardian participation</li> <li>- Increase role of SLT to encourage parent/guardian participation</li> <li>- Develop and implement parent compact</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>Parents</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Develop calendar for monthly PTAG (Parents, Teachers, and Guardians Association) and SLT meetings; design and distribute survey to parents to determine interests, needs, and talents; develop relationships with outside organizations that provide activities, workshops, incentives of interest to parents.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Ongoing</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Parent Coordinator</li> <li>- Title 1</li> <li>- TL Instructional Program</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<p>Increase in number of parents participating in PTAG, SLT, and other events</p>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Parent Coordinator</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: To improve student achievement through Advisory, after school tutoring, and homework help; to improve group and individual counseling services for students.**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain after-school tutoring program for study skills, class work support and Regents prep</li> <li>- Maintain the services of our DOE social worker and two social workers sponsored by HMI</li> <li>- Strengthen Advisory program</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students in need of AIS</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Revisit and revise current contract/intervention plan; improve communication and encourage collaborative relationship between teaching staff and counseling staff; devote portion of weekly staff meetings to address student concerns and develop follow-up interventions; refine current on-call and crisis intervention services; develop mechanism to enhance coordination of a variety of services—tutoring, homework, counseling, educational evaluations, and speech and hearing services.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Ongoing</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- TL Mandated Counseling</li> <li>- TL SBST</li> <li>- And all other funding streams since this is a joint effort by the entire staff</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<p>Overall improvement in student attendance and achievement (e.g., Regents pass rates and class pass rates)</p>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Principal &amp; Social Worker; all Advisors; School Psychologist</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: Maintain a graduation rate ranging from at least 80 to 90% (eligible students- non cohort based)**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Advisors continue to work closely with graduating seniors to insure all credits and exam requirements are met</li> <li>- Juniors and first semester seniors will be targeted for World of Work and College 101</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All students; graduating seniors in particular</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Advisors will set up schedules to insure they set aside time targeted to meet with their seniors and communicate with their families; we will continue with our attendance incentives and daily phone calls to encourage all students to attend school regularly; struggling seniors will be particularly targeted for after-school tutoring; continue with outreach by Attendance Coordinator and Attendance Teacher. Principal will hold periodic senior meetings to maintain expectations and identify areas in need of further support</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Ongoing</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<p>Funding sources are listed throughout.</p>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<p>Maintain graduation rate of at least 80 to 90%</p>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>All staff members</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

**SCHOOL GOAL: Maintain and strengthen collaborative relationship between Harvey Milk High School and its partnering CBO, the Hetrick-Martin Institute**

<p><i>WHAT</i></p> <ul style="list-style-type: none"> <li>- Objective</li> </ul>	<ul style="list-style-type: none"> <li>- Finalize and submit Memorandum of Understanding</li> <li>- Maintain periodic Collaborative Management Team meetings</li> <li>- Further develop and refine collaborative relationship between HMHS teachers and HMI educational specialists and counselors</li> </ul>
<p><i>WHO</i></p> <ul style="list-style-type: none"> <li>- Target Population</li> </ul>	<p>All constituencies</p>
<p><i>HOW</i></p> <ul style="list-style-type: none"> <li>- Major Tasks/Activities*</li> </ul>	<p>Continue to develop agenda items in collaboration with HMI; participate in the planning of after-school enrichment opportunities available to HMHS students; maintain Project Arts liaison as primary contact for after-school credit bearing courses.</p>
<p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>	<p>Ongoing</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- DOE and HMI in-kind services</li> <li>- HMI funding streams</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>	<p>Improvement in collaboration and communication</p>
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>	<p>Collaborative Management Team members (comprised of selected staff from both agencies)</p>

\* For schools that are implementing the citywide instructional programs, be sure to include all applicable activities.

## **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: CONTRACT 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*

**Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. (Descriptions of specific AIS programs are included in the subject/area sections of this CEP.) 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 region/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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9*	35	35	15	10	NA (We do not have a guidance counselor)	15	55	10
10*								
11*								
12*								

**\*Please note that we are a transfer high school and not an articulated high school program. Students enter our program at different grade and ability levels and require a variety of course work and services depending on what they received in their previous high schools prior to entering our school. All of our classes are made up of mixed age and mixed ability groupings. For example, we have some 18 year olds who qualify as freshmen, while, on the other hand, we have 16 year olds who are juniors. AIS target all of our at-risk population and do not focus on particular grade levels. Descriptions of each of the AIS provided are included in the appropriate subject areas on pages 21 through 31.**

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

### LAP Narrative

We served three ELL students during the 2007-2008 school year.

#### Description of our ELL services:

Upon application to HMHS all students and their Parents/Guardians are informed that all instruction at our school is in English. Parents are informed on the various options offered to them at other schools through the New York City DOE regarding ESL servicing needs. We currently have 3 students (or 3% of our population) who are classified as ELL students. These students, along with all our students receive rigorous instructions in ELA skills and literacy.

Of the two ELL students one took the ELA regents and scored 65. The second student took a U. S. History Regents Exam and scored 74. All three ELL students took the NYSESLAT in the spring of 2008. Both students are expected to achieve proficiency levels.

We do not have any recently arrived immigrant students. Students with very limited English language skills are better served at the larger transfer high schools with established ESL programs, such as Manhattan Night And Day Comprehensive High School.

Any given year we have two to three students who are classified as ELL. These students take classes with the general education students and receive intensive instruction in skills building and literacy. All courses integrate our Learning to Learn(LTL) Skills program which offers intense practice in seven identified skills areas that we consider vital to life long learners. These skills include revision, note-taking, close reading, working in groups, class discussion and presentations, numeracy, and independent work. Students are given ample opportunities to revise their writing, conference with peers and teachers on their writing, read and analyze texts closely (e.g., reader response journals, underlining, highlighting, writing comments in margins, etc.), and participate in class discussions about the reading and writing process. In general, instruction is differentiated and individualized to meet the specific learning needs of our students. Students who are struggling readers and writers receive additional support through our Academic Intervention Services, which include after school tutoring and homework help as well as individual instruction through the 37.5 minute extended time sessions.

Although we do not currently have ELL students who are also required to receive Special Education services, these students would receive the same instruction as stated above but would receive additional support through push-in services (through the Collaborative Team Teaching model) as well as study skills (SETTS) if mandated by their IEPs.

ELL students are mandated to receive 90 minutes of ELA instruction per day which is the equivalent of 450 minutes per week. We offer students four 65-minute blocks of academic instruction per day plus a 45 minute Advisory block as well as the 37.5 minute extended time sessions. Students who are identified as ELL or struggling readers and writers are programmed for a 65 minute ELA block as well as an additional 65 minute humanities block, receiving a total of 130 minutes of ELA and ELA related instruction per day or 650 minutes per week. In these classes, as well as their science and math courses, students receive all necessary academic supports.

Our program does not offer explicit ESL services. None of our pedagogues are certified in ESL instruction. However, all of our teachers have attended multiple ESL workshops facilitated by Region 9 coaches to integrate elements of ELL instruction throughout their courses.

We offer a variety of ELA courses focusing on various literatures, writing processes and themes. All instruction integrates the LTL program.

With Part 154 PCEN funding, we have purchased and continue to purchase numerous appropriate and high interest reading materials to further develop and expand our ELL mobile library. ELL students and other students have access to this library and borrow books on a regular basis for independent reading. Often teachers would assist students in their independent reading during class time as well as after school tutoring and homework help. We also purchased a study skills book entitled, *Study Skills Workbook*, by Stephen S. Strichart, which is used to provide the ELL student and other struggling readers and writers as a resource for skills building both in class as well as during after school tutoring.

Teachers and administrative staff have attended a number of workshops offered throughout the 2007-2008 school year and will continue to receive turnkey information on all matters pertaining to ELL.

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

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

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

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

---

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

At the time of application, all parents/guardians are asked what language in which they are most comfortable communicating. The Parent Coordinator, who speaks both English and Spanish fluently, keeps a record of the parents/guardians who require communication in Spanish. Four out of 69 parents/guardians (or 6%) prefer Spanish as their main language of communication. No other second language is required by our parents.

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.

As a general rule, all correspondences, flyers, letters, etc., are translated into Spanish by our Parent Coordinator. The application's "Letter of Understanding," which is to be read and signed by both parent/guardian and applicant, is translated into Spanish as well. We are in the process of completing the translation of the School Handbook (a 45 page document) into Spanish as well. Additionally, our voice messaging system has an option for parents/guardians in which to receive instructions in Spanish. Moreover, whenever a teacher or administrator needs to speak with a Spanish speaking parent, he/she solicits the participation of the Parent Coordinator or Attendance Coordinator (both of whom are fluent in English and Spanish) to serve as translators. All of the above were implemented as a result of reaching out to parents/guardians via the Parents Association and SLT regarding better ways to communicate with our students' families.

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

---

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

As mentioned above, all translation services are provided by our Parent Coordinator. Our Attendance Coordinator, who does ample outreach to parents, is also fluent in both English and Spanish.

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.

As mentioned above, both the Parent Coordinator and Attendance Coordinator serve as oral translators on an as needed basis. In the event that either one or both are absent, we have several other staff members who are fluent in Spanish who would lend their support in orally translating information. To date we have not been in the position to have to solicit language translation services outside of our school.

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>.

The Parent Coordinator has assumed the responsibility to provide all parents, who prefer Spanish as the language in which to communicate, with written notification (in Spanish) stating their rights regarding translation and interpretation services. Parents/guardians of current students and parents/guardians of prospective applicants will receive this written notification. These notifications will be provided in other languages if we determine that any parent/guardian speaks a second language other than Spanish.

These written notifications will be located in the Parent Coordinator's office. A sign will be posted at the beginning of the school year indicating where these letters are located. This sign will be written in both English and Spanish.

When the school is given the signal to update school safety plans, the revision will reflect what the procedures will be for communicating with parents in need of language assistance services.

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - Continued**

**Part C: Action Plan – Language Translation and Interpretation**

**Directions:** On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p><b>Goal:</b> 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.</p>	
<p><b>ACTION STEP – WHAT needs to be done to accomplish goal?</b></p> <p>➤ Refer to specific actions, strategies, and activities described in Part B.</p>	<p>To support language needs of parents/guardians:</p> <ul style="list-style-type: none"> <li>• Parents/Guardians will be surveyed and their language preferences will be noted on ATS and on emergency contact cards</li> <li>• All written documents and oral communications will reflect language needs of parents/guardians</li> </ul>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>This will be done throughout the year whenever new students enter our program.</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<p>The Parent Coordinator will be the primary staff member who will provide language translation services both in written and oral forms. The Attendance Coordinator will also provide oral translation services. In the event that both Parent Coordinator and Attendance Coordinator are absent on a given day, our two paraprofessionals will provide translation services in Spanish.</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<p>The translation funding we received for the 2007-2008 school year was primarily used to support the additional time needed to translate a variety of documents (short and long documents) into Spanish. Translation services will continue to be supported by in-kind services, or through translation funding streams.</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</p>	<p>Our primary indicator of success is evident in the ability of parents/guardians, who only speak Spanish, to communicate with us regularly. We have not devised any surveys to measure parent/guardian satisfaction with regards to the translation services. However, the Parent Coordinator is working with the Parents Association President in developing a survey for this purpose. This survey will be distributed at the end of the fall and spring semesters of the next school year.</p>

**APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Below is a copy of the text of the Parent/Guardian Involvement Policy:**

Harvey Milk High School (HMHS) agrees to implement the following Parental Involvement requirements:

- HMHS will implement programs and activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - HMHS will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - HMHS will incorporate this parent/guardian involvement policy into its school improvement plan.
  - HMHS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - HMHS will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parent/guardian involvement is spent.
  - HMHS defines Parental Involvement as participation of parents/guardians in ongoing and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
1. HMHS will take the following actions to involve parents in the joint development of its school parent/guardian involvement plan under section 1112 of the ESEA:
- By holding a general Parent/Guardian meeting at the beginning of the school year to inform parents/guardians of their rights and responsibilities, their children's rights and responsibilities, the academic programs available at HMHS, the extra-curricular and enrichment programs available at HMHS, and the academic intervention and counseling services available at HMHS
  - By holding elections at the end of the previous school year to select both PTAG (Parent/Teacher and Guardian Association) officers and School Leadership Team Representatives for the following school year
  - By holding a separate meeting at the beginning of the school year in which the elected officers of PTAG can meet to discuss the expenditure of the 1% Title 1 Parental Involvement funding stream
  - By holding a meeting of the SLT at the beginning of the school year to support the recommendations of the PTAG spending plan, and assisting the PTAG officers in the implementation of their proposals as best as can be done
1. HMHS will provide parents with information regarding student academic achievement, attendance, college acceptance, and performance on Regents examinations throughout the year either during scheduled PTAG meetings or via letters sent home. The times and dates established to disseminate such information will be coordinated among the Parent Coordinator, PTAG President (or designee), and Principal (or designee)
2. HMHS will use the SLT to review important data and budget information necessary for parental input. The SLT will assist in the coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and

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

school performance by encouraging parents to attend workshops to assist their children's academic performance and learning; by assisting PTAG in locating resources for informational sessions on colleges, career fairs, tutoring, etc.

3. HMHS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies. Data will be gathered at PTAG meetings via discussions and surveys. Also data will be gathered by surveys of students, teachers and the Parent Coordinator. Surveys will generate ideas for better ways to support parents and increase parental involvement as well as improve student achievement in and out of school.
4. HMHS will build the schools' and parent's capacity for strong parent/guardian involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community, namely the Hetrick-Martin Institute, our partnering CBO, to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators via beginning, mid, and end of year conferences with PTAG; parent/teacher conferences; scheduled parent/teacher conferences which may include attendance teacher, advisor, social worker, and other staff members.
    - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing workshops for parents on the use of laptops and word processing programs and other learning tools.
  - b. HMHS will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by scheduling staff meetings to discuss these topics as well as engage students in these topics via Advisory, as well as discuss these topics during regularly scheduled PTAG and SLT meetings.
  - c. HMHS will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in language the parents can understand: Parent Coordinator will survey all parents to determine the language(s) needed to communicate with parents via phone or mailings; Parent Coordinator will solicit input from PTAG president and SLT parent representative regarding mailings sent home regarding data, state requirements, etc., to insure information is written in an understandable manner.

The HMHS School Parent/Guardian Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by HMHS on June 23, 2005 and continues to be in effect. The school will distribute this policy to all parents of participating Title I, Part A children on or by September 22, 2008.

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

#### **Below is a copy of the text of the School-Parent/Guardian Compact**

Harvey Milk High School (HMHS), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

#### School Responsibilities

Harvey Milk High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: through small classes, integration of the Learning-to-Learn literacy program, technology infusion, small class sizes, Advisory, regular contact with students and their families, extended time sessions, and home work help.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November 2008 and March 2009, specific dates will be announced.
3. Provide parents with frequent reports on their children's progress. Specifically, HMHS will provide reports as follows: three report cards per marking period for a total of six report cards. Additionally, conferences will be scheduled throughout the year on an as needed basis.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During scheduled parent-teacher conferences and on an as needed basis throughout the school year.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parents are welcome to visit classes any time they wish by giving us at least a day's advanced notice. Parents can also volunteer to support the Parent Coordinator in outreaching parents, setting up for workshops, tutoring students in specific skills areas, etc.
6. Involve parents in the planning, review, and improvement of HMHS's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. HMHS will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. HMHS will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the HMHS's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State Regents and/or RCTs in at least math, language arts and reading.

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - *Continued***

12. Provide each parent timely notice when their child has been assigned or has-been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Keeping in regular contact with my child's teachers, Advisor, the Principal, or other appropriate staff members to the extent possible
- Monitoring attendance
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the schoolboy promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on parent involvement groups such as the Parents/Teachers and Guardian Association and the School Leadership Team.

Alan H. Nolan  
Principal

\_\_\_\_\_  
Date

**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.).
<b>ELA:</b>	<p><b>AIS:</b>  <b>ELA <u>extended time sessions</u> meet 2 days a week for some students while others receive additional support in ELA 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.</b></p>
<b>Mathematics:</b>	<p><b>AIS:</b>  <b>Math <u>extended time sessions</u> meet 2 days a week for some students while others receive additional support in Math 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. Students who presented serious deficits in their math abilities took an Investigations in Math course, which was designed to provide them with the necessary computation, problem solving, and abstract thinking skills for the more advanced subjects studied in the Math A curriculum. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects</b></p>
<b>Science:</b>	<p><b>AIS:</b>  <b>Science <u>extended time sessions</u> meet 2 days a week for some students while others receive additional support in Science 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.</b></p>
<b>Social Studies:</b>	<p><b>AIS:</b>  <b>Social Studies <u>extended time sessions</u> meet 2 days a week for some students while others receive additional support in Social Studies 3 to 4 days a week. Students receive support in</b></p>

	<p>their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The Guidance Counselor provides college advising, personal counseling, transcript updating and evaluating, creation and adjustment of student programs, parental outreach, job counseling, creating and programming credit recovery courses and is the inquiry teams' data specialist.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The <u>School Psychologist</u> provides consultation on educational evaluations regarding learning development, processing and memory development; provides some psycho-educational counseling on an as needed basis; provides supplemental assistance in seeking outside agencies offering needed services.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The <u>School Social Worker</u> provides supportive, psycho-educational therapeutic interventions including both crisis and ongoing interventions in the form of individual counseling, group counseling, family and couples counseling. Outside referrals are made when applicable.</p>
<p><b>At-risk Health-related Services:</b></p>	<p><u>At-Risk Health Related Services:</u> Condoms are made available to all students who request them after meeting with one of three condom availability counselors. Health counseling services generally are in the form of individual counseling sessions and may include HIV/STI prevention, nutrition, and sexual responsibility, outside referrals for medical and/or psychological follow up.</p>

**School Building:** Harvey Milk High School      **District 02M586**

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			
			10		2	12

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

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_x\_ Push-in     \_\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_ Beginning     \_2\_ Intermediate     \_1\_ Advanced

School District:     02m586

School Building: Harvey Milk HS

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:45am To: 9:00am	Subject (Specify) AM advisory	Subject (Specify) AM advisory	Subject (Specify) AM advisory	Subject (Specify) AM advisory	Subject (Specify) AM advisory
<b>2</b>	From: 9:05am To: 10:05am	Subject (Specify) Discovery	Subject (Specify) Discovery	Subject (Specify) Discovery	Subject (Specify) Discovery	Subject (Specify) Discovery
<b>3</b>	From: 10:10am To: 11:15am	Subject (Specify) Ancient Civilization	Subject (Specify) Ancient Civilization	Subject (Specify) Ancient Civilization	Subject (Specify) Ancient Civilization	Subject (Specify) Ancient Civilization
<b>4</b>	From: 11:20 To: 12n	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>5</b>	From: 12:05 To: 12:45	Subject (Specify) PM Advisory	Subject (Specify) PM Advisory	Subject (Specify) PM Advisory	Subject (Specify) PM Advisory	Subject (Specify) PM Advisory
<b>6</b>	From: 12:50 To: 1:55	Subject (Specify) HEALTH	Subject (Specify) HEALTH	Subject (Specify) HEALTH	Subject (Specify) HEALTH	Subject (Specify) HEALTH
<b>7</b>	From: 2:00pm To: 3:05pm	Subject (Specify) USHISTORY	Subject (Specify) USHISTORY	Subject (Specify) USHISTORY	Subject (Specify) USHISTORY	Subject (Specify) USHISTORY
<b>8</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**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)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **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.

---

**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.

---

**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)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

## Part C: Action Plan – Language Translation and Interpretation

**Directions:** On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p><b>Goal:</b> 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.</p>	
<p><b>ACTION STEP – WHAT needs to be done to accomplish goal?</b></p> <p>➤ Refer to specific actions, strategies, and activities described in Part B.</p>	<p>To support language needs of parents/guardians:</p> <ul style="list-style-type: none"> <li>• Parents/Guardians will be surveyed and their language preferences will be noted on ATS and on emergency contact cards</li> <li>• All written documents and oral communications will reflect language needs of parents/guardians</li> </ul>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>This will be done throughout the year whenever new students enter our program.</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<p>The Parent Coordinator will be the primary staff member who will provide language translation services both in written and oral forms. The Attendance Coordinator will also provide oral translation services. In the event that both Parent Coordinator and Attendance Coordinator are absent on a given day, our two paraprofessionals will provide translation services in Spanish.</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<p>The translation funding we received for the 2007-2008 school year was primarily used to support the additional time needed to translate a variety of documents (short and long documents) into Spanish. Translation services will continue to be supported by in-kind services, or through translation funding streams.</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</p>	<p>Our primary indicator of success is evident in the ability of parents/guardians, who only speak Spanish, to communicate with us regularly. We have not devised any surveys to measure parent/guardian satisfaction with regards to the translation services. However, the Parent Coordinator is working with the Parents Association President in developing a survey for this purpose. This survey will be distributed at the end of the fall and spring semesters of the next school year.</p>

## APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Below is a copy of the text of the Parent/Guardian Involvement Policy:**

Harvey Milk High School (HMHS) agrees to implement the following Parental Involvement requirements:

- HMHS will implement programs and activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - HMHS will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - HMHS will incorporate this parent/guardian involvement policy into its school improvement plan.
  - HMHS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - HMHS will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parent/guardian involvement is spent.
  - HMHS defines Parental Involvement as participation of parents/guardians in ongoing and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
2. HMHS will take the following actions to involve parents in the joint development of its school parent/guardian involvement plan under section 1112 of the ESEA:
- By holding a general Parent/Guardian meeting at the beginning of the school year to inform parents/guardians of their rights and responsibilities, their children’s rights and responsibilities, the academic programs available at HMHS, the extra-curricular and enrichment programs available at HMHS, and the academic intervention and counseling services available at HMHS
  - By holding elections at the end of the previous school year to select both PTAG (Parent/Teacher and Guardian Association) officers and School Leadership Team Representatives for the following school year
  - By holding a separate meeting at the beginning of the school year in which the elected officers of PTAG can meet to discuss the expenditure of the 1% Title 1 Parental Involvement funding stream
  - By holding a meeting of the SLT at the beginning of the school year to support the recommendations of the PTAG spending plan, and assisting the PTAG officers in the implementation of their proposals as best as can be done
5. HMHS will provide parents with information regarding student academic achievement, attendance, college acceptance, and performance on Regents examinations throughout the year either during scheduled PTAG meetings or via letters sent home. The times and dates established to disseminate such information will be coordinated among the Parent Coordinator, PTAG President (or designee), and Principal (or designee)
6. HMHS will use the SLT to review important data and budget information necessary for parental input. The SLT will assist in the coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and

school performance by encouraging parents to attend workshops to assist their children's academic performance and learning; by assisting PTAG in locating resources for informational sessions on colleges, career fairs, tutoring, etc.

7. HMHS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies. Data will be gathered at PTAG meetings via discussions and surveys. Also data will be gathered by surveys of students, teachers and the Parent Coordinator. Surveys will generate ideas for better ways to support parents and increase parental involvement as well as improve student achievement in and out of school.
8. HMHS will build the schools' and parent's capacity for strong parent/guardian involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community, namely the Hetrick-Martin Institute, our partnering CBO, to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - v. the State's academic content standards
    - vi. the State's student academic achievement standards
    - vii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators via beginning, mid, and end of year conferences with PTAG; parent/teacher conferences; scheduled parent/teacher conferences which may include attendance teacher, advisor, social worker, and other staff members.
    - viii. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing workshops for parents on the use of laptops and word processing programs and other learning tools.
  - b. HMHS will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by scheduling staff meetings to discuss these topics as well as engage students in these topics via Advisory, as well as discuss these topics during regularly scheduled PTAG and SLT meetings.
  - c. HMHS will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Parent Coordinator will survey all parents to determine the language(s) needed to communicate with parents via phone or mailings; Parent Coordinator will solicit input from PTAG president and SLT parent representative regarding mailings sent home regarding data, state requirements, etc., to insure information is written in an understandable manner.

The HMHS School Parent/Guardian Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by HMHS on June 23, 2005 and continues to be in effect. The school will distribute this policy to all parents of participating Title I, Part A children on or by September 22, 2008.

**Below is a copy of the text of the School-Parent/Guardian Compact**

Harvey Milk High School (HMHS), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

### School Responsibilities

Harvey Milk High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: through small classes, integration of the Learning-to-Learn literacy program, technology infusion, small class sizes, Advisory, regular contact with students and their families, extended time sessions, and home work help.
- Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November 2008 and March 2009, specific dates will be announced.
- Provide parents with frequent reports on their children's progress. Specifically, HMHS will provide reports as follows: three report cards per marking period for a total of six report cards. Additionally, conferences will be scheduled throughout the year on an as needed basis.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During scheduled parent-teacher conferences and on an as needed basis throughout the school year.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parents are welcome to visit classes any time they wish by giving us at least a day's advanced notice. Parents can also volunteer to support the Parent Coordinator in outreaching parents, setting up for workshops, tutoring students in specific skills areas, etc.
- Involve parents in the planning, review, and improvement of HMHS's parental involvement policy, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. HMHS will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. HMHS will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the HMHS's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State Regents and/or RCTs in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Keeping in regular contact with my child's teachers, Advisor, the Principal, or other appropriate staff members to the extent possible
- Monitoring attendance
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on parent involvement groups such as the Parents/Teachers and Guardian Association and the School Leadership Team.

---

Principal

---

Parent

---

Date

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

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide 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:     \$63,683
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program:     \$636
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified:     \$675.0
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year:     100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

### **Below is a copy of the text of the School-Parent/Guardian Compact**

Harvey Milk High School (HMHS), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2005-2006.

#### School Responsibilities

Harvey Milk High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: through small classes, integration of the Learning-to-Learn literacy program, technology infusion, small class sizes, Advisory, regular contact with students and their families, extended time sessions, and home work help.
- Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November 2005 and March 2005, specific dates will be announced.
- Provide parents with frequent reports on their children's progress. Specifically, HMHS will provide reports as follows: three report cards per marking period for a total of six report cards. Additionally, conferences will be scheduled throughout the year on an as needed basis.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During scheduled parent-teacher conferences and on an as needed basis throughout the school year.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parents are welcome to visit classes any time they wish by giving us at least a day's advanced notice. Parents can also volunteer to support the Parent Coordinator in outreaching parents, setting up for workshops, tutoring students in specific skills areas, etc.
- Involve parents in the planning, review, and improvement of HMHS's parental involvement policy, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. HMHS will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. HMHS will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the HMHS's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State Regents and/or RCTs in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Keeping in regular contact with my child's teachers, Advisor, the Principal, or other appropriate staff members to the extent possible
- Monitoring attendance
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on parent involvement groups such as the Parents/Teachers and Guardian Association and the School Leadership Team.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

1. Use program resources to help participating children meet the State standards.
  - Harvey Milk staff has collectively developed a program of individually addressing students' need as identified by the AQUITY test. We are able to develop these **Personal Instruction Plans** that should insure the improvement of these students as demonstrated through their success in the ELA Regents.
  - The school has opted to purchase the PLATO online, credit recovery software. This software will enable students who have failed a particular course and who have either met the state allotted seat time or not, an opportunity to recover those credits..
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - The school will implement the software by re-organizing students in the advisory classes. Students designated for credit recovery will be programmed into the same advisory class with the same advisor. Subject area teachers will assign the work for the students, in the software and the credit recovery advisor will monitor and report progress to the teachers and the account administrator (asst. principal). Extensive and ongoing professional development will be provided to all staff involved in the credit recovery program.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:  
Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities; Help provide an accelerated, high –quality curriculum, including applied learning. Minimize removing children from the regular classroom during regular school hours.
  - Infuse the **Learning to Learn** skills into the daily school wide agenda instructional agenda.
  - Develop a rewarding Attendance Initiative, in collaboration with the CFN that recognizes 1. Best Advisory attendance, 2. Best improved attendance, and 3. Best school wide attendance (90-100%)
  - Develop PIP (personal Instructional Plans) for students, in need, identified earlier in the school academic year.
  - Incorporate effective differentiated instruction in the classroom, through an ongoing PD program in collaboration with the CFN

4. Coordinate with and support the regular educational program

- Develop and implement Individual students' Portfolios based on our schools' **Learning to Learn** skills. Portfolios are intended to show case Individual educational progress for every student.

5. Provide instruction by highly qualified teachers;

- The Principal and Administrators will net work with *Teaching Fellows Program*, staffing department and *Human Resources* division at the **DOE**, and other Partnering Organizations, local colleges and universities and the *Leadership Academy*, to attract highly qualified teachers to Harvey Milk High School.
- Subject area teachers will provide ongoing tutoring to students identified as needing assistance to successfully pas New York State Exams.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

- The school in collaboration with Children First Network, the school based Literacy Coach will provide ongoing Professional Development on *LTL* (Learning to Learn) instructional infusion, Portfolio Development, Differentiated Instruction, Learning by Design, classroom Management, and Attendance Improvement

7. Provide strategies to increase parental involvement; and

- The parent coordinator, PTA and the SLT will collaborate with the administration and teaching staff to develop and implement activities to increase parental involvement while continuing to create a closer integrated community.
- Administration, the Parent Coordinator, The Hetrick Martin Institute, the teaching staff, and the CFN will work on developing After School monthly Programs and workshops to assist students' Parents with their children's daily school tasks.
- The school provides monthly meaningful workshops for Parents/Guardians. Topics include; Surfing the internet, homework preparation, Health/Safety concerns, etc.

8. Coordinate and integrate Federal, State and local services and programs.

The D.O.E's Gang Awareness and prevention program in conjunction with the local police precincts, will provide workshops/assembly for students and staff to increase their awareness of the violence associated with gang activity.

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

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

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (A) Provide the following information: 2008-09 anticipated Title I allocation = \$ \_\_\_\_\_; 10% of Title I allocation = \$ \_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

---

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

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

*All SURR schools must complete this appendix.*

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

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

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

<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>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

---

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

– **English Language Learners**

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

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

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

- **We determined last year that there were gaps in written curricula.**

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?

-**We identified the need for replacing the curricula throughout our student population. \_\_\_\_\_% of our students passed the ELA regents.**

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.

-**During our weekly staff meetings we continually assess and review the needs of our students. We are also in the process of developing discipline specific rubrics to be implemented with our LTL instructional agenda.**

---

**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.

**- Last year, both math teachers and the math coach determined that there were some gaps in the math curriculum.**

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

x  Applicable  Not Applicable

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

\_\_\_\_% of students passed the Math A regents.

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.

**- Please refer to #     under the School Wide Plan in Appendices 7.**

---

## 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 data generated by the Data Specialist, Guidance Counselor and program chair will inform future professional development sessions. (Data Driven Instruction).**

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?

\_\_\_\_ % percent of students passed the ELA regents.

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.

- Please refer to # \_\_\_\_ under the School Wide Plan in Appendices 7.

---

### **2B – Mathematics Instruction**

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

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

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

- **As per progress report data.**

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

xApplicable   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?

\_\_\_\_\_% of students passed Math A.

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.

- **Our plan is to seek the assistance of our Network to provide increased support for our first year Math teacher who is also our only math teacher.**

---

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

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

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.

**- Teacher scholarship is analyzed every marking period for implications of areas in need of improvement.**

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

xApplicable   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?

**-An increase in percent of students accumulating the appropriate amount of credits toward graduation.**

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.

**- Our plan is to seek the assistance of our Network to provide increased support for our first year and veteran teachers.**

---

#### **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.

**- Due to the very small population of ELL students here at Harvey Milk, English teachers attend ELL workshops and turnkey the information to the other subject teachers.**

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

xApplicable   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?

\_\_\_% of ELL students passing the required state regents exams.

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.

**- Continued support from our network is needed to build the capacity of our teachers to provide ELL services as mandated.**

---

#### **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 data collected for analysis by the data specialist, guidance counselor and the program chair, will allow teachers and administration the ability to make informed decisions regarding ELL instructional approaches.**

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

xApplicable   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?

**- Increased passing of courses and regents exams as well as an improvement in the attendance of the ELL students.**

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

**-- Continued support from our network is needed to build the capacity of our teachers to provide ELL services as mandated.**

---

#### **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.

**- IEPs are seen as living documents which inform the instruction needed to help students achieve the goals of their IEP. The schools instructional agenda supports this process by the incorporation of literacy across the curricula.**

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

xApplicable   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?

\_\_\_\_% of special needs students passing state exams.

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.

**-The Special education administrator will continue to provide IEP writing, analyzing and implementation workshops to all teachers who provide the special education services.**

---

**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, Imps do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

**- The schools model for provision of special education services is Collaborative Team Teaching. This model provides optimal alignment of both the schools instructional agenda and the goals of the Imps.**

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

xApplicable   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?

**-Increased percentage of CTT students passing state exams.**

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.

**- The special education administrator will continue to provide workshops and professional developments on aligning the schools instructional agenda with the goals of the Imps.**

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 15, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	02M586
School Name	Harvey Milk H.S.
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 30,935
Principal Name	Alan Nolan
Principal Email	anolan2@schools.nyc.gov
Principal Phone	2124771555

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers \$ 10,000

School leadership coaches for principals \$ 10,000

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

For the 2008 - 09 school year, Harvey Milk will be replacing three teachers. We intend to have as much support as possible for all teachers, that we will not adequately meet the needs of the new members of our staff if we do not bring in assistance from a coach. With a teaching staff crucial that all teachers are supported and receiving support.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

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

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Last year we had a math coach for our two math teachers who had three years experience each. This year almost half of the staff will be new. Looking at the resumes that we have received so far, it is very possible the new teachers will have little or no teaching experience. We will support the staff, using the administration and experienced teachers. However, we will not have the resources to support three new teachers at-risk population.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional

development across all curriculum areas)?

- Yes
- No

Please describe the program.

Harvey Milk continues to be a school undergoing change and turnover. For the 2008-09 school year almost half of the teachers will be new : a very challenging student body. We will also have a second year principal and a first year assistant principal. Most of the crucial staff mem brand new or relatively new to the position and building. Again, it is vital for the members of our community to be supported as we strive as excellence.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existin program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

I believe the program is expanding in the sense that we are trying to support a greater number of new staff members. The administration is and as such we will be in need of support as we begin to create a culture for a relatively new and inexperienced staff. The guidance of an ex principal's coach will help ease the transition for all staff members as we move forward as a community.

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

How much do you plan to allocate for the following program strategies?

Instructional changes \$ 10,935

Structural changes (Please note: You must also be implementing Instructional Changes to choose this option)

Please provide a brief description of the instructional changes and/or structural/organizational changes that will b

As a relatively inexperienced staff, we believe it is an excellent time to plan for and begin to make minor implementations for a new instruct We would like to use this year to research, plan and begin to implement portfolios and team-teaching. Also, many of our students exhibit le behaviors similar to those of students with special needs. It is necessary that we as a staff have a better understanding of who these studei to assist their needs and learning styles. Finally, we believe that it is crucial to the success of our school that our staff be able to work with count on each other. We intend to go as a staff to a retreat as a team-building exercise with the hope that it will help us learn to communica together more effectively.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities



Students in Poverty

Students with Low Academic Achievement / at Risk of Not Graduating

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

New implementation

Program Expansion

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

Yes

No

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

Yes

No