



# **HOSPITAL SCHOOLS**

**2008-09**

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

**SCHOOL: 75 M 401**

**ADDRESS: 3450 East Tremont Avenue, Bronx, NY 10465**

**TELEPHONE: 718-794-7260**

**FAX: 718-794-7263**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 75 M 401      **SCHOOL NAME:** Hospital Schools

**DISTRICT:** 75      **SSO NAME/NETWORK #:** 3

**SCHOOL ADDRESS:** 3450 East Tremont Avenue, Bronx, NY 10465

**SCHOOL TELEPHONE:** 718-794-7260      **FAX:** 718-794-7263

**SCHOOL CONTACT PERSON:** Mary Maher      **EMAIL:** mmaher2@schools.nyc.  
**ADDRESS:** gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON** \_\_\_\_\_

**PRINCIPAL** Mary Maher

**UFT CHAPTER LEADER** Edith Hitchen

**PARENTS' ASSOCIATION  
PRESIDENT** \_\_\_\_\_

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT** Bonnie Brown

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

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

| Name  | Position/Constituency Represented                     | Signature                                |
|---|---|--|
| Maher Maher   | *Principal or Designee                                | 77l&u,rM^                                |
| Cynthia Biondi  | *Assistant Principal                                  | M<-^~L /<br>SA/&^; /7,/ < *j3rs-         |
| Edith Hitchen   | *UFT Chapter Chairperson or Designee                  | ^ ^ / / • / ^ A ^                        |
| Keri Kaufmann   | *Guidance Counselor                                   | 4^u^i(bw)i/i^                            |
| Gayle Toonkel   | Teacher   | S^£&fa>^                                 |
| Larry McGinley  | Teacher   | " •*<br> <br>^ > * < P s                 |
| Maureen Murphy  | *Parent Representative                                | '1 //<br>/^<br>/{'eiM*jU~^ /rU^^tok^ \ > |
| Nancy Klein   | *Coach  | >  , ' j<br>CWM^Lf-fC^s—                 |
| Parent of Long Term Student   | Parent member as available                            |  |
| Parent of Long Term Student   | Parent member as available                            |  |
| Parent of Long Term Student   | Parent member as available                            |  |
| <b>*Please note due to the nature of our student population parent representation is not always possible but is encouraged.</b> | <b>* There is no PTA due to transient population.</b> |  |
|   |   |  |

\* Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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Hospital Schools is unique in that instruction takes place in 41 hospitals throughout New York City and Westchester. Hospital Schools provides educational services for all school-aged students, K-12, whether public, private or parochial in both general and special education. Our population consists of students who are hospitalized with chronic/acute, medical, rehabilitative, multiple disabilities and psychiatric conditions. Obstacles faced by hospitalized students include treatment protocols, fatigue, pain and isolation. These obstacles have direct impact on student performance and instructional strategies. Instruction is provided at bedside and in small groups. Our student population is transient due to the nature of hospitalization based on medical and psychiatric need. Students are admitted to our interim school program on day three of instruction and can be with us for up to three months on average.

Our school adheres to all New York State Learning Standards. Collaboration with the student's home school is essential in order to maintain ongoing communication resulting in a consistency in instruction. This enables hospitalized students to return to their home school with academic gains and a continuance of their educational standing.

Hospital Schools follows the "No Child Left Behind" legislation through daily differentiated lessons, which support and reflect the NYCDOE goals that are aligned to the New York State Standards. Efforts are made to increase parental involvement and awareness of the educational services being provided. Technology and The Arts are embedded in our curriculum. Students are provided with the opportunities to access technology through the use of classroom computers, computer labs and bedside laptops. Staff is provided opportunities to attend workshops fostering the incorporation of The Arts through the curriculum. Collaboration with cultural institutions allows students to participate in varied artistic experiences. Hospital Schools' teachers focus on instruction to meet each student's academic and emotional needs. By targeting specific learning objectives driven by data, students will be supported in achieving specific instructional goals.

Attending school while hospitalized allows students to maintain their academic standing. Students are given credit for attendance and coursework and provided with the opportunity to participate in New York State Tests and Regents Exams.

**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>                             | Hospital Schools |               |        |                            |              |
| <b>District:</b>                                | 75               | <b>DBN #:</b> | 75M401 | <b>School BEDS Code #:</b> | 307500011401 |

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

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

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

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

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

|  |                         |  |  |                 |  |  |
|--|-------------------------|--|--|-----------------|--|--|
| <b>Individual Subject/Area Ratings</b> | Elementary/Middle Level |  |  | Secondary Level |  |  |
|  | ELA:                    |  |  | ELA:            |  |  |
|  | Math:                   |  |  | Math:           |  |  |
|  | Science:                |  |  | Grad. Rate:     |  |  |

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

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

**Key: AYP Status**

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |    |   |

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

## SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Analysis of Student Achievement and Program Effectiveness –**

A comprehensive needs assessment was conducted in 07-08. The areas reviewed were *assessment tools* in the areas of Math and ELA, *instructional materials* (core curriculum materials, classroom libraries, High School materials, general supplies and technology) and *professional development*.

Based on the results of this needs assessment staff response indicated PD need in the areas of math and writing. Due to the changes in the math core curriculum it was decided that our 07-08 yearlong PD plan would focus on Everyday, Impact and Integrated Algebra with an emphasis on supplemental materials and assessments. The documented feedback from teachers indicates that they were better equipped to navigate instructional teacher resources and components providing hands-on opportunities for our diverse K-12 population. Based on the success of this model, it was decided that the 08-09 yearlong PD plan would focus on writing to support educational research indicating student needs within the area of Writing. Inquiry team findings indicated staff need for specific writing assessment and intervention strategies.

Due to our transient population and the data from the needs assessment, we established that a need exists for a systematic way to measure and record student growth. Progress for our school can not be measured by review of NYS mandated exams due to our students' length of stay. However, we are committed to establishing a method to demonstrate our students' achievement. The Student Instructional Log (SIL) was created to systematize the tracking of student information including pupil accounting, assessment and instructional data. The Student Instructional Log documents assessment, goals and activities for each student. The initial Inquiry Team focused on using Scantron as a tool to drive instruction. The results demonstrated that 92% of students in the pilot demonstrated growth. Although the pilot was successful there was a need for additional assessment tools. The current Inquiry Team is exploring additional assessments in order to drive instruction which will increase academic achievement within all grade levels.

Based on review of the High School Record of Attendance and Student Achievement (RASA) it was determined there was a need to develop a system ensuring student's received appropriate coursework and credit. Additionally, our teachers are required to teach K-12. In order to support staff they need training in specific content areas aligned with high school level coursework.

Our current school-wide behavior plan provides a structured system supporting appropriate student behavior. Although there has been an increase in appropriate student behaviors, a need exists to support staff in using data to identify targeted behaviors for K-12 students in psychiatric sites. Interventions and instructional strategies will be developed to support staff in this initiative.

**UPDATED – OCTOBER 2008**

Students within our 12:1:4 classes are medically fragile and long term residents who are in need of both medical and educational services. We strive to support them in all educational areas as well as enhance their quality of life through improved opportunities for communication. In 2007-08, a pilot program was initiated at a 12:1:4 site. The pilot's targeted purpose was to improve instructional skills. The initiative included staff development in the use of adaptive technology and instructional programs. Staff feedback and review of data showed progress in student awareness of their environment and ability to interact with their surroundings. Teacher feedback was positive supporting additional professional development. This initiative encouraged the sharing of best practices linked to the instructional techniques. Inter-visitations provided the opportunity for staff to share ideas and enhance instruction. The goal is to continue the initiative expanding to additional 12:1:4 sites.

## **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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**Throughout the Spring Term, 50% of students in grades 3, 4 and 5 at Morgan Stanley New York Presbyterian, Mt. Sinai Psychiatric, Montefiore, Brooklyn and Harlem Hospitals will demonstrate a 10% improvement in the area of writing utilizing the Teaching Qualities of Writing (TQW) Curriculum focusing on the element of Language including mechanics and grammar as evidenced by pre and post checklists analyzing student writing.**

**By June 2009, 50% of students in psychiatric sites in grades K-12 (average 90 students per day) will demonstrate a 10% increase in appropriate classroom behavior as evidenced by weekly performance sheets.**

**By June 2009, 75% of standardized K-12 students in the Inquiry Team Pilot will demonstrate a 5% growth in reading and/or writing skills as measured by pre and post assessment. (CRI, WIAT, 3 Minute Assessments and ECLAS)**

**There will be a 5% increase in 08-09 school year for all standardized HS student instruction as evidenced by the number of lessons and assessments indicated on the Record of School Attendance and Student Achievement. Submission will be monthly for every student hospitalized two weeks or longer.**

**By June 2009, 5% of alternate assessment students will demonstrate a 5% increase in awareness and interaction with the environment utilizing adaptive equipment as demonstrated by Brigrance Pre and Post Assessment.**

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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Professional Development

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>Throughout the Spring Term, 50% of students in grades 3, 4 and 5 who require standardized testing at Morgan Stanley New York Presbyterian, Mt. Sinai Psychiatric, Harlem, Montefiore and Brooklyn Hospitals will demonstrate a 10% improvement in the area of writing utilizing the Teaching Qualities of Writing (TQW) Curriculum focusing on the element of Language including mechanics and grammar as evidenced by pre and post checklists analyzing student writing.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Actions/Strategies:</b><br/>The reflections of the 07-08 Inquiry Team indicated a need for writing assessment tools. In addition, review of the ELA performance data demonstrated a student need in the area of writing.<br/>In November, we administered a Teaching the Qualities of Writing (TQW) survey to evaluate teacher knowledge of the TQW curriculum to establish a baseline. A follow up survey will be administered in June to evaluate use and understanding of the program. After researching various writing programs we selected and purchased Ralph Fletcher and Joann Portalupi’s writing curriculum, Teaching the Qualities of Writing. Professional Development in the area of writing was established in collaboration with the cabinet and SLT. Monthly PD faculty conferences (see below) and scheduled TQW consultants for full day teacher training are planned. Monthly faculty conferences will focus on reviewing student work, writing checklists and rubrics aligned with TQW and the New York State Standards.<br/>Teachers will participate in a series of data collection surveys to ascertain professional growth. We have created a Assessment/Checklist Tool which is aligned with New York State Standards that teachers can use as a form of assessment when looking at students writing. We are planning inter-visitation and peer mentoring to</p> |

support our teachers in best practices. The TQW/ New York Standards Assessment/Checklist Tool will be used to support our Inquiry Team project and assessment results will be documented on the Student Instructional Logs.

We are developing a TQW Walk-Through Checklist to focus supervisory visits. The findings from our supervisory visits will initiate additional coach support. The Coach will support all aspects of implementation of the TQW program.

At the June Full Day Professional Development, we will host a *Best Practices Culminating TQW Writing Exhibit Event* and administer the final TQW Post Survey.

**Target Population:**

- Standardized grades 3, 4, and 5 students at Morgan Stanley New York Presbyterian, Mt. Sinai Psychiatric, Montefiore, Brooklyn and Harlem Hospitals.

**Responsible Staff:**

- Administrators
- Coach
- Parent Coordinator
- Guidance Counselor
- Teachers
- School Leadership Team
- Paraprofessionals
- Office Staff
- Technology Coordinator/Technician

**Timeline:**

- Training will be between the months of October and February.
- Implementation will commence February and continue through June
- Five monthly meetings
  1. Oct.-“Overview of TQW kits”
  2. Dec.-“Assessing Student Writing Through use Of A New York State Standards Tool”
  3. Jan.-“Looking at Student Writing Samples and NYS Standard 1”
  4. Feb.-“Selecting Meaningful Target Skills Aligned with TQW and Standard 2”
  5. Mar.-“Selecting Meaningful Target Skills Aligned with TQW and Standard 3”
- Three full day professional development meetings.

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|  | <ol style="list-style-type: none"> <li>1. Aug.- Introduction of TQW and 6+1 writing traits</li> <li>2. Nov.- Use the TQW assessment to determine next steps to assess student writing/ TQW survey</li> <li>3. Jun.- Best Practices culminating TQW Writing Exhibit Event/ TQW survey</li> </ol>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p><b>Allocations were made to support the following:</b></p> <ul style="list-style-type: none"> <li>• Teaching the Quality of Writing Kits/ Materials: Home and Hospital Funds/NYSTL</li> <li>• Museum of the City of NY: Home and Hospital Funds</li> <li>• Museum of Jewish Heritage: Home and Hospital Funds</li> <li>• Intrepid: Home and Hospital Funds</li> <li>• Venues/Refreshments: Home and Hospital Funds</li> <li>• Presenters: Home and Hospital Funds</li> <li>• Miscellaneous supplies: Home and Hospital Funds</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <p><b>Progress indicated by:</b></p> <ul style="list-style-type: none"> <li>• Informal observations to provide feedback on appropriate use of materials and follow up suggestions</li> <li>• Formal observations and the follow up suggestions on how to incorporate TQW into instruction</li> <li>• Agendas for all Profession Development indicating the focus on TQW and Standards</li> <li>• Purchase orders that indicate materials and consultants to support TQW program</li> <li>• Documentation of focused inter-visitation and collegial review of student work</li> <li>• Teaching the Qualities of Writing Walk-Through Checklist</li> <li>• Teaching the Qualities of Writing Pre and Post survey</li> <li>• Completed Student Instructional Logs with goals that are supported by the TQW</li> <li>• Participation in Project Arts and Best Practice Fair demonstrating student work</li> <li>• Photographs from the culminating event that exhibit students work</li> </ul> |

**Subject/Area (where relevant): Positive Behavior Supports**

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>By June 2009, 50% of grade K-12 students in psychiatric sites (average 90 students per day) will demonstrate a 10% increase in appropriate classroom behavior as evidenced by weekly performance sheets.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Actions/Strategies:</b></p> <p>After reviewing the current Power of Choice Program at the psychiatric sites with my cabinet and PBIS team, we determined that there was a need to focus on individual student Target Behaviors through the use of Functional Behavioral Analysis and Behavioral Intervention Plans. We have implemented a specific behavior matrix, aligned with school wide expectations and training, utilizing our school PBIS manual and the resources enclosed.</p> <p>In collaboration with our PBIS Team we are designing PD to assist teachers in identifying student Target Behaviors. In addition, training will focus on providing instructional strategies and interventions supporting student growth including Functional Behavioral Analysis (FBA) and Behavior Intervention Plans (BIP).</p> <p>Using TQW strategies we will support writing relating to socially appropriate behaviors. Daily student performance tally sheets will be used by teachers to identify targeted behaviors. We will provide instructional strategies and interventions supporting student growth with a focus on student’s Target Behavior.</p> <p>In collaboration with the PBIS team and teacher feedback we are creating Professional Development training to assist teachers in identifying appropriate target behaviors. In addition, training will focus on providing instructional strategies and interventions supporting student growth.</p> <p>We are using Teaching the Qualities of Writing strategies to support writing related to socially appropriate behaviors.</p> <p>We are in the process of sending all teachers and paras to <u>The Therapeutic Crisis Intervention (TCI)</u> training program offered by District 75.</p> <p>The PBIS curriculum will be incorporated into daily classroom instruction and students will receive certificates acknowledging the level achieved. We are establishing award assemblies and clubs acknowledging students who have achieved and maintained levels at St. Vincent’s and Bronx Lebanon Hospitals. We are establishing a King’s County E Market so students can use points earned to purchase items.</p> |

**We are actively communicating and coordinating with Hospital Agency staff to align our Power of Choice Program with the hospital level system.**

**The cabinet is creating a Walk Through Checklist to support the program. Our supervisory visits and classroom observations will be focused by our Walk-Through Checklist.**

**The supervisory visits and results from Walk Through will drive coach support which is aligned with instructional and behavioral expectations. We will utilize focused inter-visitations to District 75 peer sites to share best practices.**

**Target Population:**

- Teachers
- Paraprofessionals
- Students in our Psychiatric sites

**Responsible Staff Members:**

- Principal
- Assistant Principals
- PBIS Liaisons
- Coach
- Guidance Counselor
- Parent Coordinator
- Agency Staff

**Timelines:**

- Monthly PBIS Team liaison meetings focusing on PBIS pacing calendar
  1. Oct. 14, 2008
  2. Nov. 25, 2008
  3. Dec. 9, 2008
  4. Jan. 26, 2009
  5. Feb. 10, 2009
  6. Mar. 24, 2009
  7. Apr. 7, 2009
  8. May 12, 2009
- Weekly staff meetings at sites
- Weekly celebrations

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

**Resources utilized:**

- PBIS Liaisons to support the implementation and consistency of this initiative
- District 75 PBIS workshops in TCI and PBIS strategies FREE
- Project Arts budget to support Artist Residences at Psychiatric sites
- Museum of Modern Art visits to Mt Sinai and Bronx Lebanon
- Teaching the Qualities of Writing to support writing in areas of socially appropriate behaviors kit
- School budget funding allocated for award assemblies, clubs and reinforcements from Home and Hospital Funds
- Purchase of desktop computers and printers at Bronx Lebanon and St. Vincent's Psychiatric hospitals from NYSTL Hardware Funds
- Intrepid Sails Grant Program visits from Museum educators FREE
- Community resources through donations to support Power of Choice program
- Per Session budget used to develop Grant Committee in order to gain resources supporting PBIS (pending budget review)

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

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

**Progress indicated by:**

- Daily student performance tally sheets will be used by teachers to identify targeted behaviors
- Daily student performance tally sheets will be reviewed on a weekly basis by PBIS liaisons to determine a decrease in Target Behavior and an increase in appropriate behavior
- Data will be used to monitor student progress
- At King's County E weekly level reports demonstrate an increase in students achieving and maintaining level
- Individual student folders and classroom charts that illustrate a record of individual student progress
- An increase in students attending clubs and socials
- Increase in appropriate behaviors as documented on tally sheets
- Decrease in incident reports
- Decrease in OORS reports
- Increased instructional time due to more time in the class
- Meeting agendas from PBIS meetings
- Therapeutic Crisis Intervention certificates from staff attendance

Subject/Area (where relevant): **Assessment and Instruction**

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>By June 2009, 75% of standardized K-12 students participating in the Inquiry Team Pilot will demonstrate a minimum of 5% growth in reading and writing skills as measured by Pre and Post Assessment. (CRI, 3 Minute Assessments, WIAT, Scantron, ECLAS and TQW)</p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Due to our transient student population, the success of our school cannot be measured by NY State exams. Therefore, we must create alternate means of demonstrating student achievement. The reflections of the 07-08 Inquiry Team Pilot which utilized Scantron indicated a need for additional assessment tools to support identification of targeted learning objectives. Based on the 07-08 Inquiry Team findings, the team concluded that Scantron was not comprehensive enough in assessing students in reading and writing. Based on teacher feedback, the core members of the Inquiry Team selected the following assessment tools: <u>Reading Assessments</u>; Classroom Reading Inventory (CRI), WIAT, 3 Minute Assessments, ECLAS, Scantron, <u>Writing Assessment</u>; TQW. The pilot program was made available to all teachers and 11 teachers volunteered. There will be 110 students in the pilot. We developed a professional development plan in the area of assessments and interventions in collaboration with the cabinet and core members. The core team then developed a training program focusing on administering assessments, interpretation of data, the selection of targeted learning objectives, interventions and implications for instruction. Professional development will encompass two full days and eight two hour after-school workshops. Teachers will participate in collegial collaboration/inter-visitation focusing on interventions and instructional strategies. The core team will collect and analyze monthly data collection from pilot teachers.</li> </ul> <p><b><u>Pilot Teacher Procedure:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will administer a pre assessment using one of the above mentioned tools, and analyze the data to determine the targeted learning objective(s)</li> <li>• Learning objectives will be addressed by instructional activities as documented on the Student Instructional Log</li> <li>• Teachers will administer a post assessment after three pieces of evidence have</li> </ul> |

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|  | <p>been collected that demonstrate 85% mastery</p> <ul style="list-style-type: none"> <li>• All documentation and student data will be maintained in a student binder</li> </ul> <p><b>Targeted Population:</b></p> <ul style="list-style-type: none"> <li>• Inquiry Team I: Medical Population</li> <li>• Inquiry Team II: Psychiatric Population</li> <li>• 11 Pilot Teachers</li> <li>• 110 Pilot Students</li> </ul> <p><b>Responsible Staff:</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Alternate Assessment Liaison</li> <li>• Coach</li> <li>• Guidance Counselor</li> <li>• 11 Pilot Teachers</li> </ul> <p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• Inquiry Team/Staff training in assessments, procedure and intervention: <ol style="list-style-type: none"> <li>1. Oct. 29, 2008</li> <li>2. Nov. 3, 2008</li> <li>3. Nov. 19, 2008</li> <li>4. Dec. 8, 2008 Full day</li> <li>5. Feb. 11, 2009</li> <li>6. Apr. 22, 2009</li> <li>7. May 6, 2009</li> <li>8. Full Day date TBD</li> </ol> </li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Budget allocation for per session Children’s First Intensive Funds + Home and Hospital funds</li> <li>• Assessment Material purchased : Home and Hospital Funds</li> <li>• Purchase of general supplies</li> <li>• Inquiry Team Laptops Children’s First Intensive</li> <li>• District 75 Technology Lab: Free</li> <li>• Hospital Meeting Space: Free</li> <li>• Cultural Institution Resources provided by Project Arts/ Art Counts Budget</li> </ul>  |

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| <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i> | <b>Progress indicated by:</b> <ul style="list-style-type: none"> <li>• Maintaining data binders</li> <li>• Inquiry Team Progress collaboration and reflection</li> <li>• Data indicating achievement of learning objectives</li> <li>• ELA data</li> <li>• Utilization of assessment tool kit</li> <li>• Establishment of a writing rubric aligned with the TQW kit</li> <li>• Interim staff progress assessment review</li> </ul> |

**Subject/Area (where relevant):** Addressing the Needs of our High School Population

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| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | <p>There will be a 5% increase in 08-09 school year for all standardized HS student instruction as evidenced by the number of lessons and assessments indicated on the Record of School Attendance and Scholastic Achievement. Submission will be monthly for every student hospitalized two weeks or longer.</p>  |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <p><b>Action/Strategies:</b></p> <p>Our reluctance to admit High School students was due to students losing their seat in their prior program once they were admitted to our registers. In an effort to address this, Central DOE and the High School Borough Enrollment Office created an ATS procedure that enables our pupil accounting secretary to send the student back to his/her home High School.</p> <p>After reviewing High School data which included the number of admits and courses instructed last year, in conjunction with my cabinet, we established the need to focus specifically on the H.S. student population. We developed a procedure to support the</p> |

High School students and trained all staff in H.S. procedures at our November 4, 2008 full day professional development conference.

The Guidance Counselor will review Graduation requirements and course codes with all staff. The Counselor will act as a liaison between home school guidance counselor, teachers and home instruction to ensure that students receive proper courses. In addition, the counselor will review all Record of School Attendance and Student Achievement Reports are received and HS credit is submitted on transcripts through HSST.

The Administrative Walk-Through checklist will support assessment and instruction.

We have developed a tracking system to monitor student course work that the Assistant Principals will use to ensure that students receive proper course work. Data will be collected monthly, we will review attendance and cross reference with the Record of School Attendance and Student Achievement Reports that are submitted. We have a specific focus to increase communication with each student's home school, parents, and to coordinate with Home Instruction.

The Assistant Principals will support staff in the review of classroom course materials and lesson planning. The coach will work to align professional development survey results with workshops. The coach will research PD opportunities and assist staff in participation and support with appropriate materials. Throughout the year, we will conduct on-going PD in High School curriculum with a specific focus on writing.

We are distributing a specific needs review on current text books and will order textbooks based on review results. We are creating a Special Projects core curriculum manual pending budget review to support teachers.

**Timeline:**

- In conjunction with student's home high school communication and instruction is ongoing.

**Responsible Staff members:**

- Principal
- Assistant principal
- Guidance counselor
- Coach
- Parent coordinator
- Technology coordinator/technician
- Home School staff
- Parent/Guardian

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p><b>Resources utilized:</b></p> <ul style="list-style-type: none"> <li>• Per session budget allocation (pending budget review)</li> <li>• Purchase of materials through Home and Hospital + NYSTL FUNDS</li> <li>• HSST</li> <li>• ATS</li> <li>• District 75 workshops</li> <li>• CUNY schools providing Math Institute Free</li> <li>• TQW aligned to support HS curriculum Home and Hospital/NYSTL Funds</li> <li>• Purchase of laptops and software NYSTL software and Hardware funds + Home and Hospital Funds</li> <li>• Purchase of HS textbooks and Regents and RCT review books NYSTL/ H and H funds</li> <li>• NY State Education Department Website</li> <li>• 2008-2009 High School Directory</li> <li>• Hospital Schools Resource Manual created by Cabinet</li> <li>• Collaboration with NYC High Schools/Private</li> <li>• Collaboration with Home Instruction</li> <li>• NYC DOE Testing Coordinator</li> <li>• District 75 High School Task Force Resources</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Completion and submission of RASA</li> <li>• January and June submission of course credit in HSST</li> <li>• Student Instructional Logs contact information complete</li> <li>• Goals aligned with coursework</li> <li>• Confirmation of courses/course codes with guidance counselor</li> <li>• Confirmation of completion of coursework with guidance counselor</li> <li>• Submission of RCT/Regents grades on student transcript</li> <li>• Supervisory observations of assessment and instruction</li> <li>• Administrative Walk-Through checklist to support assessment and instruction</li> <li>• Review of student coursework</li> <li>• Student publication highlighting achievements</li> </ul>  |

**Subject/Area (where relevant): Alternate Assessment**

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June 2009, 5% of alternate assessment students will demonstrate a 5% increase in awareness and interaction with the environment utilizing adaptive equipment as demonstrated by Brigance pre and post assessments.</b></p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Action/Strategies:</b></p> <p><b>Our 12:1:4 students are extremely involved medically, physically and cognitively. After reviewing the current 12:1:4 program with the cabinet, we determined that additional support and resources should be allocated to increase best practices. We researched available technologically based programs for alternate assessment students. These programs promise to increase sensory input and student response. We selected the Meville to Weville Literacy Program because the research indicated that the program increases communication ability by incorporating adaptive equipment. Continuing with this theme we purchased and distributed the Boardmaker Program to the 12:1:4 sites. We found that the use of Boardmaker Symbols fostered increased communication; coupled with adaptive equipment and technology, this initiative will improve student awareness of self and community members.</b></p> <p><b>As a result of the feedback from the pilot site, we are expanding the implementation of this technologically based program. This year, we will increase data collection of student performance with and without adaptive equipment.</b></p> <p><b>The Alternate Assessment Liaison and the cabinet established that Differentiated Professional Development would allow for exchange of instructional strategies during collegial collaboration. During these workshops there will be an opportunity to share best practices, successes and challenges.</b></p> <p><b>We will provide additional professional development in Advanced Boardmaker. We will expand staff training in The Meville to Weville Literacy Program that was piloted at one site in 07-08. This program was proven to foster opportunities for teachers to engage in differentiated instruction by meeting individual student needs through the use of adaptive equipment. We will provide training focused upon assessment and instructional intervention intended to address individual student needs. We are continuing our efforts to increase independence using adaptive equipment and in student social participation during group activities.</b></p> <p><b>Future professional development will include Best Practices of IEP Goal Writing, Medical Syndromes and their implications to instruction, on going NYSAA and Brigance</b></p> |

training.

In addition, we will encourage participation in various and appropriate District 75 workshops. Exposure to sensory stimulation will be accomplished through our Project Arts. Arts Counts which include Artists in Residency Programs and The Jazz Foundation. During art and music programs, teachers will log student response to artist presentations on data collection sheets. The cabinet will create a Walk-Through Checklist to support this initiative through supervisory visits.

On a monthly basis, the team will review data collection sheets targeting awareness and interaction with the environment while utilizing adaptive equipment. A baseline will be established using data collection sheets. These data collection sheets will target behaviors indicating the student's awareness of self and community.

On going monitoring of student responses to stimulation and adaptive equipment will be maintained.

**Target Population:**

- Multiply handicapped students
- Alternate Assessment participation
- IEP driven instruction

**Responsible Staff:**

- Principal
- Assistant Principals
- Alternate Assessment Liaison
- Guidance Counselor
- Parent Coordinator
- Technology coordinator/technician
- Coordination with Agency Staff

**Time Line:**

**August 2008-2 day Differentiated PD**

- Boardmaker Instruction
- Meville to Weville
- Shared best practice
- Strategies and tools for Adaptive books
- D75 12:1:4 coach support

**October 2008**

- NYSAA training
- IEP Pro training
- Brigrance training
- Annual Review support
- Technology training

**November 2008**

- Use of technology in sharing best practices
- NYSAA and Profile training
- Collegial reviews
- Annual Review support
- NASET training

**December 2008/January 2009**

- NYSAA
- Data folios
- Collegial review
- Adaptive technology training
- Meville to Weville training and support
- Annual Review support
- Technology support and training

**February/March 2009**

- Culmination of NYSAA
- Data folio submission
- Meville to Weville training and support
- Annual Review support
- Technology support and training
- Art intervention

**April/May 2009**

- Meville to Weville training and support
- Annual Review support
- Technology support and training
- Art Intervention

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|  | <p><b>June 2009</b></p> <ul style="list-style-type: none"> <li>• Culmination of year long best practices utilizing Technology/Adaptive equipment</li> <li>• Share best practices incorporating Art and Literacy</li> <li>• Reflection and Next steps for Meville to Weville and Adaptive Technology</li> </ul>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Allocation of budget for Meville to Weville materials : Home and Hospital Budget</li> <li>• Able net staff development and support</li> <li>• Purchase of adaptive technology and software Home and Hospital Budget and NYSTL</li> <li>• Purchase of laptops and PC's Home and Hospital Budget</li> <li>• Project Arts funds to support consultants and resident artist sessions</li> <li>• Jazz foundation FREE</li> <li>• The Nature of Things/Environmental Education Home and Hospital funds</li> <li>• Bronx Borough president grant (pending)</li> <li>• Alternate Assessment liaison position SBO position/ Home and Hospital Budget</li> <li>• Per session funds to support grant committee (pending)</li> <li>• Purchase of Sensory equipment: Home and Hospital Budget</li> <li>• Purchase of color ink and other general supplies: Home and Hospital Budget</li> <li>• District 75 technology support</li> <li>• District 75 Office of Tech Solutions</li> <li>• CSE support</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <p><b>Progress indicated by:</b></p> <ul style="list-style-type: none"> <li>• Pre and Post Meville to Weville data collection sheets collected monthly</li> <li>• Pre and Post adaptive technology data collection monthly</li> <li>• Brigance Screening results</li> <li>• Student portfolios</li> <li>• NYSAA data folios completed</li> <li>• Data Collection Sheets recording student responses using adaptive equipment</li> <li>• Video Picture Journal</li> <li>• Annual Reviews</li> <li>• Agendas for professional development</li> <li>• 12:1:4 Administrative Walk-Through checklist</li> </ul>   |

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

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

| Grade | ELA                               | Mathematics                    | Science                        | Social Studies                 | At-risk Services:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving<br>AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>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     |                                   | SEE<br>BELOW                   |                                | SEE<br>BELOW                   |  | SEE<br>BELOW                                |                                    |                                       |
| 7     |                                   |                                |                                |                                |  |   |                                    |                                       |
| 8     |                                   |                                |                                |                                |  |   |                                    |                                       |
| 9     |                                   |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                   |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                   |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                   |                                |                                |                                |  |   |                                    |                                       |

Hospital Schools instructional strategies are differentiated based on individual student needs. All of the instructional services we provide are considered academic intervention services (AIS) because all of our students are considered at-risk, due to their medical or psychiatric condition that warrants hospitalization.

**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>  |  |
| <b>Mathematics:</b>  |  |
| <b>Science:</b>  |  |
| <b>Social Studies:</b>                                       |  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  |  |
| <b>At-risk Services Provided by the School Psychologist:</b> |  |
| <b>At-risk Services Provided by the Social Worker:</b>       |  |
| <b>At-risk Health-related Services:</b>                      |  |

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

*NCLB/SED requirement for all schools*

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

Committee: Mary Maher; Principal, Cynthia Biondi, A.P., Steven Klein; A. P., Keri Kaufmann; G.C., Maureen Murphy; Parent Advocate Robbi Mintz; ESL Teacher

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**Hospital Schools  
3450 East Tremont Avenue  
Bronx, New York 10465**

**The New York City  
Department of Education**

**Phone 718-794-7260  
Fax 718-794-7263**

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*Mary Maher, Principal*

*Steven Klein, Assistant Principal  
Cynthia Biondi, Assistant Principal*

**LAP  
2008-2009**

Committee: Mary Maher; Principal, Cynthia Biondi, A.P., Steven Klein; A. P., Keri Kaufmann; G.C., Maureen Murphy; Parent Advocate, Robbi Mintz; ESL Teacher

Hospital Schools provides instruction throughout N.Y.C. and encompasses all demographics. The number of ELLs in our school varies at times due to our transient population and may speak any language. Our teachers are able to determine the results of the LAB-R and NYSESLAT by communicating with the home schools, CSEs and reviewing the student's exam history. Our committee will meet bi-monthly to review the needs of the students based on the ELLs performance. If and when a need occurs to provide an ESL teacher for an ELL student one of our own ESL teachers will be designated for the interim period or a Home Instruction teacher certified in ESL with accommodate the need. Two times a year, at full day staff development, our ESL teachers will support the staff in ESL methodologies. Hospital teachers are attending specific workshops aligned with ESL techniques and instructional interventions. The NYSESLAT is administered at the student's home school. Therefore, the home school will create a transition plan for TBE students who reach proficiency on the NYSESLAT once they have been placed into a monolingual classroom. The Hospital Schools plan to provide ESL services will be implemented on a one-to-one basis.

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

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Type of Program: Transient Population Bilingual: N/A ESL: N/A Number of LEP (ELL) Students Served in 2007-08: 3  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Hospital Schools provides instruction driven by goals on student's IEP and/or school affiliation. Teachers provide a variety of instructional interventions and strategies which may include whole language, graphic organizers and parallel literacy instruction using native language materials. Every child's needs are met on an individual basis. When a student is new to the country and has special needs which can not be met by a special education teacher a teacher proficient in the child's native language will be provided. Otherwise, content area instruction will utilize ESL, linguistic reviews and methodologies to include parallel standard-based ELA instruction.

  - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

We plan to take advantage of the workshops being offered by D 75. One in particular, *Integrating Assistive Technology* into the ELL Curriculum. We are enrolling 7 staff members for the session on 6/10/09. We have also enrolled staff in the workshop titled L-1 and Culture as vehicles for promoting Language and Social Development through intercultural Communicative Competence in ELL's diagnosed with developmental disabilities on 2/25/09. We are also utilizing a text for teachers called INTERVENTION STRATEGIES to follow INFORMAL READING INVENTORY ASSESSMENT by Caldwell and Leslie that has a section titled application to the English Language Learner. This will strengthen our ability to make modifications to our teaching strategies to support ELLs in the area of literacy.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Content area instruction will utilize ESL, linguistic reviews, and methodologies to include parallel standards-based ELA instruction. Technology is also used to provide language support.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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

School Building: 41 Hospitals District 75

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

| Number of Teachers<br>2007-2008 |                |   |                | Number of<br>Teaching Assistants or<br>Paraprofessionals*** |                | Total |
|---------------------------------|----------------|---|----------------|---|----------------|-------|
| Appropriately<br>Certified*     |                | Inappropriately<br>Certified or<br>Uncertified Teachers** |                |   |                |       |
| Bilingual<br>Program            | ESL<br>Program | Bilingual<br>Program                                      | ESL<br>Program | Bilingual<br>Program  | ESL<br>Program |       |
|                                 |                |   |                |   |                |       |

\* 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    \_\_\_ Push-in      \_\_\_ Pull-out  
 Indicate Proficiency Level:      \_\_\_ Beginning      \_\_\_ Intermediate      \_\_\_ Advanced

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

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

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

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

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

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

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

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

**Form TIII – A (1)(a)**

Grade Level(s)   K-12   Number of Students to be Served:   N/A Transient Population   LEP            Non-LEP

Number of Teachers       88       Other Staff (Specify)       30 paraprofessional      

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

**Title III, Part A LEP Program**

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

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**On occasions when a student is new to the country and has special needs which can not be met by a special education teacher a teacher proficient in the child's native language will be provided. Otherwise, content area instruction will utilize ESL, linguistic reviews and methodologies to include parallel standard-based ELA instruction.**

**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.

---

**Professional development will be provided for Hospital School teachers in the area of services provided to limited English proficient students.**

**We plan to take advantage of the workshops bring offered by D 75. Specifically, Integrating Assistive Technology into the ELL Curriculum. We are enrolling 7 staff members for the session on 6/10/09.**

We have also enrolled staff in the workshop titled L-1 and Culture as vehicles for promoting Language and Social Development through intercultural Communicative Competence in ELL's diagnosed with developmental disabilities on 2/25/09.

We are also utilizing a text for teachers called INTERVENTION STRATEGIES to follow INFORMAL READING INVENTORY ASSESSMENT by Caldwell and Leslie that has a section titled application to the English language Learner. This will strengthen our ability to make modifications to our teaching strategies to support ELLs in the area of literacy.

**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<br>(Note: schools must account for fringe benefits) |                        |  |
| Purchased services such as curriculum and staff development contracts                         |                        |  |
| Supplies and materials  | 631.00<br>1190.00      | Purchase of ESL materials and foreign language dictionaries. |
| Travel  |                        |  |
| Other   |                        |  |
| <b>TOTAL</b>  | 1821.00                |  |

### 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.
  - **Teachers collaborate with Nurses, Doctors and Social Workers in rounds and on a daily basis to determine family language needs.**
  - **The Hospital where we are housed provides Translation support on an on going basis.**
  - **Teachers note Translation Needs on the Student Instructional Logs when appropriate.**
    - **Needs for translation services were ascertained by AP's during Hospital visitations.**
    - **Principal's Cabinet brainstormed the needs for translation services.**
    - **Parent Coordinator, Attendance teacher and Guidance Counselor expressed a need for the written translation of correspondence sent to parents regarding their child's education.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - **It has been determined that there was a need for specific letters of correspondence to parents to be translated into the necessary language of origin with a specific focus on the areas of attendance, testing and promotion in doubt.**

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - **A Spanish speaking attendance teacher will translate all the attendance letters that are sent to parents. These letters are currently in English. If there is a need for any other language to be translated we seek assistance from the hospital of affiliation.**
  - **A Spanish speaking secretary is available to translate as needed also.**
  - **There is also per session for NYC bilingual teachers to assist in translation of correspondence.**

- **Due to the transient nature and the sensitive nature of our students parents are do not take language surveys.**
  - **The written translations of these letters will be disseminated to other attendance teachers in District 75**
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.
- **The hospital of affiliation provides translation services when necessary. The NYC Department of Education also provides translation services.**
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>.
- **All Hospital school teachers are notified in faculty agendas and via the guidance counselor and parent coordinator, of available translation services and they provide this information to parents as needed.**

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (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><br>(Include agency & dates of visits) | <b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | <b>Actions the school has taken, or plans to take, to address review team recommendations</b> |
|---|---|---|
|   |   |   |

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

**The Hospital School's cabinet, which is made up of a coach, a guidance counselor, alternate assessment liaison and the administration will review the findings and discuss which areas are relevant to our students. The administration will share the findings at staff faculty conferences, SLT, PBIS, Data Inquiry Team, and Alternate Assessment meetings. We will work collaboratively to align the curriculum to the NY State Standards.**

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?

**Due to the Hospital School Program's unique nature, our instructional scope is broad and varied. At a number of our sites, our teachers are called upon to meet the educational needs of students during short periods of hospitalization. While at other sites, the hospitalization is longer. In order to maintain consistency in instruction, we strive to work closely with the home school. We provide instruction for regular and special education students in grades K-12, private and public, whose home schools are potentially from across the globe. It is our challenge and mission to align the curriculum to meet the needs of each and every student. We will utilize our ELL PD to support and guide decisions. In addition, we are focusing on Intervention strategies for all students with a specific focus on strategies to follow assessment. (there is a strategy section that directly supports ELLs in the Intervention Strategies to Follow Informal Reading Inventory Assessment Text)**

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.

**Due to our transient population we are challenged to meet the instructional needs of each student. We have chosen to meet our students' educational needs by targeting individual learning goals for instruction. Our inquiry team action research project**

objective is to demonstrate measurable growth through instruction and targeted learning objectives generated by individual assessments.

In an effort to support our teachers to effectively provide standard based instruction for all students at all levels, we have designed and implemented the Student Instructional Log. This log assists in aligning the New York State Standards with goals and activities. In addition, we will continue to support via professional development and supplemental instructional curriculum and on-line information regarding the DOE curriculum and New York State Standards.

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## **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.

**UPDATED – OCTOBER 2008**

The Hospital Schools cabinet, which is made up of a coach, a guidance counselor, alternate assessment liaison and the administration will review the findings and discuss which areas are relevant to our students. The administration will share the findings at staff faculty conferences, SLT, PBIS, Data Inquiry Team, and Alternate Assessment meetings. We will work collaboratively to align the curriculum to the NY State Standards.

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

Applicable    Not Applicable

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

**Due to our transient population we are challenged to meet the instructional needs of each student. We have chosen to meet our students' educational needs by targeting individual learning goals for instruction. Our teachers strive to achieve measurable growth through instruction and targeted learning objectives generated by individual assessments. Hospital School's teachers have the opportunity to assess individual student needs in Mathematics and tailor instruction which will both be aligned with the State Standards and be meaningful.**

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.

**In an effort to support our teachers to effectively provide standard based instruction for all students at all levels, we have designed and implemented the Student Instructional Log. This log assists in aligning the New York State Standards with goals and activities. In addition, we will continue to support via professional development and supplemental instructional curriculum and on-line information regarding the DOE curriculum and State Standards.**

**It is noted that there is an identified need to improve alignment of the Math curriculum in the area of Geometry, Measurement, Number Sense and Operations. However, it is our advantage that we capable to meet the specific math needs of each and every student.**

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

**UPDATED – OCTOBER 2008**

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.

**In collaboration with our cabinet and School Leadership Team we have reviewed the findings; we believe that it is to our advantage that we have the potential to fully differentiate instruction. Our teachers are able to work one on one with students and adapt our instruction to meet the learning styles of each student. Due to the nature of our school, there are barriers created by the specific medical needs of a student which will directly impact upon the delivery of 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?

**The Hospital School Program is furthering our efforts to differentiate instruction as evidenced by our focus to generate learning objectives and instructional goals driven by pre-assessment. Our high school teachers are interfacing with the student's home school in an effort to maintain continuity in coursework. Therefore, our teachers are able to instruct each student individually.**

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.

**UPDATED – OCTOBER 2008**

**It would be beneficial for our Hospital School staff to be offered a professional development dealing with the implications of medical syndromes and instruction. This workshop may enhance the teacher’s ability to cope and address our medically fragile population. Additional funds are necessary to provide technology and adaptive equipment for our students.**

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**2B – Mathematics Instruction**

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

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

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

**In collaboration with our cabinet and School Leadership Team we have reviewed the findings; we believe that it is to our advantage that we have the potential to fully differentiate instruction. Our teachers are able to work one on one with students and adapt our instruction to meet the learning styles of each student. Due to the nature of our school, there are barriers created by the specific medical needs of a student which will directly impact upon the delivery of instruction.**

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

Applicable    Not Applicable

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

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

**The Hospital School Program is furthering our efforts to differentiate instruction as evidenced by our focus to generate learning objectives and instructional goals driven by pre-assessment. Our high school teachers are interfacing with the student's home school in an effort to maintain continuity in coursework. Therefore, our teachers are able to instruct each student individually.**

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.

**It would be beneficial for our Hospital School staff to be offered a professional development dealing with the implications of medical syndromes and instruction. This workshop may enhance the teacher's ability to cope and address our medically fragile population. Additional funds are necessary to provide technology and adaptive equipment for our students.**

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

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

Please respond to the following questions for Key Finding 3:

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

**The teacher turnover in Hospital Schools is not high.**

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

Applicable  Not Applicable

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

**The majority of our teachers have been working in Hospital Schools an average of 10 or more years.**

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

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**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.

**Hospital School's cabinet and School Leadership Team will meet to determine the need of professional development addressing English Language Learner student instruction.**

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

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Our teachers are called upon to meet the educational needs of students during short periods of hospitalization. These students are potentially from all over the world. Therefore we must meet the needs of English Language Learners by increasing the awareness of district offered workshops.**

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

**The needs of English Language Learner's will be addressed at the monthly meetings in order to support our staff and in turn our ELL populations. Instructional strategies of ELL may potentially include whole language, graphic organizers, and parallel literacy instruction using native language materials and many supports available through our writing initiative.**

**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.

**We will review with the SLT and cabinet.**

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

Applicable     Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

**The population is transient so the progress is monitored on a *short term basis*.**

**We monitor all students on an individual basis using the Student Instructional Log which includes individual assessment and instructional goals and progress.**

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

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

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

Please respond to the following questions for Key Finding 6:

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

**We will review the findings and ask that staff give feedback to assess familiarity with the instructional approaches needed to accommodate all students.**

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

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**We have a constantly changing population of general and special education students from grades K-12, so there is always a need for additional professional developments. The instructional responsibilities for our teachers are vast because of the K-12 transient population.**

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

**We are addressing these issues by having a specific PD plan in areas of greatest need differentiated by the population that the teachers serve most often. In our psychiatric sites we have on going professional development in the area of positive behavioral supports. In all sites we have a school wide PD focus on writing and on the High School population because a need was evident based on supervisory observation and teacher feedback on the needs assessment. In addition, we conducted IEP training for all staff to support our special education students. We work collaboratively with the Hospital Social Workers as well.**

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**We will review with the Positive Behavioral support Team, SLT and the cabinet to do further review of this finding.**

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

Applicable  Not Applicable

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

**Due to the individual nature of our program we have the benefit of providing differentiated instruction in small groups or on a one to one basis. In most cases we do not create the IEPs, therefore, if no BIP exists, we rely solely on our targeted plan for each child in our psychiatric sites based on The Power of Choice program. In addition we are mandated to administer NYS assessments based on grade level and not functioning level. The performance and behaviors exhibited are often severely different than as on the IEP because the student is suffering through an extreme crisis if they are hospitalized in a lock down facility.**

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. **We will continue to provide instruction, goals and objectives that are in alignment with the students functioning level at the time of hospitalization. Many times the medical or psychiatric condition does impact the student and therefore further modifications and accommodations must be implemented based on current level of performance. At times when a student's cognitive ability has been permanently impaired a review will be requested or an initial will be submitted to the appropriate CSE. (for example: an accident resulting in a Traumatic Brain Injury or Chemotherapy resulting in impaired functioning)**