



721 M.O.T.C.

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75M721
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NEW YORK, NY 10014
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 721M **SCHOOL NAME:** 721 M.O.T.C

DISTRICT: 75 **SSO NAME/NETWORK #:** 75 Network 5

SCHOOL ADDRESS: 250 W. Houston Street, New York, NY 10014

SCHOOL TELEPHONE: 212-675-7926 **FAX:** 212-255-3227

SCHOOL CONTACT PERSON: Carol Brady **EMAIL ADDRESS:** CBrady@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME CAROL BRADY

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Henry Gonzalez

PRINCIPAL

Carol Brady

UFT CHAPTER LEADER

Henry Gonzalez

**PARENTS' ASSOCIATION
PRESIDENT**

Caritina Torres

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
Carol Brady	*Principal or Designee	
Henry Gonzalez	*UFT Chapter Chairperson or Designee	
Caritina Torres	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Patria Bautista	Parent Representative	
Soraya Calderon	Parent Representative	
Ritza Lino	Parent Representative	
Dorothy Arroyo	Assistant Principal	
Maureen Brown	Teacher Representative	
Laura Hanrahan	Teacher Representative	
Joseph Stewart	Teacher Representative	

* 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.

721M (Manhattan Occupational Training Center) is part of the constellation of fifty-six District 75 schools. It has 260 high school age, (14 – 21 years), students enrolled in five (5) sites. All 721M students participate in the Individualized Education Plan process (IEP) and receive a myriad of related and support services including a twelve month school year. All students participate in the New York State Alternate Assessment, with the exception of students attending general education high school inclusion sites.

The main site of 721M is located at 250 West Houston Street. The site houses sixteen (16) 12:1:1 ratio classes. Six (6) classes attend community worksites daily. Five (5) classes are departmentalized classes and five (5) classes are self-contained. One off-site is located at 400 First Avenue, within District 75 headquarters. It consists of two classes for students with multiple disabilities (12:1:4 ratio) and two 12.1.1 worksite classes. A second off-site is located at Stuyvesant HS. It has three classes with 12:1:1 ratios, one of which is a community worksite class. In addition, there are two inclusion classes, one at Chelsea HS and one at Legacy HS.

721M students have diverse educational needs. They participate in a variety of research-based instructional programs that serve students with pervasive developmental disorders, including mental retardation, sensory impairments and/or limited mobility, and a small percentage of students with learning & emotional challenges. The 721M educational focus is on achieving successful post secondary adult life outcomes through transition planning.

The 721M departmentalized classes serve students within the moderate to the severe range of disabilities. The focus for these students is the integration of functional academics that aligns with the core curriculum skills, social skills, vocational and career exploration (SCANS/CDOS). Students have the opportunity to participate in an age appropriate high school environment, where students move from class to class and acquire necessary skills in preparation for their transition to the world of work.

Self contained classes address students' academic, social, vocational & career needs through the use of visual supports and/or a structured teaching model (TEACCH), which provides a non-deficit model of teaching and individualizes instruction through ongoing assessment, in a highly organized environment with clear physical and visual boundaries. Structured teaching minimizes student distractions and potential for behavior and maximizes independence and sense of order.

Worksite classes have students placed in nineteen (19) community job related sites which include nursing homes, hospitals, Labor Department, McDonald's, CVS, Housing Works Thrift Stores and the District 75 mailroom. Students travel in enclaves of three to four with our trained job coaches to jobsites and apply skills learned in school to the world of work. When back at school, instruction in the content areas and vocational and career education takes place. 721M has two self contained

worksite classes within the main site which are called Entrepreneur classes. The focus of these classes is to begin a 'virtual' business enterprise and be responsible for all aspects of the business. All of the worksite classes use the new 'NEXT' computerized Transition program for assessing competencies in the 10 basic skill areas necessary for work as identified by the NYS Department of Labor, (SCANS skills). The NEXT program provides an assessment of individual student progress on each of the identified goals & objectives. This is done through the use of an electronic checklist which lists competencies and objectives in order of difficulty and provides an objective and quantifiable means of measuring progress in the competencies.

Our vision/ mission is to **motivate** all stakeholders to be as *independent* as possible; provide them with dynamic academic, social and vocational/career **opportunities** through a coordinated set of activities, identified skills & competencies necessary to support their **transition** into adult life. Toward this end, we will work together to establish better **communication** & collaboration amongst students, parents & professionals. We are committed to support each other and implement the use of data to drive all instructional decisions to achieve successful student outcomes.

721M will continue it's partnership with the New York State Model Transition Program (MTP) Grant during year two (2) of three years of implementation. The thrust & focus of the grant is to have students, parents and the school partner with AHRC (Association for the Help of Retarded Citizens) and VESID (Vocational Educational Services for Individuals with Disabilities) to increase the number of students involved in an integrated employment model & post secondary adult service systems.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	721 M.O.T.C			
District:	75	DBN #:	75M721	School BEDS Code #: 307500011721

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input checked="" type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					81.6	82.6	83.2		
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3					89.8	83.3	85.1		
Grade 4				Eligible for Free Lunch:					
Grade 5				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 6					60.6	56.7	62.2		
Grade 7				Students in Temporary Housing:					
Grade 8				(Total Number as of June 30)	2006	2007	2008		
Grade 9	1	1	1		1	5	0		
Grade 10	3	1	8	Recent Immigrants:					
Grade 11	6	2	2	(Total Number as of October 31)	2006	2007	2008		
Grade 12	20	72	9		4	4	4		
Ungraded Elementary				Suspensions:					
Ungraded Secondary	234	169	235	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Total	264	245	255		7	1	2		
Special Education Enrollment:					Principal Suspensions				
(October 31)	2006	2007	2008	Superintendent Suspensions	22	9	1		
Number in Self-Contained Classes	264	245	255	<i>These students are included in the enrollment information above.</i>					
No. in Collaborative Team Teaching (CTT) Classes	0	0	0						
Number all others	0	0	0						

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	51	48	34	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	12	17	12	Number of Staff:			
# ELLs with IEPs	61	65	46	(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	43	44	45
				Number of Administrators and Other Professionals	40	42	42
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	26	27	31
	40	39	32				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	97.7	100	97.8
American Indian or Alaska Native	0.4	0	0.8	Percent more than two years teaching in this school	74.4	75	80
Black or African American	31.4	29.4	29.8	Percent more than five years teaching anywhere	60.5	52.3	53.3
Hispanic or Latino	56.8	58.4	56.5				
Asian or Native Hawaiian/Other Pacific Isl.	53.1	7.9	7.8	Percent Masters Degree or higher	86	93	89
White	6.1	4.9	5.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.3	85	85
Multi-racial							
Male	61.4	62.0	61.6				
Female	38.6	38.0	38.4				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			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
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

721M Major Accomplishments 2007-08

Technology

- Awarded the Resolution A (Reso A) Grant (\$150,000), which will significantly increase and support student interactive participation in instructional activities at all sites. Will assist teachers in using data culled from the new computer software program, NEXT, to increase student achievement levels in the area of communication (ELA), and basic competencies and skills related to career and work, which will provide individual student goals & objectives, and therefore the ability to differentiate instruction.
- February 2008 - 721M added a technology teacher to the staff to head a technology team and to assist in the development and implementation of technology/multimedia projects for students, across all sites. She provided assistance with the Reso A Grant and will be key in the implementation of the use the technology in all classrooms to support instruction funded by the Reso A Grant. 5/2008 completed technology projects were submitted to the D 75 Technology Fair

Use of Data (to inform instruction)

- 2007-08 **Inquiry Team data** from target population of students yielded an increase of 15% overall mastery on IEP goals and a 15% increase in priority goal mastery on the Brigance Assessment Inventories in ELA.
- 1/08 Implementation of one (1) **structured teaching TEACCH** classroom which was the focus of the Inquiry Team. IT analyzed data taken from target population of students in 1:1 teaching sessions daily & skill mastery as measured by independence & accuracy of tasks in workstation daily. Data yielded informed administrative decision to increase the number of structured teaching classes at 721M for the 2008-09 school year by five. Three classes will be the focus for the 2008-09 IT.
- **NYSAA Datafolio results** for ELA averaged a 92% in accuracy for AGLI 1 & 2 and an 88% increase in independence. Math accuracy for AGLI 1 & 2 increased to 87% with 88% independence.

- Developed & implemented a **721M student binder** to monitor data trends; review authentic student work; attendance; assessments; IEP goals / objectives & progress.
- Implementation of **Weekly Reader Ablenet Editions & Star Reporter curriculum** for secondary students which provides 3 levels (pre-emergent/emerging/grade level content with low vocabulary demands) of adapted literacy, math, science, social studies & health, communication, social interaction & home living skills content for the classroom. Each program offers pre / post assessments and differentiated lesson plans.
- 7/08 **SPLASH Extended School Year Literacy Program** was piloted at 721M for five classes. Program has pre/post assessment of skills and differentiated lessons for the six week program.

Professional Development

-HG Birch

- TEACCH 2 day core training was attended by all staff working in the designated structured teaching classes (11/07 – 7/08)
- 6/4/08 Behavior Boot Camp – Part I for all staff working in designated structured teaching classes during Chap 683 and 9/2008.

-Ablenet Inc provided on site PD for staff for implementation of ‘new’ curriculums in designated classes:

- Star Reporter curriculum / Weekly Reader Editions (11/07) & SPLASH ESY curriculum (6/08)
- Scheduled webinars conducted by vendor: 1/2008 - 6/4/08 – 7/2008
- 8/28 (full day) training for all worksite staff (in school & community) NEXT computer Transition Program.

-MTP Grant (Model Transition Program) provided **job coaching workshops** through AHRC for all staff working at community worksites 6/4/08 and during Chap 683 2008 and 8/28/2008.

Transition

- 721M had a 10 % increase in students participating in community work sites
- 25% increase in the number of students participating in the in house work related programs
- All new admits to 721M received the vocational level I assessment
- Job developer ‘drafted’ a skills assessment for all community work sites to identify and monitor skills to be taught and mastered for applied job experience placement.
- 15% increase in the number of students travel trained during the 2007-08 school year
- Developed a draft ‘transcript’ to be implemented during the 08-09 school year which will become part of the student’s transition process
- MTP Grant Team ‘drafted’ a curriculum map and coordinated set of activities to be implemented at all sites during the 08-09 school year for all students based on Transition IEP areas & supported by the ‘new’ NEXT computer Transition Program.

Performance Trends

1. We have seen continued growth with our students in alternate assessment classes particularly in the area of communication (ELA) as measured by the Brigance Assessment Inventories. While growth is apparent, we will continue to work in this area because it is critical in developing greater student independence.
2. As a result of analyzing student performance data it became apparent that the school needed to organize our efforts to provide focus on differentiated instructional environments depending on the needs of the students. Based on age, levels of functioning, level of independence and job readiness, students were placed in a specific type of instructional environment. 721M staff identified their own particular professional development interests and needs. We developed a specific professional development plan for 2008-09 to target the needs of the staff serving each type of instructional environment.
3. We are using vocational level I assessments to place students in school or community-based job related experiences. To improve the quality of instruction and matching jobs to students' skills and interests based on objective data, it was decided to use the NEXT computerized Transition program to provide additional quantifiable data for individual students. Fall 2008 NEXT data assessment revealed individual student strengths and areas of need (related to page 10, Transition, of the IEP).
4. Over the past few years we have seen a slight increase in the level of parental involvement. A close review of the subgroup of parents involved indicated that parents tend to increase involvement as their children come close to transitioning out of the school. It is critical that we increase parental involvement earlier in students' education in order to attain more positive outcomes for our students.
5. The Transition Coordinator, Job Developer, and Administrative Team determined after analyzing the transition process that there is a need for more systematic documentation of academic, social, and vocationally-related experiences including formal travel training at 721M.

The School Leadership Team, Administrative Cabinet and the UFT representative for 721M reviewed the SCEP goals and action plans set forth during the 2007-08 school year and reflected upon those that we felt to be further developed. In addition, we reviewed the results of the 2007-08 Quality Review, the Learning Surveys, grants received, the results of periodic assessments Brigance Assessment Inventories administered Fall/spring 2007 – 08, the results of the NYSAA for the students in alternate assessment classes, along with the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school. Therefore, based on the data reviewed, we decided to focus on the following areas:

- **Data Analysis:** The results of the Quality Review found that teachers at 721M need to be more involved in the analysis of data, the alignment of curriculum, differentiation of instruction, and student performance.
- **Parent Engagement:** The results of the learning survey revealed that 20% of our parents wanted their child to do more 'hands on' activities during the school day. The survey also indicated parent interest in more frequent communications with educational staff and opportunities to attend workshops, programs and performances at school.
- **Technology:** As recipients of the Reso A Grant for the 2008-09 school year, we decided to

focus on infusing the use of technology throughout the curriculum by producing multi media projects (i.e., e- resumes; e- portfolios, I- movies).

- **Professional Development:** The results of the staff survey disseminated in May 2008 indicated staff interest in job coaching strategies; behavior management; structured teaching; and technology & school based vocational training activities. Professional development has been provided in these areas both in and out of the school setting. A Professional Development calendar has been published, and a formalized system established whereby staff provides feedback on training received and turnkeys the information they receive to colleagues in weekly cohort meetings or other in-school PD gatherings.
- **Transition:** To improve the transition process, the administrative team will finalize and implement a formal ‘transcript’ to summarize each student’s individualized educational path at 721M in a user-friendly format.

Aids

- Awarded a 3 year Model Transition Plan (MTP) Grant. Implementation began September, 2007. The grant facilitates a partnership between AHRC, University of Buffalo and VESID to increase post secondary career/job options for our students. Funds provided have been used for professional development for staff; parent workshops and student advocacy workshops. The grant has also provided a dedicated travel trainer to increase the number of students who can travel independently from home to school to work.
- RESO A Grant \$150,000 will provide the opportunity for all students to have availability to technology at school and for staff to implement its use as a tool for instruction and data collection.

Barriers

- Cuts in the Office of Pupil Transportation budget which limited the number of small buses assigned for students. This resulted in an increase in behavior problems on busses and widespread bussing problems, causing delays in arrival and departure.
- Inability to fully serve students in need of Physical Therapy and Occupational Therapy because of a shortage of DOE providers.
- Since the beginning of the current academic year, there has been no full time Pupil Accounting Secretary at 721M to complete data driven reports, enter pupil attendance, new admits, discharges, to obtain student records, or to respond to agency requests. This inhibits the school administration from culling demographic statistics that are necessary for purposes of accountability.

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.

- ✚ 721M will gather, interpret and analyze data to inform instructional practice and increase student achievement levels in ELA (communication skills) for 2008-09 Inquiry Team focus group students, as related to areas identified for improvement in the Quality Review.
- ✚ 721M staff will engage in data driven and meaningful professional development activities that identify and compare 'best instructional practices', as identified as an area of improvement on the 2007-08 Quality Review.
- ✚ 721M will improve and expand the use and application of technology to support standard based instructional activities.
- ✚ Improve linkages between home and school as described in school mission statement
- ✚ 721M will continue to research and provide 'best practices' to integrate school to community learning experiences and improve post secondary transition outcomes.

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): DATA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>721M will gather, interpret and analyze data to inform instructional practice and increase student achievement levels in ELA (communication skills) for 2008-09 Inquiry Team focus group students, as related to areas identified for improvement in the Quality Review.</p> <p>1. By May 2009, student performance will increase in the area of ELA (communication skill: following directions) by 5% for students in the Entrepreneur classes (24 students) as measured by the AbleNet NEXT computer transition program results.</p> <p>1.1 By May 2009, student performance will increase in the area of ELA/NLA (Communication skill: following directions) by 5% for students in structured teaching (TEACCH) classrooms (one bilingual, one monolingual) as measured by the results of the Brigance Assessment Inventories (Spanish/English) and ABLLS (Behavior Language Assessment).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • November 2008 staff will conduct a baseline assessment using ABLLS and Brigance (Spanish/English versions) on specific skills - following directions. Administration will review results of baseline data with staff to identify target individual student goals for skill mastery. • November 2008 teachers in Entrepreneur classes will conduct baseline assessments using NEXT computer Transition program in the skill area ‘following directions’. Administration will review results of baseline data with staff to identify target goals for students for skill mastery. • Administration/teachers will monitor student achievement through periodic/review and assessment of: <ul style="list-style-type: none"> -TEACCH Classes <ul style="list-style-type: none"> a) Data on skills taught during 1.1 teaching sessions conducted daily b) Data culled from workstation activities completed, daily evidence mastery of skill taught/levels of accuracy and independence

	<ul style="list-style-type: none"> •NEXT computer transition program data of skill mastery following directions (Entrepreneur classes) February, 2009 •NYSAA Datafolio process/administrative period 10/2008 – 2/2009 independence/accuracy in area of ELA (HS) on tasks related to AGLI's (following directions) for all related content areas. As measured on Data Collection Summary Sheets. •IEP goal mastery (2/2009 -6/2009 -8/2009) (NLA/ELL and ELA goals/objectives) •Administration will conduct scheduled weekly cohort meetings with staff, and scheduled meetings of Inquiry Team focus groups: TEACCH (monolingual/bilingual classes) and Entrepreneur classes conducting data collection to interpret and analyze results to better inform instruction. Inquiry Team members will analyze data collected and progress made and share ideas about instructional 'best practices.' •Administration will continue to provide consultants from HG Birch and Ablenet to provide professional development, in-classroom consultations for the Inquiry Team target group of students/classrooms. The professional development and consultations, together with classroom walkthroughs and teacher observations, will assist with the implementation of TEACCH strategies and the NEXT program for the analysis of instructional effectiveness. •Teachers will use individual student binders/portfolios for targeted students identified by the Inquiry Team to cull data and inform decisions regarding curriculum, teaching strategies, techniques, and to review authentic student work, including homework and assessments conducted as evidence of student achievement. Administration will review student binders periodically.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • OTPS 'rollover funds' will provide for consultants for HG Birch and Ablenet. • Inquiry Team funds will provide for after school per session for administration and teachers to meet as scheduled. • MTP Grant will provide for: <ul style="list-style-type: none"> - after school per session meetings for teachers, paraprofessionals and administration to review data from NEXT computer Transition Program from the entrepreneur classes and worksite classes - Supplies - Professional development for entrepreneur and worksite classes implementing NEXT program. • Medicaid Reimbursable Fund 'pilot' programs (\$5,000) provided supplies and materials for six (6)

	TEACCH classrooms (all sites) including the identified Inquiry Team target groups.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom walkthroughs • Observations (formal/informal) • Cohort meetings conducted weekly. (Agendas/handouts/minutes/attendance logs). • Scheduled Inquiry Team meetings (agenda/minutes) to monitor student progress via data collected. • Consultants' notes HG Birch from targeted classrooms identified by Inquiry Team (monolingual/bilingual/entrepreneur classes) October 2008, November 2008, January 2009, March 2009. • Comparison of results of the 07-08/08-09 NYSAA Datafolio Process to reflect an increase of 5% in independence and accuracy for participating students (all areas). • May 2009 Inquiry Team targeted students will increase by 5% in mastery of ELA skill of 'following directions', as evidenced by results on the NEXT program; 1.1 teaching and workstation data results; mastery of identified Brigance priority goals 'following directions' in English and Spanish; IEP goals. • Inquiry Team bulletin board available at all sites to describe and highlight the progress of students targeted for intervention. • February 2009 students will demonstrate an increase in accuracy/independence on NYSAA Datafolio process AGLI/Task performances as evidenced on Data Collection summary sheets. • Inquiry Team targeted students will show a 5% increase on following direction tasks completed in workstations with 100% accuracy and independence as charted from classroom data collection sheets December 2008 – April 2009. • HG Birch Consultant notes for in classroom visits to TEACCH classes (2 entrepreneur/1bilingual/1 monolingual) will document/indicate progress made by teachers in their delivery of instruction and students' gains through data collected, October 2008 - March 2009.

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| | <ul style="list-style-type: none">• Disaggregated data will identify the number of students in the Inquiry Team targeted group of ELL/bilingual students who show a 5% increase in ELA communication skills as evidenced by Brigance Assessment. Progress made by ELL/bilingual students will be compared with progress made by monolingual students. |
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Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>721M staff will engage in data driven and meaningful professional development activities that identify and compare ‘best instructional practices,’ identified as an area for improvement on the 2007-08 Quality Review.</p> <ol style="list-style-type: none"> 1. By June 2009, a 10% increase in professional development opportunities for teachers focused on a differentiation of instruction as evidenced by the 721M 2008-09 PD calendar; number of inter-visitations to other similar District 75 schools; cohort level conferences, inter class visitations; collegial professional walkthroughs and teacher observation reports, developed and implemented by Administrators. 1.1 By June 2009, a 10% increase in Professional development opportunities for paraprofessionals assigned to specific cohort classes will be provided with a focus on data collection; adaptive communication; technology; transition job skills (school to work) as evidenced by the 2008-09 721M professional development calendar, developed and implemented by Administrators.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • By October 2008, 721M administrative team developed and implemented a ten (10) month Professional Development plan and Professional Development calendar to align with the school’s implementation of ‘new’ initiatives, including the goals of the MTP Grant for year two of the implementation. • By October 2008, Principal/Assistant Principals arranged/scheduled staff inter-visitations to visit similar District 75 schools during 2008-09 for teacher/paraprofessionals and Assistant Principals at the following District 75 Schools: <p>-P79M</p> <ol style="list-style-type: none"> a) 12.1.4 classes b) Data specialist for methods of data collection c) Worksites <p>-P53K</p> <ol style="list-style-type: none"> a) 12.1.4 classes b) 12.1.1 classes c) Technology/data specialist for methods of data collection d) Worksites e) TEACCH classes (High School age students) <ul style="list-style-type: none"> • Staff follow up from inter-visitations to other similar District 75 schools will be provided by staff members, who will submit a ‘feedback’ sheet to administrators for review. All sites will post feedback

sheets on a Professional Development bulletin board for collegial review at all sites.

- Scheduled cohort meetings are conducted by Principal and Assistant Principals at all sites weekly with specific topics related to Inquiry Team focus groups (ELA); NYSAA, TEACCH, Brigance, ELL/NLA/NEXT/Extended MeVile... 'new' Literacy Program, Weekly Reader; Transition issues, IEP compliance/Brigance.

- September 2008, 721M Instructional Binder was distributed to all teachers and related service providers at all sites to provide resources for teachers including but not limited to the following:

- New initiatives 2008-09
- Best practices
- 12.1.4
- TEACCH
- Lesson Plan
- New York State Scans Skills
- MTP Curriculum MAP
- Themes
- Brigance Administration
- IEP development
- NYSAA

- October 2008, implementation of 'new' literacy programs for high school age students from Ablenet 'Extended MeVile...' which includes differentiated lessons and texts, professional development provided by Ablenet, scheduled webinars conducted September 2008, October 2008, November 2008, December 2008.
- October 2008, implementation of Weekly Reader from Ablenet for social studies and science instruction with differentiated lessons and professional development provided by Ablenet, scheduled webinars September 2008, October 2008, November 2008 and December 2008.
- September 2008, implemented 'NEXT' computer Transition Program for all worksite classes and two 'new' in house entrepreneur classes to provide a quantifiable diagnostic skill assessment and a prescriptive teaching plan for each individual student; professional development provided by Ablenet, scheduled presentations August 2008; webinars conducted September 2008, October 2008 and November 2008.
- September 2008 – June 2009 HG Birch will conduct in class consultations and professional development with 5 classes across 2 sites on vocational skills utilizing strategies/techniques of structured teaching for all staff working with students in self-contained and entrepreneur classes (consultations 10/2, 10/23, 11/10, 11/12, 3/10). August 28, 2008 HG Birch conducted full day professional development at 721M "Behavior Boot Camp I" training with 35 staff members. November

	<p>4, 2008 HG Birch conducted full day professional development at 721M "Behavior Boot Camp II" training with 35 members.</p> <ul style="list-style-type: none"> • September 2009 –June 2009 inter-class visitations will be scheduled by administration for the purpose of sharing 'best practices' strategies and ideas across cohorts. (10 inter-visitations complete as of January 2009). • September 2009 721M teachers schedules reflect joint preps, weekly teacher cohort meetings for sharing of collegial 'best practices'
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • OTPS 'rollover funds' provided for HG Birch consultants • MTP Grant provided for HG Birch/Ablenet consultations and workshops, 'new' NEXT computerized Transition Program; 'new' high school age literacy program 'Extended MeVille...' • OTPS tax levy funds for substitute teachers/paraprofessionals for inter-visitations and attendance at District 75/HG Birch workshops/conferences
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Staff survey and preference sheets from April 2008 utilized to develop and implement the 721M 2008-09 Professional Development Plan/Calendar based on teachers preferences, strengths and needs. • 2007-08 Professional Development calendar will be compared to 2008-09 Professional Development calendar to show an increase of number of teachers and paraprofessionals attending District 75 Professional Development offerings and participating in inter-visitations to similar District 75 schools P53K and P79M. • Weekly cohort meeting agendas and minutes/sign in sheets. • 2008-09 dedicated bulletin board for professional development feedback from staff at all sites by all who attended Professional Development or completed an inter-visitiation to another District 75 school. • September 2008 – June 2009 consultant notes and agendas (sign in sheets) and handouts from HG Birch/Ablenet. • September 2008 –June 2009 scheduled Webinars conducted by Ablenet on NEXT/Extended MeVille...Weekly Reader • 2008-2009 Teacher Observations will reflect highlights of 'best practices' strategies, techniques and curriculum knowledge implemented in lessons and data to support improved student outcomes.

Subject/Area (where relevant) Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>721M will improve and expand the use and application of technology to support standard based Instructional activities.</p> <p>1. By the end of academic year 2009, there will be a 10% increase in the number of students (14-21 years), at all sites, who will use technology to assist in gathering, organizing, and presenting information as evidenced by a completed multi media generated project that meets the standard, and addresses the area of transition.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • By January 2009, 721M students and staff (cohort groups) will collaborate with technology teacher to develop a project proposal for a multi media project. The project will integrate technology applications aligning with CDOS and will address the area of transition (i.e.: e-portfolios, e-resumes, i-movies). Proposals will be reviewed by administrators to provide feedback to staff. • Support for the completion of multi media projects will be provided by: <ul style="list-style-type: none"> a) Donna Alleyne, technology teacher; b) newly purchased technology for all sites (laptops, desktop) and assistive teaching technology (i.e. Smart Boards/ELMO's) from the Reso A Grant. • By January 2009 in consultation with technology teacher, Inquiry Team members will develop project proposals that focus on ELA skills (following directions) for the target students in the focus groups, monolingual/bilingual TEACCH classes) and Entrepreneur classes. • Scheduled cohort meetings with administrators will be utilized to share ideas and information to plan for the development and implementation of the technology projects for Spring 2009 completion. • Ongoing Professional Development will be provided for the application of the new technology purchased by Reso A funds, by providing staff workshops or in class demonstrations conducted before,during or after school by technology teacher.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Reso A Grant award money \$150,000 to purchase computer technology • NYSTLL funds to purchase software • MTP Grant funds for per session to provide after school workshops by technology teacher Donna Alleyne for staff on use of technology and software as tools for instruction.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • May 2009, each class will use technology to complete at least one class or individual project for the school year. • May 2009, 721M will conduct a school wide Literacy Fair to display the completed student technology projects • October 2008 –May 2009 technology teacher will provide ongoing professional development for 721M staff on the use of technology as a tool for instruction as evidenced by agendas and sign in sheets • December 2008 Reso A funds will be used to purchase an additional 55 laptops computers; 26 desktop computers and a Smart Board and 4 ELMO's to be distributed to all sites by January 2009.
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Subject/Area (where relevant): Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve linkages between home and school as described in school mission statement</p> <p>1. By June 2009, increase the number of parent workshops and home/school related activities by 10%, which will result in a 5% growth in the area of Parent Engagement, as cited in the Learning Survey and the Teacher Surveys.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Administrators and Parent Coordinator will review the results of parent survey sent home in March 2008 and chart responses to interest areas. • Administration and Parent Coordinator will review events conducted during 2007-08 school year along with number of parents (family members) attending and will schedule at least one more event for 2008-09. • Principal will share results of survey and parental involvement (2007-08) with PTA Executive Board and SLT. • School calendar of events issued. • PC newsletters will highlight upcoming events. • Each event will begin with a celebration by the 721M student body. • A school administrator, pertinent faculty and the PC will attend each school event. • Parent attendance will be documented. • Parent Coordinator will highlight the events in the upcoming newsletter. • A special parent session will be held to focus on Parent Engagement and the completion of the Learning Survey.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax Levy funds will be used for presenters, materials, food and transportation • MTP Grant funds will provide for presenters and materials.

Indicators of Interim Progress and/or Accomplishment

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

- Results of Parent Survey tallied
- Parent Coordinator newsletters highlighted each event
- Attendance sheets for each event will be charted by Parent Coordinator and reviewed by administration monthly.
- 2009 results of Parent and Teacher Learning Surveys.
- Participants will complete workshop survey regarding presentations.
- An increase in the number of parent activities by 10% will be evident, as outlined in the calendar of Events and the number of workshops held.
- A 5% increase in parental engagement in the Learning Survey will be cited in the Spring 2009 Learning Environment Report

Subject/Area (where relevant): Transition

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>721M will continue to research and provide ‘best practices’ to integrate schools to community learning experiences to improve post secondary transition outcomes.</p> <ul style="list-style-type: none"> • By the end of academic year 2009, 721M will have increased the number of students successfully travel trained by 10%, as measured by the designated District 75 travel trainer pre and post assessments for completion of program. • By the end of academic year 2009, 90% of worksite students will have been assessed twice with NEXT computerized transition program, (October 2008 & May 2009), and 75% of those students will have met at least one of their NEXT objectives in the skill areas assessed. • By the end of academic year 2009, the ‘new’ formal transcript will have been implemented for all 12.1.1 students admitted during 2008-09 academic year.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Students will be referred by their guardian or staff members, or by self request for travel training. The travel trainer funded by the MTP Grant, working under the direction of the District 75 Office of Travel Training will pre assess, provide individualized training to each student, and post assess each student. • Worksite teachers will assess each worksite student with the computerized NEXT program in October 2008 and May 2009 and generate data for targeted objectives & objectives mastered. • By February, 2009 a formal transcript will have been finalized by the administrative team. By June 2009, all 12.1.1 students admitted during the 2008-09 academic year will have the year’s coursework recorded and the transcripts reviewed by an administrator.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • MTP Grant funds will provide the designated travel trainer for students identified to participate in the program. • PD will be provided by ABLENET Inc. to all staff using the computerized NEXT Program & will be able for technology and implementation of the program. • TL/OTPS will provide funds for supplies & materials for NEXT & formal transcript • MTP Grant funds will provide per session funds for teachers / administrators to finalize transcript, review & analyze data from NEXT
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 10% increase in the number of students successfully completing the travel training program during the 2008-09 school year evidenced by post assessments and approval of travel trainer for independent travel by students. • Staff will tally results of mastered objectives from NEXT, May 2009 & document/ submit to administration for review • Student transcript will become part of the students’ cumulative record & will be on file for all identified 12:1:1 students

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

721M

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	Examples: work study, advisories, conflict resolution, etc. <u>Or</u> write "IEP mandated only"	Example: conflict resolution in addition to IEP <u>Or</u> write "IEP mandated only"	Example: attendance incentive programs <u>Or</u> write "IEP mandated only"	Related to ... ex. yoga, asthma, suicide prevention, nutrition, etc. <u>Or</u> write "IEP mandated only"
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	5	5	5	5	5	N/A	N/A	2
10	6	6	6	6	6	N/A	N/A	3
11	1	1	1	1	1	N/A	N/A	1
12								

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

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

Part B. Description of Academic Intervention Services 8:1 Inclusion

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>Study Skills, homework help</p> <p>Visual Strategies</p> <p>Quick Reads</p> <p>Acuity</p> <p>Writers Express</p> <p>Test Prep Strategies</p>	<p>Small group instruction * 5x weekly * during tutoring and advisory periods.</p> <p><i>Study Skills, homework help:</i> Content comprehension strategies</p> <p><i>Visual Strategies:</i> PowerPoint, SmartBoard, graphic organizers, planners.</p> <p><i>Quick Reads:</i> a program using high interest short texts to be read quickly and with meaning to build vocabulary and fluency.</p> <p><i>Acuity:</i> Prepare students for state assessments using item content that mirrors the content on those assessments.</p> <p>Writers Express during English Skills: This is an extra period of English in which students focus on the mechanics of writing (grammar, punctuation, etc.). The program provides writing prompts and student models for various genres. Also, how to prepare a multimedia presentation and an interactive report.</p> <p><i>Test Prep Strategies</i> for Regents exams and RCT exams.</p>

<p>Mathematics:</p> <p>Study Skills</p> <p>Visual Strategies</p> <p>Acuity</p> <p>Eduplace .com</p> <p>Test Prep Strategies</p>	<p>Small group instruction * 5x weekly * during tutoring and advisory periods.</p> <p><i>Study Skills, homework help:</i> Content comprehension strategies</p> <p><i>Visual Strategies:</i> PowerPoint, SmartBoard, graphic organizers, planners.</p> <p><i>Acuity:</i> Prepares students for state assessments using item content that mirrors the content on those assessments.</p> <p><i>Eduplace.com</i> is a website that has practice and extension activities for the Houghton Mifflin mathematics textbook.</p> <p><i>Test Prep Strategies</i> for Regents exams and RCT exams.</p>
<p>Science:</p> <p>Study Skills</p> <p>Visual Strategies</p> <p>Acuity</p> <p>Test Prep Strategies</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p><i>Study Skills, homework help:</i> Content comprehension strategies</p> <p><i>Visual Strategies:</i> PowerPoint, SmartBoard, graphic organizers, planners.</p> <p><i>Acuity:</i> Prepare students for state assessments using item content that mirrors the content on those assessments.</p> <p><i>Test Prep Strategies</i> for Regents exams and RCT exams.</p>
<p>Social Studies:</p> <p>Study Skills</p> <p>Visual Strategies</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p><i>Study Skills, homework help:</i> Content comprehension strategies</p> <p><i>Visual Strategies:</i> PowerPoint, SmartBoard, graphic organizers, planners.</p>

<p>Social Studies, continued Global History Skills Class</p> <p>Test Prep Strategies</p>	<p><i>Global History Skills Class:</i> This is an extra global class that teaches the students how to write thematic essays, document-based question essays and how to analyze primary and secondary sources.</p> <p><i>Test Prep Strategies</i> for Regents exams and RCT exams.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p> <p>Counseling Period</p> <p>Positive Behavior Intervention Support (PBIS) Program</p>	<p>One-to-one/small group * 1x weekly * during the day</p> <p><i>Counseling Period:</i> Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives.</p> <p>PBIS Program: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>
<p>At-risk Services Provided by the School Psychologist:</p> <p>Ex. Violence Prevention workshops</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>N/A</p>
<p>At-risk Health-related Services:</p> <p>Clubs</p>	<p>After-school * 4x weekly</p> <p>Student Government, cross country track, baseball and bowling</p>

Part B. Description of Academic Intervention Services 12:1:1 Alternate Assessment

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: TEACCH</p> <p>Ablenet: MeVille to WeVille</p> <p>Ablenet Weekly Reader</p> <p>Ablenet Star Reporter</p>	<p>Small group instruction * 5x weekly * during the literacy block</p> <p><i>TEACCH</i> is a researched based program for people with developmental disabilities. Strategies include structuring the physical environment, and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><i>MeVille to WeVille</i> is a cross content literacy program specifically developed for students with disabilities who have difficulties learning to read and write through traditional instructional methods.</p> <p><i>Weekly Reader</i>: This standard's-based cross content program provides materials and activities designed for Students with Disabilities that includes sensory activities, literacy games, Web-Links.</p> <p><i>Star Reporter</i> is a theme-based cross content curriculum for creating a school or classroom newspaper, using assistive technology devices.</p>
<p>Mathematics:</p>	<p>Small group instruction * 5x weekly * during the math block</p>

<p>TEACCH</p>	<p><i>TEACCH</i> is a researched based program for people with developmental disabilities. Strategies include structuring the physical environment, and using visual supports to make the sequence of daily activities predictable and understandable.</p>
<p>Science: TEACCH</p>	<p><i>TEACCH</i> is a researched based program for people with developmental disabilities. Strategies include structuring the physical environment, and using visual supports to make the sequence of daily activities predictable and understandable.</p>
<p>Social Studies:</p> <p>TEACCH</p> <p>Abelnet: Weekly Reader</p> <p>Ablenet Star Reporter</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p><i>TEACCH</i> is a researched based program for people with developmental disabilities. Strategies include structuring the physical environment, and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><i>Weekly Reader:</i> This standard's-based cross content program provides materials and activities designed for Students with Disabilities that includes sensory activities, literacy games, Web-Links.</p> <p><i>Star Reporter:</i> A theme-based cross content curriculum for creating a school or classroom newspaper, using assistive technology devices.</p>
<p>At-risk Services Provided by the Guidance Counselor: Positive Behavior Intervention Support (PBIS) Program</p>	<p>PBIS Program: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker	N/A
At-risk Health-related Services: Clubs	Clubs: Job Club, Double Dutch, Fencing

Mathematics: Ex. Voyager Math Ex. Everyday Math games	<i>Small group instruction * 4x weekly * during the math block</i> <i>Voyager Math (Vmath):</i> A print and tech-based program which includes explicit instruction and guided discovery to reinforce key concepts and skills, and develop strategies. <i>Everyday Math games:</i> drill exercises aimed primarily at building fact and operations skills
Science: Ex. iOpeners Ex. Lexicon	Tutorial * during the science period * 3x weekly <i>iOpeners:</i> Real-life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life (science & social studies). <i>Lexicon:</i> online dictionary of movies and technical signs (science & math)
Social Studies: Ex. News-2-You Ex. Star Reporter	One-to-one/small group * 5x weekly * during the day <i>News-2-You:</i> A leveled interactive online newspaper incorporating science and social studies lessons using SymbolStix. <i>Star Reporter:</i> A theme-based curriculum for creating a school or classroom newspaper, using assistive technology devices.

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 to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: 60
(No more than 2 pages)

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

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

721M is a special education vocational high school program that serves the full spectrum of mentally retarded adolescents. All students are referred to 721M through the CSE/Integrated Service Centers (ISC) or another District 75 school organization. The entire 721M student population is certified as special education with the majority participating in Alternate Assessment. Every aspect of the students' instructional program is IEP driven including their bilingual/ESL Only classification, related services and 12:1:1 (3R) staffing ratio.

The results from the NYSESLAT and Brigance assessments indicate that all ELL students fall within the beginning level. Students are placed in accordance with their cognitive ability, Brigance results and teacher recommendation. This ensures newcomers and SIFE students are placed in the appropriate beginner class. The instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. In order to meet the student's linguistic and academic needs we continue to expand our literacy program by aligning it with ELA/ESL/NLA Standards and/or the Alternate Grade Level Indicators (AGLIs). NLA/ESL literacy activities are extended throughout the curriculum and subject areas, by combining a project based approach with read alouds, reading/writing workshop, visual supports, contextualization and multi-sensory approaches, cooperative learning, the infusion of the arts, and the use of technology tools (book worm, etc.). Although most of our students stay within the beginning level teachers incorporate various scaffolding techniques to ensure that our extended service and long term students (4-6 years) continue to progress to the best of their ability. In addition to academic instruction our program focuses on improving communication, social behavioral and daily living skills. Each bilingual classroom library contains books in the native language, including audio books and those adapted by teachers to meet the needs of students with severe disabilities. ELL students also have the option of participating in the Title III after-school program.

At present 721M has three bilingual classes (Spanish), two in-house and one work site. At present one in-house class is self-contained and utilizes the TEACCH methodology. These high interest structured language based tasks assist in the acquisition of sight words and reading vocabulary through pictorial input. The program allows the teacher to collect data on a day-to-day basis which monitors student progress and mastery of goals. Bilingual students receive NLA/ESL programmatically by a licensed Bilingual Special Education and/or ESL teacher. For all ELL students, content area instruction is provided as follows: the remaining subject areas are taught in English through ESL methodologies by a Bilingual Special Education and/or Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations all ELL work-study students at minimum receive ESL service at the beginning of the day or upon their return to school via the push-out model. The students in Alternate Placement receive

additional support in the native language (Chinese) and English from a paraprofessional who speaks the students' native language and English. All bilingual students that are mandated for counseling and/or speech are seen by a bilingual counselor and/or bilingual speech provider.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

In order to provide flexible options 721M has the C.H.A.M.P.S. program (a physical fitness program) before and after school. This program is open to all students. Five ELL students participated in 2007-08.

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

Parents are always welcome to inquire about our program before their child attends the school. We encourage parents to visit the school before they make any decision regarding their child's placement. When they make their final decision we request that they go through an orientation where the program is reviewed and they meet key staff members (parent coordinator, the unit teacher, the dean, the counselors and other office personnel).

721M parent contacts are sent home in English, Spanish and Chinese. In addition to the intake orientation each year there is a "Meet and Greet" meeting held so parents can have an audience with the principal during the month of September. The 721M Parent Coordinator in collaboration with the Parent Association facilitates parent workshops that address the needs of the parents and their children (i.e.; Starting the Guardianship Process; Transition Services, etc). These workshops are designed to empower our parents so they may participate in their child's education. Whenever possible the Parent Coordinator obtains presenters that are bilingual, if that is not possible translators are available if needed. Parents are also invited to D75 parent workshops and the annual ELL conference. Bilingual staff members are always available to meet with parents to answer questions or discuss any concerns they may have (i.e.; open school week, IEP meetings, MTP grant orientation, etc.).

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

Not applicable.

IV. Staff Development (2007-2008 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.

Monolingual, Bilingual and ESL teachers will participate in the D75 Professional Development offerings for 2007-2008. All 721M teachers are required to attend weekly (Wednesdays) on-site professional development sessions (topics include: NYS Alternate Assessment, differentiating instruction, who are your ELLS/, the use of visuals in the second language classroom, strategies for ELL students, etc). Additional monolingual and bilingual teachers will participate in the T.E.A.C.C.H. training sessions at the Birch school. Paraprofessionals will also participate in professional development during orientation, D75 offerings and the calendared citywide professional development days and outside training (i.e.; T.E.A.C.C.H.).

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Title III funds will be utilized for a 15 week after school program, the class(es) will meet twice a week on Tuesday and Thursday from 3PM to 5PM. While this program is open to all ELL students we conduct extra outreach to target our SIFE and long term students. One bilingual (Spanish) and/or ESL teachers along with a bilingual (Spanish) paraprofessional will work with students after school hours and focus on literacy activities. Students will complete a project that reinforces the skills that are taught during the instructional day and are aligned with the AGLIs. During the course of the program the students will have opportunities to utilize technology to enhance their project(s). The teacher will provide pictorial tasks for our more challenged students. Providing these

instructional supports will expand the student's comprehension and acquisition of English and Spanish skills. Teacher made assessments/rubrics will be used to gauge student progress.

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.

In addition to classroom assessments twice a year (Sept./May) every 721M bilingual receiving NLA/ESL student is assessed with the English and Spanish Brigance Diagnostic Comprehensive Inventories. This dual evaluation allows the staff to monitor progress in the native language (Spanish) as well as English.

STUDENT SCHEDULE 2008 - 2009

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

School District: 75 School Building: 721M

Bilingual Class Schedule

9/2008

Class/ Group	Student Arrival 7:45- 8:00	Period 1 8:00-8:48	Period 2 8:48-9:36	Period 3 9:36-10:24	Period 4* 10:24- 11:12	Period 5 11:12- 12:00	Period 6 12:00- 12:48	Period 7 12:48-1:36	Period 8 1:36-2:24	ADVISORY 2:24-2:50
V82- P * Salas	Cafe	TEACCH TBA 410	PE Stewart GYM	TEACCH TBA 410	LUNCH	NLA Fernandez 412	TEACCH TBA 410	TEACCH TBA 410	TEACCH TBA 410	
V89- Q \$ Fernandez	Cafe	Print Shop Saccente 215	NLA Fernandez 412	Social Stud Spellman 312	LUNCH	Work Skills Salas 408	ESL Fox 510	Science Shair 413	Math Gonzalez 415A	
W81- R # Polonia	Cafe	*Morton Street/Housing Works-----					Lunch	at site -----	NLA Fernandez 412	ESL at Work site Hands-on

Yellow Highlight is ESL and Turquoise Highlight is NLA

* = Self-Contained Class

\$ = Departmentalized

= Work Study Class

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

School Building: 721M District: 75

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
3	0	0	1	5	2	11

* 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 E: Title III Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-09:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 12 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) Supervisor, Paraprofessional, Secretary

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.

721M is a special education vocational high school program that serves the full spectrum of mentally retarded adolescents. All students are referred to 721M through the Integrated Service Centers (ISC) or another District 75 school organization. The entire 721M student population is certified as special education with the majority participating in Alternate Assessment. Every aspect of the students' instructional program is IEP driven including their bilingual/ESL Only classification and 12:1:1 staffing ratio.

Students are placed in accordance with their cognitive ability, Brigance results and teacher recommendation. This ensures newcomers and SIFE students are placed in the appropriate beginner class. The instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. In order to meet the student's linguistic and academic needs we continue to expand our literacy program by aligning it with ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLIs). NLA/ESL literacy activities are extended throughout the curriculum and subject areas, by combining a project based approach with read alouds, reading/writing workshop, contextualization and multisensory approaches, cooperative learning, the infusion of the arts, and the use of technology tools. Each classroom library contains books in the native language, including audio books and those adapted by teachers to meet the needs of students with severe disabilities.

At present 721M has three bilingual classes (Spanish), two in-house and one work site. Bilingual students receive NLA/ESL programmatically by a licensed Bilingual Special Education and/or ESL teacher. For all ELL students, content area instruction is provided as follows: the remaining subject areas are taught in English through ESL methodologies by a Bilingual Special Education and/or Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations all ELL work-study students

at minimum receive ESL service upon their return to school or at the site via the push-in model. The students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English.

Title III funds will be utilized for a 15 week after school program, the class(es) will meet twice a week on Tuesday and Thursday from 3PM to 5PM. One bilingual (Spanish) and/or ESL teachers along with a bilingual (Spanish) paraprofessional will work with students after school hours and focus on literacy activities. A consultant will provide professional development for the participating teacher that will in turn be integrated in the overall instructional component.

The results from the NYSESLAT and Brigance assessments indicate that the targeted ELL students fall within the beginning level. These students will benefit from an enrichment program that focuses on the improvement of native and English language skills. The instructional program will encompass a student selected theme that will incorporate hands-on and multisensory activities that would culminate in a multimedia literacy-focused project (Cambourne, 1988, Orelove & Sobsy, 1993). The project(s) will reinforce the skills that are taught during the instructional day and will be aligned with the AGLIs. Focus questions at the beginning of each session will require students to talk about issues/topics that are important to them (Krashen, 2006). During the course of the program the students will have opportunities to utilize technology to enhance their project(s). The teacher will provide pictorial tasks for our more challenged students. Providing these instructional supports will expand the student's comprehension and acquisition of English and Spanish skills. Teacher made assessments/rubrics will be used to gauge student progress.

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.

In order to integrate technology (Imovie and/or Ipicture) we will we will secure professional development services from Readers Theatre before and/or during the course of the after school program. To support our more challenged students one teacher and one paraprofessional will attend professional development sessions at Birch to integrate pictorial task activities. The teacher will attend three full day professional development sessions at Birch during Fall 2008. The paraprofessional will go to Birch during the last week in January 2009.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

Outreach will be conducted during open school week in the Fall. Invitational letters in English and Spanish will be forwarded to the parents to inform them of the program. After the letters are returned there will be an after school orientation for the parents of the participating students. During the orientation parents will have the opportunity view past Title III projects. Parents will be invited to activities during the year (January, February, March, May) where they will be able to see the student's work-in-progress as well as their final project(s). This work will also be shared at other parent workshops.

Form TIII – A (1)(b)

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

Allocation: \$15,720.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	8277.27	After-school Per Session: 1 Teacher: 47.35 x 63 = 2983.05 1 Paraprofessional: 34.77 x 61 = 2120.97 1 Supervisor: 49.75 x 55 = 2736.25 1 Payroll Secretary: 29.18 x 15 = 437.70
Purchased services such as curriculum and staff development contracts	3070.00	Reader's Theatre – Professional Development (2470.) Birch – Professional Development (600.)
Supplies and materials	4212.73	Technology, equipment, supplies
Travel		
Other	160.00	Metrocards: 10 parents x 4.00 x 4 sessions
TOTAL	15720.00	

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.

Currently we translate all parent notices into Spanish and Chinese. We requested SLT parent member to survey PA responses as to the effectiveness of these translations. Parents report that they were satisfied with translated materials. Parents expressed the need to have bilingual workshop presenters.

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.

Their findings were shared at our SLT meeting which resulted in a standard procedure for providing translation/interpretation services as needed.

Part B: Strategies and Activities

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

Our practice of translating all in house parent notices by school staff members will continue. When we do not have bilingual presenters available for parent workshops, a translator will be provided.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services for meetings and workshops will be done by in house school staff. With respect to parent workshops we will try to obtain bilingual presenters whenever possible. We have been provided with funding for translation services. This money has been utilized when staff members are asked to translate documents into Spanish and Chinese.

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 in house parent notifications are translated into the two languages stated above. In addition, in house staff will be utilized when translations are necessary. This will include translations for IEP meetings, conferences and outreach by the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

majority of parents in the school. For additional information, please refer to the 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.

- 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.

NOT APPLICABLE

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

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

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

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

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

¹ School Under Registration Review (SURR)

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

All SURRE schools must complete this appendix.

NOT APPLICABLE

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ Year of Identification: _____ Deadline Year: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **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 academic/instruction cabinet of 721M, which consists of lead teachers, data specialist, schools based coach and administrators, as well as the Inquiry Team, will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, School Leadership Team (SLT) and Parent Association (PA) meetings, as well as in monthly newsletter.

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

Applicable Not Applicable

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

The report supports areas of need that our school exhibits. Curriculum maps that are aligned to the state standards have been and continue to present challenges. It is a challenge to differentiate the curriculum and to meet the diverse needs of the students we serve who have significant cognitive delays and also follow the guidelines set forth by the State and we have seen that the results of the New York State Alternate Assessment (NYSAA) demonstrate this. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program. Teachers at 721M need to be more competent in the analysis of data, the alignment of curriculum, differentiation of instruction, and student groupings.

ELA alignment issues and the provision of ESL services, as described in Key Finding 1A have been considered. The instructional staff is aware of the New York State Standards for ELA & ESL. However, deficits have been noted in the curricular implementation with regard to data analysis and differentiation as well as horizontal alignment.

Although staff members working regularly with ELL students have received professional development focused on New York State Learning Standards for ESL, it has been determined by the Inquiry Team and academic/instruction cabinet that further professional development on the use of ESL methodology including visual supports is necessary. The determination is based on data obtained through periodic assessments with the Brigance Assessment Inventories, teacher observations, learning walks and classroom walkthroughs. The professional development will address ways that all staff working with ELL students can 'drill deeper' to determine each student's language needs and support requirements. In addition, the Inquiry Team is focusing this year on increasing student performance in the area of ELA/NLA (communication skill: following directions) as measured by the results of the Brigance Assessment Inventories (English/Spanish as applicable) and ABLLS (Behavior Language Assessment).

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.

721M has begun to 'drill down' towards more intense data analysis. Unfortunately, the ARIS system does not provide data on New York State Alternate Assessment students' progress on periodic assessments, such as the Brigance Inventories Diagnostic Assessments. 721M has purchased NEXT computerized Transition Program from Able net Inc. to monitor assessment results and skill-matching to further drive instructional practice. The 721M Model Transition Program (MTP) Grant 'curriculum committee' is working on intensive curriculum mapping in all subject areas to align instruction with NYSAA standards and Alternate Grade Level Indicators. 721M has expanded the Data Inquiry Team to three target population of students ; this will provide the team with essential data for appropriate student groupings, differentiation of instruction, hands on materials and intervention strategies to address specific needs and learning styles of students. We will continue to use Brigance, Assessment of Basic Language and Learning Skills (ABLLS), TEACCH methodologies/strategies and various assessment tools to assist teachers in data analysis and in the development of instructional and communication goals that are aligned to the Alternate Grade Level indicators (AGLI's) and clearly meet student individual needs while targeting independence and communication skills. The information culled from the various data sources will be shared with classroom teachers and the Academic Intervention Support Team to ensure that differentiated instruction will be implemented during class lessons and extended instructional periods with the AIS provider. Essential to the team's success is the extensive planning, implementation of strategies, age and culturally appropriate materials, instruction and assessments.

For our English Language Learners (ELL's), instruction and assessment will be aligned to the New York State Learning Standards for ESL. It is essential to plan differentiated lessons in small groups, with visual and hands on materials that are both age and culturally appropriate.

All of our students are students with disabilities (SWDs) with IEPs. All of our students participate in New York State Alternate Assessment (NYSAA) except for approximately fifteen (15) students who are fully included in Legacy and Chelsea High Schools and participate in standardized assessment. 721M students receive instruction in special education classes for secondary school age students. Because of the severity of their cognitive disabilities many of our students are significantly below grade level. We recognize that students will not achieve full proficiency on the New York State tests; however, these students eventually can meet

the standards at a different pace. Since they are able to be in school until age 21, we believe this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Ablenet to assist teachers in the alignment of instruction and assessment.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The academic/instruction cabinet, and Inquiry Team of 721M, which consists of lead teachers, data specialist, school based coach and administrators, will evaluate all the findings in mathematics and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, School Leadership Team (SLT) AND Parent Association meetings as well as in monthly newsletter.

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

Applicable Not Applicable

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

The key findings in the report support areas of need in mathematics that our school exhibits. All of our students are students with disabilities (SWDs) with IEPs. All but fifteen (15) of our students participate in New York State Alternate Assessment and receive instruction in special education classes except the fifteen students who are fully included in Legacy & Chelsea High Schools and participate in standardized assessment. Because of the severity of students' cognitive delays, we recognize many of these students may never achieve full proficiency on New York State tests; however, they can continue to make progress in meeting the standards at a different pace. They are able to be in school until age 21 and we believe this will assist them to progress towards the standards. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Able net.

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.

721M will continue to address the relevant issues relating to the alignment of curriculum to the New York State Learning Standards for Mathematics and the New York State Alternate Assessment Alternate Grade Level indicators (AGLI's) relating to the process strands. The academic/instruction cabinet will continue to assist teachers in data collection and analysis so that an instructional program can be developed that focuses on the differentiation of instruction and researched-based strategies that will increase student engagement in the mathematical content and process strands. Implementation of a viable mathematical program must encourage active student participation and require hands on materials to help students better understand and retain information to problem solve, reason, prove, make connections and represent mathematical ideas in a variety of ways. The use of technology, SMART board, is an instructional tool

that can be used to increase students' mathematical engagement. It gives students opportunities to display their model for problem solving and to communicate to their peers the reasons and connections made to solve the problem. 721M has received a RESO A Grant that will be used to upgrade existing technology and facilitate the use of technology as a tool for instructional across all content areas.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The academic/instruction cabinet of 721M, which consists of lead teachers, data specialist, school based coach and administrators will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at the staff faculty conferences, School Leadership Team (SLT), Parent Association meetings as well as in the monthly newsletter.

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 2007-2008 Quality Review Report indicates, in the section "What the school needs to improve," that we should "Ensure all lessons are differentiated by task and individual needs." Data gathered by administrators in classroom observations, learning walks, and classroom walkthroughs also indicates that 'best practices' are not consistently being used. In some classrooms, there is an over-reliance on direct whole-group instruction with insufficient evidence of research-based instruction and data-based differentiation.

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.

721M has addressed this issue by implementing the following:

Extensive professional development plan has been implemented for all staff identifying 'best practices' and research based strategies for effective ELA/ELL instruction including but not limited to the following topics:

- learning centers for small group instruction**
- age appropriate / adapted materials**
- instructional accommodations**
- adaptive communication**
- learning styles**
- differentiated instruction**
- student groupings**
- data analysis**
- creating a quality IEP**

Implementation of scheduled weekly teacher cohort meetings for collegial sharing and best practices

Utilizing consultants from HG Birch and Able net Inc to provide professional development and hands on in classroom training and consultation on best practices for ELA instruction

Utilization of structured teaching (TEACCH) methodologies has been implemented in eight self contained classes. In addition, three other classes are implementing extensive use of visual supports and are implementing aspects of the TEACCH model of structured teaching. Structured teaching is data driven, individualized instruction which employs individual student & class schedules; incorporates 1:1 teaching time with each student daily; utilizes a vast array of written and/or adapted visual supports to increase

student independence and task completion skills; and provides daily data collected during 1:1 teaching & through individual student work completed in workstations.

Implementation of a ELA curriculum from Able net Inc. 'MeVille to WeVille' which is aligned to the NYS Learning and Alternate Assessment Standards and Alternate Grade Level Indicators for ELA secondary age students. The curriculum is differentiated by disability and cognitive levels so it can be used for a wide range of student populations. It is teacher friendly and comes with adapted lessons, home work, materials, assessments and is thematic.

Implementation of the Weekly Reader (special education) version for literacy based instruction in social studies and science. This high interest, low readability program offers students current events, pop culture and health articles that provide them the opportunity to be successful readers. It comes weekly and has adapted lesson plans, homework and follow up activities for the week.

2B – Mathematics Instruction

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

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

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

The academic/instruction cabinet of 721M, which consists of lead teachers, data specialist, school based coach and administrators will evaluate all the findings in mathematics and identify the areas that are relevant to our students. The administration will share

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

the findings with the school community at staff faculty conferences, School Leadership (SLT) and Parent Association (PA) meetings as well as in the monthly newsletter.

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?

The 2007-2008 Quality Review Report indicates, in the section "What the school needs to improve," that we should "Ensure all lessons are differentiated by task and individual needs." Data gathered by administrators in classroom observations, learning walks, and classroom walkthroughs also indicates that 'best practices' are not consistently being used. In some classrooms, there is an over-reliance on direct whole-group instruction with insufficient evidence of research-based instruction and data-based differentiation.

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.

721M was awarded a \$ 150,000 Resolution A (Reso A) Technology Grant for 2008-2009 to increase the use of technology in the school in 2008-2009. The funds will be used to purchase 55 additional laptop computers, 26 desktop computers, a Smart Board and 4 ELMOs to be distributed to all sites of 721M by January 2009. There is a technology teacher on staff who will provide training to staff as well as students in the use of this technology and it is anticipated that the use of technology in mathematics classes will increase significantly over the course of the current academic year.

In order for 721M to continue improving the quality of instruction we require additional financial resources to purchase the services of outside consultants to provide further professional development, to purchase additional instructional and assessment programs for our students, and to fund per session work by our staff on curriculum mapping.

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 Data Specialist and Administrators will evaluate all the findings and identify whether this finding is relevant to our school's educational program.

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?

721M has a teaching staff with experience and stability. The evidence that dispels the relevance of this finding is the School Demographics and Accountability Snapshot that indicates that as of the 2008 school year, teacher qualifications were as follows: 98% of teachers in 2007-2008 were fully licensed and permanently assigned to the school. 80% of the staff had more than two years teaching experience in this school. 53% of teachers had more than five years teaching experience. In the 2007-2008 academic year two new teachers were hired to replace two teachers who had retired, out of a total of 46 teachers, (4%). In fall 2008, no new teachers were hired. No teachers left the organization between June 2008 and November 2008 - 0% turnover.

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.

Not applicable.

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.

As mentioned in response to 1A, the academic cabinet, as well as the teachers who provide services to ELL students have conducted a preliminary review of this finding to determine how relevant it was to our school. During small group meetings we will discuss last year's findings of the Inquiry Team which focused on the materials, methods, strategies and data recording used in a bilingual class. In particular we will examine how that team of teachers aligned the curriculum, assessment and IEP goals for the targeted students. These findings will be shared with the school community during staff conferences, professional development days, LAP team meetings and Parent Association meetings. The LAP team will also conduct a more detailed needs assessment that will result in a more precise list of activities to ensure high quality instruction for ELL students.

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?

While ELL teachers participated in outside professional development (PD) they felt that most outside PD opportunities have been tailored for standardized assessment students. After reviewing our PD records we found that the only ELL PD sessions monolingual teachers attended were the mandated Jose P. trainings. In addition our past school-based PD focused on topics related to monolingual classes. Therefore most of our monolingual teachers do not have a sufficient background in ELL strategies and methodologies. It should be noted that another challenge that impacts on PD is the unavailability of a uniform curriculum that addresses the needs of special education ELLs in particular native language materials. Additionally the inquiry team also found last year that the involved monolingual teachers needed more professional development with regard to ELL strategies and methodologies and data collection. Our last quality review also indicated that our teachers need to be more involved in the data analysis of student performance, the alignment of curriculum and differentiation of instruction.

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.

It is not anticipated that we will need additional assistance support from central to address this issue. 721M has begun to “drill down” toward more intense data analysis. The LAP team and ELL teachers will continue to identify skill areas needed and review assessment results. The Inquiry Team will continue to monitor the original bilingual class and broaden its work with four additional classes. ELL topics will be added to the school-based PD calendar.

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.

All ELL students including those with disabilities are mandated to take the NYSESLAT, which is a benchmarked standardized test. Our ELLs do not follow a standardized uniform curriculum. Since all of our ELL students participate in New York State Alternate Assessment and receive instruction in a secondary un-graded special education program there has been a “disconnect” with regard to NYSESLAT testing. Normally NYSAA students do not take standardized tests ergo the “disconnect”. We have followed the mandate and the results have been predictable -almost one hundred percent falling in the beginning level. Furthermore, some students appear to regress with regard to their results from year to year.

We were informed recently that the NYSED has been asked to address the issue of NYSAA and/or X-coded students. It is our hope that there will be a more specific policy related to NYSAA students. The LAP team and the teachers who provide services to ELL students will conduct a preliminary review of this finding to determine how relevant it is to our school. The findings will be shared with the school community during staff conferences, professional development days and LAP team meetings.

The language progress of all our students is also assessed through the use of subtests of the Brigance Diagnostic Inventory each Fall and Spring. The results are shared with all professionals working with each student. This assessment documents progress on priority goals identified by the staff.

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 results of the NYSESLAT have been shared with some ELL teachers, however, they were not remarkable. The results have been used for reports. Many of the teachers are concerned about NYSAA ELL students taking a test which they will in all likelihood never pass.

The language progress of all our students is also assessed through the use of subtests of the Brigance Diagnostic Inventory each Fall and Spring. The results are shared with all professionals working with each student. This assessment documents progress on priority goals identified by the staff.

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.

It is not anticipated that we will need additional assistance support from central to address this issue. The results of the NYSESLAT will be shared and discussed during small group meetings with all ELL teachers. The Inquiry Team should also consider the results for their work with the bilingual class.

The language progress of all our students will continue to be assessed through the use of subtests of the Brigance Diagnostic Inventory each fall and spring. The results will continue to be shared with all professionals working with each student.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The academic/instruction cabinet of 721M, which consists of lead teachers, data specialist, school based coach and administrators will evaluate all the findings and identify the areas that are relevant to our school's educational program. The administration will share the findings with the school community at staff faculty conferences, School Leadership (SLT) and Parent Association (PA) meetings as well as in the monthly newsletter.

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

Applicable Not Applicable

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

The following evidence supports the relevance of this finding to 721M. All 721M students are SWDs with IEPs. The 721M Professional Development calendar for school year 2008-09; agendas of weekly cohort meetings and the 721M Instructional Teacher Manual reflect a strong commitment to providing all staff with a vast array of professional development opportunities provided by the school, District 75 and other professional agencies, which include but are not limited to the following: behavior management, adapting and differentiating curriculum, assessments/data collection, technology, writing IEPs.

Instructional adaptations and approaches, assessment accommodations, and IEP development and compliance issues are among the topics that are addressed at weekly teacher cohort meetings at all 721M sites. All 721M students are assessed using one or more of the Brigance Inventories. An Assessment Considerations Checklist is on file for each student. The assessment modifications used during the Brigance assessment are utilized in the various instructional settings at 721M and are recorded on the IEP. All teachers working with each student with significant behavioral issues are aware of and involved in the process of formulating Behavior Intervention Plans.

To build school wide capacity in disseminating information to all staff, staff who attend professional development participate in turn key training for other staff members. Moreover, information regarding workshops is posted on bulletin boards at every site describing the workshop and the information that was applied to improve instruction in the participant's classroom. On scheduled professional development days, staff who attended workshops present the information received to their colleagues.

During walkthroughs, formal and informal observations administrators are able to see the follow up of professional development as it relates to instructional planning in the classroom and implementation of modifications. Although improvements have been noted, teachers are not consistently implementing the accommodations and modifications on student IEPs.

The SETSS providers working with our inclusion classes take a collaborative approach in working with the general education teachers at our inclusion sites and assist the general education teachers in determining and better understanding the

accommodations required by both the standardized assessment and alternate assessment students in inclusion placements, including Behavior Intervention Plan supports

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.

721M will continue to address teachers' familiarity with the use of modifications for instruction and incorporating the assessment modifications into classroom instruction and informal assessment.

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

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

Please respond to the following questions for Key Finding 7:

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

The academic/instruction cabinet of 721M, which consists of lead teachers, data specialists, guidance department, dean of students, school based coach and administrators will evaluate all the findings and identify the areas that are relevant to our students.

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?

The evidence to support the relevance of this finding is that all students entering a D 75 program have an Individual Educational Plan (IEP). All 721M students, except for fifteen (15) inclusion students, do not participate in standardized state and local assessments. They participate in NYSAA. The SETTS teachers of the inclusion students are active in working with the general

education teachers of the inclusion students to ensure that students receive their IEP mandated testing accommodations and modifications and that the IEP consistently specifies accommodations and modifications for the classroom environment. In addition, the IEP Goals and Objectives for these students are written as process goals, which apply to the classroom instructional content as well as to content on which inclusion students are assessed on grade-level state tests. Students with behavioral issues generally do have them addressed on the IEP in the form of behavioral goals and objectives. Students with more severe behavior management needs have Behavior Intervention Plans, which are developed by the entire team working with the student.

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.

Professional development this academic year has stressed that IEP goals must be aligned with NYSAA AGLIs, with appropriate modifications. Professional development will continue to focus on linking and correlating assessment, instruction, and IEP documentation.