



**HOME INSTRUCTION SCHOOLS**

**2009-10**

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

**SCHOOL: 75M501**  
**ADDRESS: 3450 E. TREMONT AVENUE,**  
**BRONX, NY 10465**  
**TELEPHONE: (718) 794-7200**  
**FAX: (718) 794-7232**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 75M501      **SCHOOL NAME:** Home Instruction Schools

**SCHOOL ADDRESS:** 3450 E. Tremont Avenue, Bronx, NY 10465

**SCHOOL TELEPHONE:** (718) 794-7200      **FAX:** (718) 794-7232

**SCHOOL CONTACT PERSON:** Sandra Ledesma      **EMAIL ADDRESS:** sledesm@school  
s.nyc.gov

**POSITION/TITLE**      **PRINCIPAL**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Robert Walpole

**PRINCIPAL:** Sandra Ledesma

**UFT CHAPTER LEADER:** George Boyle

**PARENTS' ASSOCIATION PRESIDENT:** N/A

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 75      **SSO NAME:** \_\_\_\_\_

**SSO NETWORK LEADER:** Arthur Fusco

**SUPERINTENDENT:** Bonnie Brown

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sandra Ledesma	*Principal or Designee	
George Boyle	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Janine Rizzo	DC 37 Representative, if applicable	
Robert Walpole	Assistant Principal	
Michael Ellman	UFT Representative	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

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

## **SECTION III: SCHOOL PROFILE**

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

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

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Home Instruction Schools program provides full-time services for all school age students (4.9 – 21 years of age) in public, private and parochial school (K through 12) in all boroughs, who are placed on Home Instruction as a result of conditions that may be orthopedic, non orthopedic, medical, or emotional in nature.

Elementary school-aged children receive a minimum of five hours of instruction weekly, preferably one hour each day. Secondary school-aged students receive a minimum of ten hours of instruction weekly, preferably two hours daily.

School of affiliation should maintain regular contact with the student and family throughout the period when Home Instruction request is under review. School work should be sent to the home for the student while awaiting a determination on whether home instruction will be provided. The range of time on home instruction for students varies on the doctor's medical request and the request that is reviewed by the Department of School Health (DOSHS). The medical request must be for 4 weeks or more, depending on the student's medical disability.

The program seeks to establish close collaborations with students' schools of affiliation so that a continuity of educational services may be provided. The goal: to have students return to their schools with little or no loss of educational standing. Thus, the program offers instruction which parallels, as closely as possible, the one offered in students' schools of affiliation. Teachers, who instruct students from both regular and special education settings, work towards helping youngsters from the latter achieve IEP goals and objectives. Students who are identified by home schools as being at risk of not achieving the State Learning Standards are offered a variety of academic intervention services. For the 2009-2010 school year, Home Instruction Schools has ordered curriculum materials in language arts and mathematics. This includes Measuring Up to the NYC Standards (grades 3-8) for literacy and mathematics, and New York Coach (grades 3-8). Home Instruction Schools will continue to follow the Standards and prepare students for the ELA exam, CTB math exams, as well as preparing high school students to earn required credits for high school diplomas.

Home Instruction Schools acts as a liaison between and among stakeholders (students, parents, teachers, schools of affiliation, physicians, and Committees on Special Education) in order to implement an interdisciplinary team approach.

The program also administers/supervises per session home instruction as an after-school component to serve students whose medical and/or therapeutic needs necessitate instruction between 3:30 and 6:00 P.M.; provides a 12 month program for students referred by local district Committees on Special Education; provides summer school for promotion-in-doubt students; provides preparation for and administration of City and State exams (including Regents, RCT's, GED's and SAT's) and forwards test results to schools of affiliation; and initiates referrals to health and mental hygiene clinics, VESID, as well as summer camp programs, which serve students' specific needs.

In addition, the Home Instruction Schools program offers:

- The interactive website as a tool for teachers, students, and parents.
- Transitioning Services to age-appropriate students.
- Teleclass instruction (in Literacy, Multi-cultural education, career education, History/Social Studies, Spanish, etc.).
- Guidance services to individuals/small groups of students via a closed conference telephone system.
- Borrowing privileges for teachers of videotapes, with corresponding lesson plans, which are prepared by the Teleclass teacher who has been granted off-air taping rights by WNET/Thirteen's Learning Link.
- Technology-based instruction: opportunities for teachers to utilize a variety of audio visual materials.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code #:</b>

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	X K	X 1	X 2	X 3	X 4	X 5	X 6	X 7
	X 8	X 9	X 10	X 11	X 12	X Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K		N/A	N/A			85.3%	83.7%		
Kindergarten		25	22						
Grade 1		39	35	<b>Student Stability: % of Enrollment</b>					
Grade 2		51	46	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3		52	43			N/A	N/A		
Grade 4		83	90						
Grade 5		51	41	<b>Poverty Rate: % of Enrollment</b>					
Grade 6		83	70	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7		108	101						
Grade 8		150	162						
Grade 9		154	148	<b>Students in Temporary Housing: Total Number</b>					
Grade 10		219	250	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11		201	164			43	9		
Grade 12		284	301						
Ungraded		328	330	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total		1,828	1,803			2.8	2.2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions		N/A	N/A		
Number all others				Superintendent Suspensions		N/A	N/A		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number *N/A*</b>			
(BESIS Survey) *N/A*				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes		N/A	N/A	Early College HS Participants			
# in Dual Lang. Programs		N/A	N/A				
# receiving ESL services only		22	22	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
<b>Overage Students: # entering students overage for grade *N/A*</b>				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment *N/A*</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No X	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

MAY 2009

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
<b>Category Scores:</b>	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 30% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 55% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>	

## 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
- 

In the 2008-2009 school year Home Instruction Schools reviewed and analyzed interim progress towards achieving periodic bench marks. The Inquiry Team utilized various ongoing assessment tools to compare test results to measure student progress in the area of reading and math. Achieve 3000 was identified by the Inquiry Team as a solution to improve students' reading ability. Updated mathematic textbooks, hands-on mathematic tools, as well as ongoing testing with Scantron and predictive exam were implemented in both areas of academic study.

During the 2008-2009 school year, Home Instruction Schools proctored a total of 855 Regents exams and a total of 206 RCT exams. 67% of the Home Instruction students passed the Regents exams and 67% of the students passed the RCT exams. There were 29 IEP diplomas, 75 Regents diplomas, 37 local diplomas, and 6 (Advanced) Regents diplomas issued to Home Instruction students.

In reviewing last year's assessments, it was evident that student trends were identified:

- Students who used the Achieve 3000 three times a week were showing improvement. 83% of students increased in ELA Scale Scores.
- Students who used various math materials, such as calculators, rulers, compasses, protractors, etc., showed improvement in math comprehension and word problems. New updated review math textbooks were also utilized during instruction. 71% of students increased in Math Scale Scores.
- Students spend more time on reading assignments because technology was used.
- Students' writing skills improved throughout the year.
- Students were able to comprehend math word problems because of utilization of math manipulatives and updated math review textbooks.

At the end of the school year, 65% of the Home Instruction students utilized the Achieve 3000.

Last year celebration was in order. Technology, instructional manipulative materials, etc., were provided to many of our Home Instruction students, such as:

- Tech 4 Everyone – Special Needs All-in-One Touch Learning Station. A new pilot program for multiply-handicapped children. Positive response from teachers, parents and children.
- Best Practice Fair – 76% of Home Instruction students provided an art project for the annual fair.
- Lending Library – Lending Library in every Home Instruction borough office, which contains manipulative materials for children who are classified alternate assessment.
- Brigance Assessment – Alternate per session Home Instruction students who have not been tested with Brigance will be identified and tested by newly trained per session Home Instruction teachers.

Last year 146 students graduated from Home Instruction Schools. A total of 1,061 Regents and RCT exams were proctored in the homes. For our Manhattan and Queens students who graduated and had no affiliation with a high school, Home Instruction Schools had a graduation ceremony in June. Caps and gowns were purchased. Parents and families participated in the celebration. 8<sup>th</sup> graders who articulated into the 9<sup>th</sup> grade also participated in the ceremony.

We had over 225 teachers who participated in professional development training, such as:

- Achieve 3000 Workshops
- Portfolio Workshops I and II
- Channel 13 Celebration
- Prep for ELA and CTB exam
- NYSAA Training on the Brigance
- Bronx Zoo Living Environment
- Impact Middle School Mathematics
- District 75 Autism Training
- District 75 Transition Training
- Technology 4 Everyone

Last year a professional development training conference was introduced in a borough-wide meeting for all Home Instruction teachers. The full day staff development focused on infusing the arts across the curriculum. Teachers were provided with art material and participated in creating musical instruments with household items. At the end of the workshop, teachers participated in an interactive concert and performance.

Additional accomplishments include:

- Home Instruction Website – with interactive links ([homeinstructionschools.com](http://homeinstructionschools.com))
- Lending Library – educational manipulative toys for alternate assessment students
- HITS Magazine – published monthly for students
- HITS Tracking System – a computer centralized data-based program designed for tracking Home Instruction students accurately, updating student records, and retrieving information
- Teleclass Instruction – assistive technology to assist students via telephone to improve literacy, foreign language, history and social studies.
- Home Instruction Parent Newsletter – published quarterly
- Handwritten Labs for high school students completing a science course

Because of the nature of its program, Home Instruction Schools does not really encounter any internal barriers. However, one of the primary barrier Home Instruction Schools faces is the lack of wireless communication for our teachers' laptop computers. Our nearly three hundred itinerant teachers bring their laptop computers into their students' homes, many of which still do not have Internet access. This hampers the teachers' ability to share the vast educational resources available online and to unlock the full functionality of vital educational software packages like Achieve 3000 and Scantron.

The most significant barriers to the school's continuous improvement are:

- The transient population of students makes it difficult to follow up on student progress.
- Students who return to the hospital for treatment, such as chemotherapy, dialysis, and /or additional surgery, often loose a great deal of instruction by Home Instruction teachers. Also, child may be too ill to continue educational classes everyday.

## 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 2009-10 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 (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal #1:**

By June 2010, there will be a 5% increase in the number of students in grades 4-8 who improve their reading performance by at least 20%. This improvement will be evidenced by an advancement to Level 3 or above on the NYS ELA exam.

### **Goal #2:**

By June 2010, there will be a 5% increase in the number of students in grades 4-8 who improve their mathematics performance by at least 20%. This improvement will be evidenced by an advancement to Level 3 or above on the NYS CTB exam.

### **Goal #3:**

By June 2010, 75% of Alternate Assessment students using the Tech4Everyone computer technology will progress developmentally as evidenced by a 4-month developmental advancement in basic pre-readiness skills as scored on the Brigance IED-II.

### **Goal #4:**

By June 2010, using the Professional Teaching Standards (PTS), Home Instruction teachers will progress from "beginning" to "emerging" level in the "Engaging & Supporting All Students in Learning" standard. This improvement will be evidenced by 50% of Home Instruction teachers progressing to level 2 or greater on the PTS Progress Rubric.

### **Goal #5:**

By June of 2010, per session Home Instruction teachers, who work with Alternate Assessment students, will proficiently administer the Brigance assessment tool, as evidenced by 50% of per session alternate assessment students tested with Brigance by June 2010.

**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 2009-10 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, Corrective Action, Restructuring, 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):** English Language Arts

<p><b>Annual Goal # 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase in the number of students in grades 4-8 who improve their reading performance by at least 20%. This improvement will be evidenced by an advancement to Level 3 or above on the NYS ELA exam. <b>Objective:</b> Students in grades 4-8 who have been identified by the Inquiry Team as low achievers will show an increase in scores in 2010 ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A training workshop will be held November 10, 2009 for training in Achieve 3000. Additional training workshops will be offered on a bi-monthly basis. In addition, one-on-one training from our Home Instruction Coach will also be continually available throughout the 2009-2010 school year.</p> <p>By June 2010, new teachers, as well as previously trained teachers, will be able to effectively utilize the Achieve 3000 program to help their students improve reading skills and attain higher scores in overall reading.</p> <p>Share Inquiry Team findings on data and how it relates to their students. The data may include Predictive Exams, Scantron, and 2009 ELA results.</p> <p>Teachers will also be encouraged to participate independently in District 75 Professional Development sessions in ELA.</p> <p>The Home Instruction “H.I.T.S. Magazine” team will provide teachers the opportunity to display students’ writing in the magazine.</p> <p>The Administrative Team &amp; Inquiry Team will continuously share information on student assessment throughout the school year in order to help them more effectively evaluate and</p>

	<p>plan lessons for their students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL funds were used to purchase supplementary textbooks for elementary students in grades 3-8, such as:</p> <ul style="list-style-type: none"> <li>• NYS Coach English Language Arts</li> <li>• Measuring Up to the New York State Learning Standards, 3-8</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Reading for Comprehension</li> <li>• Write-Source skills Book</li> <li>• NYS ELA – Test – Baron's Review Book, 5-8</li> <li>• ESL Literacy</li> <li>• ESL Scott Foresman (Accelerated English)</li> </ul> <p>Computer hardware funds were used to purchase an additional 10 laptop computers for the current school year.</p> <p>Home Instruction students currently using the Achieve 3000 Program will provide teachers with additional assessment, such as Scantron.</p> <p>Teachers using the Achieve 3000 Program are required to use the program with participating students a minimum of 3 times a week.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By December 2009, students should realize a minimum cumulative gain of 10% in reading performance.</li> <li>• By February 2010, students should realize a minimum cumulative gain of 15% in reading performance.</li> <li>• By June 2010, students should realize a minimum cumulative gain of 20% in reading performance.</li> <li>• Gains will be investigated by using data and statistical analysis retrieved from Achieve 3000.</li> <li>• Gains will also be investigated by comparing the 2008-2009 NYS ELA scale scores and</li> </ul>

performance levels with the Predictive Assessment results and Scantron results. Assistant Principals will monitor informal and formal observations throughout the year.

- Assistant Principals will actively monitor and assist teachers using Achieve 3000.
- Student portfolios will be used with all H.I. students to track progress and share information with parents concerning student achievements, strengths and weaknesses.
- H.I. students will be assessed formally and informally throughout the year using Scantron, Predictives, Statewide exams, and teacher exams.
- Student report cards will be issued to parents three times a year. Parents will be kept abreast of students' progress throughout the year.
- SLT, Principal, Cabinet and Home Instruction Coach will review student portfolios.

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

<p><b>Annual Goal # 2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in the number of students in grades 4-8 who improve their mathematics performance by at least 20%. This improvement will be evidenced by an advancement to Level 3 or above on the NYS CTB exam.  <b>Objective:</b> Students in grades 4-8 who have been identified by the Inquiry Team as low achievers will show an increase in scores in 2010 NYS exam.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In September 2009 the Administrative, Inquiry and School Leadership Teams provided teachers with test results for students who participated in the CTB Math exam in 2009. By The various targeted teams are working together in order to provide teachers with:</p> <ol style="list-style-type: none"> <li>1. data and input in developing individualized strategic lessons for their students;</li> <li>2. professional training in the new Math – algebra and geometry;</li> <li>3. the opportunity to motivate students by using manipulative Math kits, computer Math programs and other materials, such as rulers, calculators, flash cards, etc.</li> <li>4. supplementary texts, such as NYS Coach Math and NYS Learning Standards in Math.</li> </ol> <p>In order to strengthen their Math skills, the Administrative Team will mandate certain teachers to participate in a hands-on Teacher Math Workshop. This workshop is scheduled for January 5, 2010.</p> <p>By February 2010, teachers that participate in the mandated workshop will have strengthened math skills and will be able to effectively use manipulatives in a mathematics lesson.</p> <p>The School Leadership Team, the Inquiry Team, and the Administrative Cabinet will work with the administration to continue to develop the Math Lending Library for Home Instruction teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL funds were used to purchase supplementary Math textbooks for elementary students in grades 3-8. These books include:</p> <ul style="list-style-type: none"> <li>• NYS Coach Mathematics 3-8</li> <li>• Measuring Up to the New York State Learning Standards, 3-8</li> <li>• Everyday Mathematics Workbook 3-8</li> <li>• Addison-Wesley – Mathematics Reteaching Workbook</li> <li>• Great Source: A Mathematics Handbook</li> </ul>

	<ul style="list-style-type: none"> <li>• Using computer software funds, Project Art funds, hardware funds, etc., we will purchase math kits, math manipulative math materials, and additional math programs for elementary and secondary student.</li> <li>• All Purchase Orders pertaining to NYSTL, Projects Arts Fund, and ware funds will be processed in a timely fashion.</li> <li>• Training workshops in Math will be provided to teachers throughout the year.</li> <li>• Inquiry Team, including H.I. Coach, will assist teachers in retrieving student data.</li> <li>• In November 2009, the H.I. Professional Development Team will be preparing for a boro-wide Math training workshop for all H.I. teachers. During the required monthly staff meeting, turnkey professional development teachers will prepare a workshop for their individual boroughs.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By December 2009, students should realize a minimum cumulative gain of 10% in math performance.</li> <li>• By February 2010, students should realize a minimum cumulative gain of 15% in math performance.</li> <li>• By June 2010, students should realize a minimum cumulative gain of 20% in math performance.</li> <li>• Gains will be investigated by using data and statistical analysis retrieved from Scantron results.</li> <li>• Gains will also be investigated by comparing the 2008-2009 NYS CTB scale scores &amp; performance levels with the Predictive Assessment results.</li> <li>• Assistant Principals will continue to work with teachers in developing strategies to improve student work in Math.</li> <li>• Formal and informal observations will be monitored by Assistant Principals.</li> <li>• The Administrative Team, along with the Inquiry Team, will continue to provide teachers with various assessments to review, such as Math predictive exam, teacher exams and CTB exam so that Math strategies can be developed to improve student Math outcomes.</li> <li>• A survey will be provided to Home Instruction teachers in order to evaluate the importance of using math manipulatives and supplementary textbooks with Home Instruction students.</li> </ul>

Subject/Area (where relevant): Technology

<p><b>Annual Goal # 3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 75% of Alternate Assessment students using the Tech4Everyone computer technology will progress developmentally as evidenced by a 4-month developmental advancement in basic pre-readiness skills as scored on the Brigance IED-II.  <b>Objective:</b> Using the Tech4Everyone computer-based touch screen program, Home Instruction students utilizing the program will show at least a 4 month developmental advancement by the end of the 2010 school year.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• A training workshop on Tech 4 Everyone is scheduled for teachers involved in the program on October 20, 2009. The workshop will provide teachers with the opportunity to utilize the program and explore the various educational programs it offers. The program has a touch screen to assist children who have difficulty using the keyboard or have fine motor skills. Additional workshops will be held on a bi-monthly basis throughout the 2009-2010 school year.</li> <li>• By June 2010, teachers will be able to effectively use the Tech4Everyone program to help their students improve in language communication skills, basic pre-readiness areas, such as identifying colors, shapes, etc.</li> <li>• To obtain the desired improvement in the student’s academic program, teachers using Tech4Everyone are required to use the program with each participating student a minimum of 3-4 times a week. Assistant Principals actively monitor and assist teachers to ensure this.</li> <li>• Teachers are required to maintain student portfolios in order to track their students’ progress.</li> <li>• Teachers are also required to assess their students using the Brigance Early Inventory Assessment at least 4 times a year.</li> <li>• Home Instruction Schools Coach will also participate in training and support teachers in the field with the Tech 4 Everyone Program.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• NYSTL software funds were utilized to order additional Tech4Everyone computer stations for designated Alternate Assessment teachers.</li> <li>• Teachers will be provided with individual student portfolios during the October 2009 teacher conference.</li> <li>• General Supply Funds were used to purchase the Brigance Developmental Record Books for Home Instruction students. Teachers will keep accurate record of student assessment and progress.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By February 2010, Alternate Assessment students will realize a cumulative 2-month developmental advancement in basic pre-readiness skills</li> <li>• By June 2010, Alternate Assessment students will realize a cumulative 4-month developmental advancement in basic pre-readiness skills</li> <li>• The School Leadership Team, Inquiry Team, and Administration Unit will make home visits to observe student/teacher interaction and provide time for teachers to conference and share information on student progress.</li> <li>• The School Leadership Team, Inquiry Team, and Administration will also collect data, study and measure important aspects necessary for student success</li> <li>• Student portfolios will be used with all H.I. students involved in the program to better track student progress.</li> <li>• Using the Brigance of Early Inventory Assessment, teachers will complete progress reports quarterly.</li> <li>• Student report cards for designed for Alternate Assessment students, will be handed to parents 4 times a year. Parents will be kept abreast of all student progress throughout the year.</li> </ul>

**Subject/Area (where relevant):** Professional Teacher Standards

<p><b>Annual Goal # 4</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, using the Professional Teaching Standards (PTS), Home Instruction teachers will progress from “beginning” to “emerging” level in the “Engaging &amp; Supporting All Students in Learning” standard. This improvement will be evidenced by 50% of Home Instruction teachers progressing to level 2 or greater on the PTS Progress Evaluation.  <b>Objective:</b> 50% of all Home Instruction teachers will progress from “beginning” level to “emerging” level in the Professional Teaching Standard “Engaging and Supporting All Students in Learning.”</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• In October 16, 2009 a workshop on the Professional Teaching Standards will be mandated to all Home Instruction teachers.</li> <li>• Self assessment involving individual learning plan, in which teachers identify and work toward professional goals, will be addressed during the 2009-2010 school year.</li> <li>• Last year, Assistant Principals and Principal participated in Professional Teaching Standards training. This year bi-monthly workshops and discussions will be scheduled. Additional constituents, School Leadership Team, Home Instruction Coach and point teachers in the borough offices will work collaboratively to use the continuum as a guide for self-reflection, assessment and conversation.</li> <li>• Home Instruction Schools Coach will also participate in training on Professional Teaching Standards and support teachers in the field with implementing and progressing towards emerging level.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will be provided with a copy of the Professional Teaching Standards.</li> <li>• Professional Teaching Standards handouts will be readily available to teachers.</li> <li>• Home Instruction Schools Coach will provide hands-on, one-to-one training, and support to teachers in the field in order to assist with progression from beginning level to emerging level.</li> </ul>

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

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

- By February 2010, 25% of Home Instruction teachers will progress to level 2 or greater on the PTS Progress Evaluation.
- By June 2010, 50% of Home Instruction teachers will progress to level 2 or greater on the PTS Progress Evaluation.
- Assistant Principals will monitor informal and formal observations throughout the school year in order to ensure the implementation and progress of the Professional Teaching Standard.
- Teacher and administrative input will be encouraged in order to evaluate the significance of the Professional Teaching Standards.
- Home Instruction Schools Coach will assess teachers on a one-to-one basis to ensure progression from beginning level to emerging level.
- The School Leadership Team, Inquiry Team, Administrative Cabinet and Principal will review teacher surveys and evaluate responses for future planning.
- Administrators will review lesson plans, student assessments and student portfolios for evidence of successful teaching and student improvement.
- Student assessment scores will be made readily available to teachers, Assistant Principals and parents in October 2009.

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

<p><b>Annual Goal # 5</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010, per session Home Instruction teachers, who work with Alternate Assessment students, will proficiently administer the Brigance assessment tool, as evidenced by 50% of per session alternate assessment students tested with Brigance by June 2010.  <b>Objective:</b> 50% of testable alternate assessment per session students will have been assessed using the Brigance assessment tool by June 2010.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Workshops will be held in October 2009, November 2009, and December 2009, to train per session teachers how to effectively assess their students using the Brigance Early Inventory Assessment.</li> <li>• Workshops are given in each borough to ensure that they are easily accessible to per session teachers</li> <li>• An additional workshop will be scheduled in November 2009 to show teachers how to utilize and implement educational manipulative toys in their lessons.</li> <li>• A portfolio workshop for Per Session Home Instruction teachers will be required so that accurate record-keeping is maintained on student progress.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Using NYSTL funds, Project Arts funds and computer software funds, early childhood materials in pre-reading, math and language communication will be purchased.</li> <li>• Developmental Record Books will be ordered for all per session students mandated to take the Brigance exam.</li> <li>• Enabling devices will be purchased, such as communicators, adaptive toys, capabilities switches, etc. These devices will be implemented in the lessons taught.</li> <li>• Assistant Principals, Principal, School Leadership Team, and Home Instruction Coach will work collaboratively to motivate teachers in assessing per session students.</li> <li>• Home Instruction Schools Coach will provide hands-on, one-to-one training, and support to teachers in the field in order to assist with Brigance training.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By February 2010, 25% of Alternate Assessment per session students will have been assessed using Brigance.</li> <li>• By June 2010, 50% of Alternate Assessment per session students will have been assessed using Brigance.</li> <li>• Teachers will complete quarterly progress reports for students involved in the Brigance assessment.</li> <li>• Assistant Principals will observe teachers to provide technical support as well as educational/assessment assistance.</li> <li>• Home Instruction Schools Coach will assess teachers on a one-to-one basis to ensure appropriate implantation of the Brigance assessment tool.</li> <li>• Discussions with per session teachers and parents will be mandated in order to learn more about student learning style, strengths and weaknesses.</li> <li>• The Brigance Assessment Tool and the Brigance Early Inventory Assessment will be used to measure student progress for the 2009-2010 school year.</li> <li>• Students with portfolios will maintain all class work, assessments, progress reports and independent projects in their active portfolios, which will be updated and shared with the Inquiry Team and their family.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

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

**NOT APPLICABLE: Home Instruction provides individualized instruction to all participating students.**

*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.

**NOT APPLICABLE**

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- o 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.

**MAY 2009**

## **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 (2009-2010) LAP narrative to this CEP.

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### **Language Allocation Policy (LAP)**

Home Instruction Schools is an interim service program that provides one-to-one instruction to bilingual and monolingual students, ranging from grades K-12. The teachers in Home Instruction educate students whose formal schooling has been interrupted due to medical or psychiatric reasons. Our program employs licensed full-time and per session teachers, who are hired for specific disciplines (i.e. bilingual, special education, etc.). We may provide itinerant specialists who are highly skilled in advanced levels of language.

Bilingual education in Home Instruction has included many languages, such as Spanish, Italian, Mandarin Chinese, Cantonese, Urdu, Japanese, French, French Creole, Arabic, Yiddish, and Russian. The number of students in each grade, including ELLs, varies on a daily basis due to the transient nature of our population. On average, students usually receive Home Instruction for a period of one to two months. For example, many of our bilingual students, who receive Home Instruction, come into the country solely for medical treatments and return to their native countries when their treatments end.

In addition, bilingual teachers maintain close communication with the schools of affiliation to ensure that curriculum is adhered to closely for our long-term students. The bilingual and special education Home Instruction teachers follow the proficiency mandates outlined in the CR Part 154.

Multiple instructional strategies are implemented in an effort to provide appropriate goal-oriented instruction based upon the students' specific needs, their level of literacy, English proficiency and the specific goals of the students' IEP and/or school of affiliation. Bilingual and special education Home Instruction teachers follow the proficiency mandates outlined in the CR Part 154. Instructional strategies include, but are not limited to, whole language, graphic organizers, balanced literacy & parallel literacy instruction while using native language materials. Curriculum is designed to meet weaknesses exhibited by students in both formal and informal assessments, including city and state results obtained from the students' schools of affiliation.

Further, Home Instruction teachers incorporate ESL methodology and strategies to instruct across all academic disciplines. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction. Technology and augmentative devices are used as needed to provide native and English language support. Home Instruction teachers and Home Instruction mailings also communicate all school-related information to parents.

Professional development for Home Instruction staff is provided at mandatory monthly meetings. These meetings include dialogue and training to determine the needs of ELL students and to develop teaching strategies which will improve their English language proficiency and learning across all academic subjects. Bilingual teachers accelerate the development of skills in English as a second language by utilizing their own creative ideas, and also, use ESL texts and workbooks by Longman and Scott Foresman.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

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

Number of Teachers   N/A   Other Staff (Specify)   N/A  

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

**Title III, Part A LEP Program**

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

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Home Instruction provides services to students on a 1:1 basis. We follow programming and guidelines of the home school to the extent possible. Home Instruction Schools provides instruction via a bilingual, ESL or monolingual model, when recommended, depending upon specific goals of the student's IEP and/or school of affiliation. Teachers provide a variety of instructional interventions to assist students to make progress in academic and linguistic areas. These instructional strategies/interventions include whole language, graphic organizers, balanced literacy and parallel literacy instruction using native language materials. In addition, multi-sensory and multi-cultural materials are infused throughout all aspects of instruction. Content area instruction will utilize ESL, linguistic reviews, and methodologies to include parallel standards-based ELA instruction. Technology and augmentative devices will be used as needed to provide native and English language support.

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

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Home Instruction Schools will utilize staff development days scheduled by the DOE. In addition, Home Instruction teachers will be encouraged to participate in District 75 Professional Development activities in this area. Still further, we will increase efforts to recruit bilingual per session teachers.

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$10,000)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$50.00 = \$10,000)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	(e.g., \$2,500)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

Written translation and oral interpretation is assessed by the individual home instruction teacher assigned to each student.

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.

Home instruction teachers assess individual needs since instruction is provided on a 1:1 basis.

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

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

**Written translation services will be provided by in-house home instruction staff and, if needed, by per session home instruction staff.**

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 will be provided by in-house home instruction staff and, if needed, by per session home instruction staff.**

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>.

**Home instruction Schools is an interim service program that provides one-to-one instruction to bilingual and monolingual in grades K-12. Bilingual education in home instruction has included many languages, such as Spanish, Italian, Mandarin Chinese, Cantonese, Urdu, Japanese, French, French Creole, Arabic, Yiddish and Russian. Since instruction is on a one-to-one basis, bilingual teachers provide oral & written translation services directly to parents if needed. In addition, oral and written translation services are provided by in-house home instruction staff and, if needed by per session home instruction staff.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

N/A

*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 2009-2010\_\_\_\_\_
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 2008-2009 school year\_\_\_\_\_
5. If the percentage of high quality teachers during 2008-2009 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 on the NYCDOE website.



**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**N/A**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

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

**Part A: For All School Improvement Schools**

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**

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: 2009-10 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

**N/A**

*All SURRE schools must complete this appendix.*

**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.

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

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

**N/A**

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

**ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

***NOT APPLICABLE .***

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

**MAY 2009**

**MAY 2009**