



P811M-THE MICKEY MANTLE SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75M811
ADDRESS: 466 WEST END AVENUE N.Y. N.Y. 10024
TELEPHONE: 212-579-3788
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75M811 **SCHOOL NAME:** P811M-The Mickey Mantle School

SCHOOL ADDRESS: 466 West End Avenue N.Y. N.Y. 10024

SCHOOL TELEPHONE: 212-579-3788 **FAX:** 212-579-3879

SCHOOL CONTACT PERSON: Barry Daub **EMAIL ADDRESS:**

bdaub@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: John McCormick

PRINCIPAL: Barry Daub

UFT CHAPTER LEADER: Allister Johnson

PARENTS' ASSOCIATION PRESIDENT: Christine Corrigan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** District 75

SSO NETWORK LEADER: Adrienne Edelstein

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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*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 <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.

This is our vision

The core values of P811M are articulated and expressed by a family of dedicated professionals committed to educating the whole child with integrity, compassion and respect. Our collective community effectively implements instructional practices geared to the individualized achievement of students' social, emotional and academic goals. Each child's individual assessment data informs this instruction. It is our goal to lead students towards maximum independence. With this independence, disabilities are turned into abilities.

P811M, The Mickey Mantle School is a District 75 school consisting of one main site and four off sites. In total, we proudly serve 350-400 severely disabled students grades Pre-K-8. P811M students are categorized as having multiple disabilities, autism, emotional/behavioral difficulties and/or severe language and communication disorders.

We envision our school as a collaborative community of learners. Our learning community addresses the individual needs and learning styles of all students, while maintaining and enriching a nurturing and supportive environment. We are a diverse school community dedicated to achieving high standards of academic excellence for all our students.

By looking at the whole child, The Mickey Mantle School focuses on social-emotional growth and works to provide strategies to internalize positive behavior. Universal systems are implemented as well as targeted interventions as part of our PBIS program. With Positive Behavior Supports Committees at every site, the school-wide Positive Behavior Supports program is continuously developing. This year, we are working to train staff in RULER, an intra and interpersonal model for teaching adults and students emotional literacy by way of developing skills of Recognizing, Understanding, Labeling, Expressing, and Regulating emotion.

P811M maintains excellent communication with parents integrating a wider range of information being passed between home and school in the form of newsletters, workshops and daily communication tools. P811M offers workshops and trainings to parents. Examples of these include: Toileting workshop, Behavior management, summer camp information sessions, picture symbols, understanding related services and iep workshops, parent and child rights surrounding administration for children and families policies and procedures

Furthermore, P811M makes every effort to invite parents in to participate in the educational processes of their children. Specifically, a parent are invited to monthly assembles, meet and greets, PTA meetings, School Leadership, support group meetings, school trips, annual events such as Day of Thanks Celebration. Most recently, P811M purchased "Global Connect" a tool to allow the school to send out on-going mass messages to parents and stakeholders by phone, cell phone, email, and text messages.

Instructionally, P811M has developed sophisticated systems of long and short term goal setting, which is measurable and time limited. Our gathering and use of data is concentrated on behavior and academic progress and is carried out between school staff and the students themselves. All work in school is differentiated and personalized to meet the needs of individuals and groups of students. Furthermore, extensive support from the

guidance counselors, therapists and psychologists, who work collaboratively across all sites, is completely interwoven into students programs. The school provides extremely well-integrated support from related service providers and has devised an innovative self-development program.

P811M students are supported by data driven goals to specifically meet their individual needs. The staff has excellent knowledge of progress and performance of every individual student class and grade level. There are extremely high levels of collaboration across the whole school and all its sites, with an assistant principal as well as coordinator full time at each site. Excellent systems are in place to identify students' individual strengths and areas for improvement, which target academic and emotional support. Through regular informal and formal collaboration, our administration will keep learning standards set high, mirroring general education criteria. Programs utilized include Mondo, Read 180, Scantron, Meville to Weville, Weekly Read-Up, Second Step, Everyday Mathematics as well as Tabula Digita. The focus is on student ownership of their individual learning process and the production of authentic student work. Using alternate assessment learning standards and curriculum, we differentiate instruction to meet the needs of, challenge and integrate alternate assessment students to the fullest extent possible. Through academic intervention services, engaging and adaptive academic curricula, social and emotional curriculum, related service support and the unwavering dedication of staff, it is our goal that students develop the learning and coping strategies that will enable them to succeed in less restrictive settings.

- Articulating this vision and mission to academic institutions, community organizations, and community businesses, many organizations have offered us their support.
- We have formed valuable partnerships with the following academic institutions:
 - Hunter College-Supervision and Administration Program. This program provides on-going coaching support to our new Assistant Principals
 - Hunter College School of Education and Teachers College have a long established relationship with P811M as a practicum site for student teachers.
- We have formed valuable community partnerships with the following organizations:
 - Gifts in Kind, a not-for-profit organization which connected us with IBM. IBM in turn donated ten "Young Explorer" computer centers which are currently being used in our early childhood classes.
 - Jamba Juice, McDonalds, NBA, NFL, and Toys-R-Us have all supplied gift certificates and merchandize for our positive behavior supports program.
 - Recently we have formed a partnership with the Children's Museum of Manhattan as part of a CMOM grant from NYC Councilmember Gail Brewer, to work on increasing parent education and involvement with our pre-Kindergarten and 6:1:1 early childhood classes. Every Monday parents from our school will be invited to the Children's Museum where they will work together with our staff to encourage their children to explore, express and enjoy new learning environments. The visits will be structured by topics which will specifically address the needs of students on the autistic spectrum. In addition parents will receive a free membership to the museum and will be able to access it with their children in order to practice and maintain skills learned in our Monday sessions.
 - A working partnership between the Calhoun School and P811M has been developed with the assistance of Border Crossers a not for profit organization that helps to identify collaborative projects such as; shared professional development, community building projects and curriculum exchanges. We have a carnival planned in the spring and a sharing of best practices between our respective culinary programs.
 - We have developed plans with a grass roots organization, Wellness in the Schools to improve nutrition and develop systems to sustain a healthier diet for all students regardless of disability.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions:

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. M811 - Mickey Mantle School						
District:	75	DBN:	75M811	School BEDS Code:	307500011811		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	√	11
	K	√	4	√	8	√	12
	1	√	5	√	9		Ungraded
	2	√	6	√	10		√
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	9	21	15		82.5 / 86.7		TBD
Kindergarten	39	12	30	Student Stability - % of Enrollment:			
Grade 1	38	15	43	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	29	20	65		76.5		TBD
Grade 3	63	28	41	Poverty Rate - % of Enrollment:			
Grade 4	34	28	41	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	27	26	10		81.6		82.5
Grade 6	27	20	23	Students in Temporary Housing - Total Number:			
Grade 7	21	16	11	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	20	10	6		11		12
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		1		0
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:			
Ungraded	41	156	62	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Total	348	358	336		0		0
Special Education Enrollment:				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	340	337	321	CTE Program Participants	0	0	0
# in Collaborative Team Teaching (CTT) Classes	8	21	15	Early College HS Program Participants	0	0	0
Number all others	0	0	0	English Language Learners (ELL) Enrollment:			
<i>These students are included in the enrollment information above.</i>				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	12	0	0	Number of Teachers	77	87	86
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	33	36	9				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	21	0	8	Number of Administrators and Other Professionals	16	88	87
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	56	42
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	7	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	48.1	51.7	73.3
				% more than 5 years teaching anywhere	37.7	39.1	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		91.0	90.0	92.0
American Indian or Alaska Native	1.2	1.7	2.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.3	71.4	80.0
Black or African American	42.0	40.8	39.9				
Hispanic or Latino	49.4	49.2	49.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.1	1.2				
White	6.3	7.3	7.1				
Male	84.8	83.5	82.1				
Female	15.2	16.5	17.9				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
				<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
Student Groups		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							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				TBD	
School Environment:	TBD	Quality Statement 2: Plan and Set Goals				TBD	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals				TBD	
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals				TBD	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise				TBD	
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				△ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

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?
-

Need 1: Student goals need to be written with greater precision in order to ensure that teachers and parents are measuring real progress. Further analysis of our SEC reports indicated that there was discrepancy in the amount of reduction in student related service mandates when compared to available student data (Scantron, ABLLS-R, Brigance, SWIS, OORS), which showed student growth in all academic areas. As a result, we want to develop a comprehensive system that would bring students, parents, teachers and related service providers together in a formal process that allows for the reviewing of student data to inform educational planning. The ultimate goal of this process is to have parents and teachers collaborate and agree upon rigorous goals for students to achieve maximum independence and reduce any supports that may be fostering student dependence.

Need 2: Professional development is used to build teachers' skills and capacity. Our Needs Assessment indicated that we need to check more effectively on the performance of all the subgroups within the school to see if there is any unidentified underachievement. With teachers better able to interpret data and differentiate instruction, higher achievement will be achieved by students. New teachers thrive on intensive learning activities that build upon their pre-service preparation and related experiences, and that lead to lifelong professional development. They need a common language and a vision of the scope and complexity of teaching that can enable them to define and develop their practice.

Need 3: We need to ensure that all staff always make effective use of signs, symbols, and object cues to promote communication and understanding. An end-of-year review of our Assessment of Basic Language and Learning Skills (ABLLS) data indicated overall growth of language skills in our 8:1:2 and 6:1:1 classes. We were successful in reaching our 2008-2009 goal to link the efforts of 6:1:1/8:1:2 homeroom teachers, related service providers, paraprofessionals, and cluster teachers in the application of formal and informal data to improve student communication, social and behavioral performance as measured by the ABLLS-R pre and post tests. Specifically, it was determined that 90% of 6:1:1/8:1:2 students at increased their performance in 3 domains, by 5 % as measured by ABLLS-R and Formal and Informal Teacher Observations. Despite these successes, the school found that in some classes, the percentage of growth measured by the ABLLS was more than in others. This disparity acts as an indication to us that further attention needs to be given to the methodologies and instructional practices being used to teach communication.

Additionally, the number of students receiving speech and language services is quite high which is also an indication that more needs to be done by the classroom teachers, cluster teachers and paraprofessionals to facilitate the teaching of communication throughout our school buildings.

Need 4: ARIS data reports 54% of our students scoring in Level 1 Scores on standardized Science assessments. This reflects a lack of grade level skill acquisition in these subject areas. Using the Science Core Curriculum and SCANTRON science component, our science program should emphasize a hands-on and minds-on approach to learning. The vision for improving student achievement in science rests on the ability to provide opportunities for students to become immersed in a variety of hands-on/minds-on learning experiences that are interesting, stimulating and relevant to the lives of students with special needs. To accomplish this goal, our science team's mission is to identify and disseminate effective standards-based curriculum resources; create and support high-quality professional development materials for teachers through collaboration with various institutions and educational facilities that promote inquiry based science instruction, such as the American Museum of Natural History and provide opportunities for a broad spectrum of project-based learning experiences in our schools including science fairs, monthly science newsletters and science based exit projects. To support this effort we purchased school wide access to Scantron's Science Performance Series, which will allow teachers to assess students and identify deficient skill areas for individual students as well as provide study guides and targeted skills instructional materials to address deficient skills. This emphasis on hands on, inquiry based learning coupled with targeted skills instructional support will help our students perform at consistently higher levels in science.

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.

Goal 1:

To increase communication skills of students in 6:1:1 / 8:1:2 classes by generalizing receptive language and requesting goals across all subject areas, teachers and related service providers.

Goal 2:

To link the efforts of homeroom teachers, related service providers, paraprofessionals, cluster teachers, support staff, and parents in order to increase access to communication for all students.

Goal 3:

To develop a comprehensive system of pupil personnel planning at the main site focused on a collaborative team approach to educational planning between teachers, parents, related services providers and administrators tasked with identifying and agreeing upon short term and long term goals for students to achieve maximum independence.

Goal 4: To improve and expand literacy based science program to assist students in meeting standards for all grades and improve scores on standardized NYS Science exams in students in moving from level 1 to level 2 in grades 4 and 8 by 10%.

	<p>paraprofessionals in use of Devices and Picture Exchange Communication systems for all non-verbal students.</p> <ul style="list-style-type: none"> • September – October 2009- Create super symbol sets to be worn by every adult in the school building to provide students with increased opportunities to communicate. • October 2009 – June 2010 - Monthly data will be taken on communication IEP objectives, driven by ABLLS-R assessment, in all subject areas. • September 2009 – August 2010- Speech teachers, homeroom teachers, related service providers and cluster teachers collaborate monthly to assess progress towards IEP goals and determine target IEP goals for the upcoming unit. • September 2009-August 2010 – Train parents on the communication systems being used at school with their child and provide parents with materials for home that will allow for continuous use and reinforcement of the system. • October 2009 – June 2010 – School will offer additional parent training focused on increasing requesting skills in all environments. Trainings will take place with teachers, students, school based coach and parents at weekly Children’s Museum of Manhattan outings. School will work together with CMOM to encourage parents to attend museum with children and increase communication skills through play. • September 2009-August 2010 - ongoing common meeting times with stakeholders, facilitated by school leadership using scaffolded action research and Inquiry team data.
<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>	<p>Any necessary funding will be Tax-Levy dollars</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By August 2010, 90% of 6:1:1/8:1:2 students at P811M will increase their performance in receptive language and requesting domains by 5%, as measured by ABLLS-R and Formal and Informal Teacher Observations. • Implementation of data collection on communication goals across all subject areas and teachers will show us progress made towards the generalization of communication skills on at least a monthly schedule. • Pre and Post ABLLS-R data • NYSAA Datafolios • <i>Individualized Structured Teaching Plans</i> will be developed by November 2010 to address communication goals / systems. Classroom teachers, related service providers, coverage teachers, school based coach and administrators will implement and change <i>Individualized Structured Teaching Plans</i> as needed. • Administration and coach will review IEP objectives, ABLLS-R and monthly data to track students’ progress in communication areas. • Parents will attend trainings with school based coach, teachers and related service providers.

Subject/Area:**Professional Development**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By providing a wide range of Professional Development opportunities to first and second year teachers to further develop their skills and effectiveness as evidenced by student performance in core curriculum subject areas as measured by a 10% increase in student performance on Brigance, ABLLS, E-CLAS, and Scantron during the 2009-2010 school year.
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>	<ul style="list-style-type: none"> • September 2009-August 2010 -Target population – 8 new teachers and 4 teachers with less than 2 years experience across 3 sites will participate in a minimum of 5 District 75 professional development activities • September 2009-August 2010 -First and Second Year Teachers will participate in District 75 professional development, in house staff development, faculty and grade conferences and/or mentoring and meetings with administration to plan and implement the Professional Teaching Standards. • September 2009-August 2010 -In-house staff development will be differentiated according to the needs of each teacher and the population with whom they teach. The PD will be provided by school and District 75-based coach, technology teacher, data specialist and administration. September 2009-August 2010 -Teachers, through scheduling, will share common planning periods. • September 2009-August 2010 -Scantron for Grade3-8 standardized assessment 12:1:1/8:1:1 students - ECLAS and K-2 class will be completed twice a year to generate student baseline to drive instruction at the appropriate level. Data will be analyzed by teachers to determine areas of improvement.-ABLLS will be completed with 8:1:1 and 6:1:1 autistic alternate assessment population twice a year to generate student baseline to drive instruction at the appropriate level. • September 2009-August 2010 Data will be analyzed by teachers to determine areas of improvement. Data and shared with parents.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	Any necessary funding will be Tax-Levy dollars Tax Levy monies. Professional development will be offered through district and in-house. NYSTL funds will support classroom libraries focusing on Career/Life Skills.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • September 2009-November 2009 Initial Assessment of students using, Scantron and ECLAS for standard assessment and ABLLS for Alternate Assessment • September 2009- June 2010 First and Second Year teachers will attend a minimum of five (5) staff developments on a district level, participate in weekly mentoring, and meetings with school-based coach and or experienced teacher partners. • Teachers will participate in a minimum of two (2) in-house staff development meetings and a minimum of two (2) periods with technology teacher to become familiar with ARIS and academic applications. • School log is maintained listing D75 professional development workshops and participants. • Sign in sheets are kept on file for in house professional development and conferences. • Mentors keep logs of meetings with their mentees and school-based coach keeps a log of staff with whom she meets and the topics addressed. • Professional teaching standards will be used throughout the year and meetings with Administration will be documented. • May 2010 Year End Assessment of students using, Scantron and ECLAS for standard assessment and ABLLS for Alternate Assessment

Subject/Area (where relevant): Pupil Personnel Planning (Independence Plan)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2010 35 % of all students at the main site will have an individual “Independence Plan” which has been developed by and implemented in agreement with parents, teachers, related and outside service providers, which sets measurable short term and long term goals which are designed to decrease student dependence and increase student independence by developing a comprehensive system of pupil personnel planning at the main site focused on a collaborative team approach to educational planning between teachers, parents, related services providers and administrators tasked with identifying and agreeing upon short term and long term goals for students to achieve maximum independence.</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"> • September 2009- Principal, Assistant Principals, design a “Pupil Personnel Team”, which will include areas of responsibility, staffing, meeting times, and frequency. • October 2009- Pupil Personnel Team meets to identify point persons for specific 12:1:1, 6:1:1 and 12:1:4 student populations, who will help ensure that all students within each disability group have an “Independence Plan” developed and implemented. • October 2009 – Principal and Assistant Principal meet with all teachers to discuss the purpose and stress the importance of collaboratively developed “Student Independence Plans”. • October 2009-February 2010. Teachers and related service providers collaborate and begin the parent outreach process to start developing individual student plans. • November 2009 – Pupil Personnel Team conducts an assessment to determine how many plans have been developed and how many still need to be developed. • June 2010 – Pupil Personnel Team collects parent surveys measuring parent’s satisfaction with their child’s progress towards independence as it related to the child’s “Independence Plan”. • July 2010 – Pupil Personnel Team conducts an assessment to determine the number and percentage of students who have a fully developed “Independence Plan”, as well as determine the number of students who do not have an “Independence Plan” yet developed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Any necessary funding will be Tax-Levy dollars</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 35% of all students at the main site will have an individual “Independence Plan” which has been developed by and implemented in agreement with parents, teachers, related and outside service providers, • Pupil Personnel Team will generate an ongoing list which tracks each student and the status of their “Independence Plan”. • A parent survey will be developed and collected to measure parent satisfaction with student’s progress as it related to their individual “Independence Plans”. • A final assessment of the numbers and percentages of “Independence Plans” completed and yet to be completed will be conducted.
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Subject/Area:

SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve and expand literacy based science program to assist students in meeting standards for all grades and improve scores on standardized NYS Science exams in students in moving from level 1 to level 2 in grades 4 and 8 by 10%.</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"> • Science Cluster for Grades 3-8, • Science Teacher will develop thematic units of study to improve student awareness of science by November 2009. • Science teacher will provide hands on activities and project based activities in science to accommodate the individual learning styles of all students. • Applied learning teacher will integrate Internet-based Science projects in applied learning. • Homeroom teachers, science teacher and applied learning teacher will regularly collaborate to ensure the consistent use of learning strategies that emphasize multiple sources of information utilized at all grades, including software, Internet, textbooks, writing samples and artifacts. Other best practices include real world, problem-solving activities, emphasizing critical thinking while pursuing genuine solutions to problems facing the community. • Introduction of Scantron Performance Series which will be used to assess students and identify deficient skill areas. • The Scantron Performance Series will provide training, materials, and follow-up assistance to a balanced instructional approach that merges content knowledge, scientific method and discovery/inquiry activities • Ongoing PD for all teachers, coaches, and school administrators.
<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"> • Purchase of Scantron’s Science Performance Series for assessment and targeted skills instruction. • Ongoing commitment to fund professional development opportunities related to Science instruction both within D75 as well as through other scientific organizations such as the American Museum of Natural History. • Staff turnkey’s professional development during common planning periods. • Any necessary funding will be Tax-Levy dollars

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

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

- Students will be assessed through Scantron's Performance Series at least 3 times during the school year.
- Student Scaled Scores for Scantron's Assessment will be compared to previous assessments.
- The student's National Percentile Ranking on each of the four subcategories (General Science, Living Things, Ecology and Science Process) of the Scantron assessment will be compared to previous assessments to assess progress.
- We project that the results of NYS Science exams for students in grades 4 and 8 will show a 5% increase in students moving from level 1 to Level 2

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 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				
K	11	11	N/A	N/A	11	11	11	11
1	18	18	N/A	N/A	18	18	18	18
2	20	20	N/A	N/A	20	20	20	20
3	23	17	N/A	N/A	23	23	23	23
4	34	34	29	29	34	34	34	34
5	11	12	23	23	11	11	11	11
6	20	18	25	25	20	20	20	20
7	8	12	21	21	8	8	8	8
8	5	4	19	19	5	5	5	5
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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	<p>Students are assessed through formal and informal assessments for example, IEP goals, teacher observations, ECLAS, Interim Assessments, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies.</p> <p>Wilson’s Foundations is provided in small groups for students in grades K-3 during the school day. The skills addressed with program are: decoding, encoding & sight word fluency, vocabulary, oral expressive language development and comprehension.</p> <p>Leap Frog Pads are utilized during one to one instruction, small group instruction, and independent student work. They are used during the school day and after school. This program helps to develop phonics, phonological awareness, decoding, and vocabulary.</p> <p>The Great Leaps program is utilized during one-to-one with AIS teachers during the school day. The program provides drill and practice for reading fluency.</p> <p>Ramp-up is provided for students in the 6th grade during the school day. This program address advanced phonics, fluency and comprehension skills.</p> <p>Read 180 provides for students in grades 7 and 8th. This program is used during the school day and incorporates the use of technology. It builds reading, writing and vocabulary skills.</p> <p>Summer Success is a program used during summer school and in small groups. It provides strategies to develop reading skills. For students in grades K-8</p> <p>Words Their Way Used during the school day with grades K - 3. word study for phonics, phonemic awareness, vocabulary, and spelling</p> <p>Handwriting Without Tears Used during the school day with grades PreK - 5 strategies for making legible and fluent handwriting an easy and automatic skill for students</p>
Mathematics:	<p>Students are assessed through formal and informal assessments for example, IEP goals, teacher observations, Everyday math unit tests, Interim Assessment, and Standardized Assessments. Students at risk of not meeting standards receive AIS services through an array of programs and strategies.</p> <p>Math Steps is used with our K-12th grade students during the school day. It is provided in small group instruction and one-to-one instruction, basic number concepts, addition, subtraction, multiplication, dividing, fractions, decimals, rates, ratios, proportions, percents,</p> <p>Summer Success Math is utilized during summer school in grades K-8th. It is used in small group instruction and introduces, reinforces and reviews key math concepts.</p> <p>Everyday Math Games is provided to students in K-5th. It provides drill exercise aimed primary at building fact and operations skills. This is done in small guided groups.</p> <p>Great Leaps Math is provided to students in grades 3-8th. It provides them with drill & practice of addition, subtraction, multiplication & division.</p> <p>terms and concepts to help build mathematics literacy.</p>

Science:	<p>Our Applied Learning Cluster teacher provides extra support in the development and understanding of science concepts through exploration and experimentation. After school trips to study the environment, hands-on activities and use of technology for research are also implemented into the program.</p> <p>Our computer lab is utilized for research throughout the school day and afterschool tutoring, in small group instruction, and during one-to-one instruction.</p> <p>Science teachers provide students with small group instructions as well one-to-one instruction during the day.</p>
Social Studies:	<p>Our computer lab is utilized for research throughout the school day and afterschool for tutoring, in small group instruction, and during one-to-one instruction. IN addition, for extra support, interactive software programs, with Social Studies themes, are available for small group instruction to enhance the Social Studies curriculum.</p> <p>Our Applied Learning Cluster teacher provides extra support in the development and understanding of Science concepts through exploration. After school trips to study the environment, hands-on activites and use of technology for research are also implemented into the program.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Intensive Counseling and Guidance is provided to students and their families</p> <p>Positive Behavior & Intervention Supports</p> <p>Life Space Crisis Intervention</p> <p>Therapeutic Crisis Intervention</p> <p>Social Skills Training</p> <p>Character Education</p> <p>Developmental Assets</p> <p>High School Placement Support</p>
At-risk Services Provided by the School Psychologist:	<p>P811M does not have school psychologist</p>
At-risk Services Provided by the Social Worker:	<p>Intensive Counseling and Guidance is provided to students and their families.</p> <p>Positive Behavior Intervention & Supports</p> <p>Life Space Crisis Intervention</p> <p>Therapeutic Crisis Intervention</p> <p>Social Skills Training</p> <p>Character Education</p> <p>Developmental Assets</p>
At-risk Health-related Services:	<p>Referrals, Guidance, outreach and workshops are provided to students and their families based on their individual needs and requirements.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

School: P811M/ The Mickey Mantle School
Date: October, 2009
District: 75
Principal: Mr. Barry Daub

As part of the identification process for the English Language Learners (ELLs) students, parents need to fill-out a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. The Board of Education has created this document in several foreign languages, in order to assist us in determining the native language of each family. During the student intake process an informal interview is performed with each student in English. If during the interview it is determined that the student is a Spanish speaker then an interview is conducted in the native language. Consequently, if the HLIS recognizes the student as someone that speaks little or no English, the English to Speakers of other Language (ESL) teacher will administer the Language Assessment Battery Revised - (LAB-R). If the assessment score shows the student is in need of the English as Second Language (ESL) services, the ESL teacher will place the student in the freestanding ESL program. In order to acquire a second language the student needs to be exposed to different types of instruction and strategies that he or she will utilize in the process of learning a new language. Since ESL teachers need to give the annual evaluation to ELL s using the New York State English as a Second Language Achievement Test (NYSESLAT) the ESL teacher needs to have in consideration the following modalities, listening, speaking, reading and writing in order to acquire the new language.

Once all ESL students have been identified, an entitlement letter will be distributed to the parents of these students in their native language. Since Mickey Mantle School is a freestanding ESL program, there is only one program available. The letter welcomes the student and their parents to the ESL program. The letters are distributed by the classroom teachers and sent home in the backpacks. A follow-up call will be made by the ESL teachers to verify that the letters have been received. The parents' survey is always provided at the school during the intake process. As a result, all parent surveys are always returned.

Based on the HLIS, LAB-R and NYSESLAT scores, students are identified and placed in a Freestanding ESL instructional program. ESL teachers create an instructional schedule, based upon the students' proficiency levels which range from beginner through advanced. Learning style, chronological age, IEP ratio and grade level are all essential factors to keep in mind when determining a student's level of proficiency. Differentiated instruction is used with students on every level of proficiency. The entitlement letter indicates to parents their child's level of proficiency. ESL teachers communicate to parents the thematic units being used to enhance English language acquisition. All the information is presented in the parents' native language.

Parental involvement is a major facet of The Mickey Mantle School's mission. Since our school provides the program choice of freestanding (ESL) we make certain that our parents understand the philosophy behind the freestanding ESL program. As part of the process we schedule a parent – teacher breakfast to serve as a meet and greet as well as provide parents with an orientation of the services that we offer. During the orientation we review with parents that the ESL service is a service that will benefit their children through the English Language Arts program. The student will receive instruction on listening, speaking, reading and writing English. In addition to the ESL teachers inform the parents or guardians of ELLs of: the school system, program objectives, state and city standards, curriculum, assessment, student expectations, and the educational program regulations.

In order to ensure on-going communication with parents throughout the year, the ESL teachers work with the parent coordinator to contact the parents of English Language Learners and inform them of engagements, school activities and meetings through monthly newsletters. Since the majority of ELL students in our school are Spanish speakers, the school ensures that all written correspondence is translated into Spanish. Moreover, the parent- teacher conference is another way to keep them informed about the freestanding ESL program and the student's progress. Twice a year, November and March, these conferences are held in our school. Also there will be a parental instructional component added to the after school program as part of the Title III grant.

After reviewing parent survey data from the past 3 years, the parents have made the selection to maintain their children in the Freestanding ESL Program.

Instruction is delivered using both the push-in and pull-out models. Pull-out service is provided during 45 minute sessions. In groups of 3-4 students, the cooperative learning approach is implemented. Depending on student-need, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English speaking peers. Utilizing the push-in model allows the ESL and classroom teacher to collaborate in the facilitation of classroom instruction. As result, the ELL student is provided the opportunity to acquire the English Language across subject areas. In doing so, the ESL Teacher provides both English and academic content instruction at the same time. Throughout, the push-in model proceeds at the rate that the ESL teacher feels will most benefit the ELL student. In addition, the program models consist of upgraded, heterogeneous and homogeneous groupings.

The freestanding ESL program at Mickey Mantle School guarantees that all ELL students will be served. According to CR-Part 154 mandates academic support and instruction in English is delivered. Minutes served are based on students NYSESLAT scores. The staff ensures, to the best of

MAY 2009

their ability, that the mandated number of instructional minutes are provided. This is accomplished through on-going collaboration between the ESL teacher and classroom teacher. The ESL teacher presents her teaching schedule to the administration, which is based on the students NYSESLAT proficiency level.

The ESL freestanding program model is delivered in the English language. Therefore, the content areas are modified according to the students' proficiency level. Based on the students' different learning styles, ESL teachers engage each student in the learning process. The instructional approaches and methods used to make content areas comprehensible to enrich language development are:

Total Physical Response (TPR)

Cooperative Learning

Whole Language Instruction

Community Language Learning

Natural Approach for Acquisition

In addition to the above instructional approaches, the ESL teachers also utilize: Scaffolding, Modeling, Bridging, Contextualization, Schema Building, Facilitation of Language Functions, and Text Representation. The use of Bloom's Taxonomy instruction eases the development of the student's meta-cognition.

The Mickey Mantle School does not have any SIFE students. All of our ELL students are identified as having special needs. The instructional goal for newcomers is that they learn to use English to achieve in all academic areas and social settings. It is essential to use a differentiated approach to instruction in order to address the diverse learning styles of all students. Recognizing that students might be kinesthetic, visual and/ or auditory learners, ESL teachers use a multitude of pedagogical resources to address these learning styles. For example, graphic organizers are used to help students organize ideas for understanding a text. In other instances, the Total Physical Response method may be used by the ESL teacher to create activities for improving the listening skills of students. In these activities, students follow small commands related to action words that are used in lessons. Cooperative Learning groups play a significant role in the ELL teaching approach. During these groups, students share their writing, pictures, and stories with their peers. The goal for ELLs receiving services for 4-6 years is for students to eventually remain on-task for 100% of the time. One pedagogical approach used to develop on-task behavior is the frequent use of the read-aloud... While participating in read-aloud students are asked to listen to the story carefully for comprehension. Students are then asked questions based on Bloom's Taxonomy thinking skills. The purpose of, it is that students will develop critical thinking. The ESL teacher will always keep in mind differentiated instruction because students learn at different paces. Collaboration with the classroom teachers, and related services providers will be conducted to insure long-term and extended services students to get the ESL help they need, whenever required. All the long-term and extended services students are requested to attend the Title III After-School Program.

The targeted intervention for beginner ELLs in all content areas used at the Mickey Mantle School is Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). While an ELL student may learn the social skills rapidly, it may take up to seven or more years to develop academic skills. Intervention services offered in our school in English are Balanced and Integrated Literacy, Applied Learning, Adaptive Technology, Social and Emotional Learning and Science classes.

In order for ELLs to reach proficiency on the NYSESLAT it is imperative that the ESL teacher to be in constant communication with the ELL students and their classroom teachers. In order to ensure that all ELL students demonstrate competence in all modalities of the English Language proficient students are kept on the ESL teachers caseload.

Since The Mickey Mantle School is a Freestanding ESL program, our ELL students will benefit from the following new programs for the upcoming school year: Applied Learning; Adaptive Technology; and a Literacy-based social and emotional learning curriculum named RULER. In order to assure that every student in our school receives equal access to our school program, the student's daily schedule is designed to fulfill their needs. The ESL Title III after school program is offered to ELLs in our building. The supplemental services offered to ELLs in our building are: Speech Therapy, Counseling, Physical Therapy, and Occupational Therapy.

Part of the instructional materials that we use to instruct all level ELL students are: ESL standards, ELA standards, Alternate Grade Level Indicators (AGLI), Performance Indicators, Bloom's Taxonomy, Smart Board, Mayer Johnson symbols and the Wilson Program, Microsoft Word, PowerPoint, graphic organizers, math manipulatives, dictionaries, fictional and non-fictional books. In order for ELL students to develop their reading comprehension, we use different types of text books. Therefore, they will be able to make the connection to text to text, text to self, and text to the world. Some of these ESL materials are: Opening Doors by Santilliana, Making Connections and Voices in Literature by Heinley & Heinley and All Star English by Addison Wesley.

Native Language support is delivered through different types of thematic units. These will be created taking into account the multicultural backgrounds of our students. Students will be able to learn about one another, sharing information of their own culture. In this way, we are developing the pride of their heritage. Learning about different countries, different foods and holidays with the sense to create one community is our goal. Utilizing the Total Physical Response is another approach through modeling, body motions and visual aid, which will help students to internalize the meaning of the lesson.

The ESL teachers and required services support make certain that the resources available correspond to ELLs ages and grade level. This is done because we want to tap into students' personal experience, connect to past lessons, and focus on their academic vocabulary.

The Mickey Mantle School engages in programs and activities to assist newly enrolled ELL students after the first day of school. The newcomers are provided with the following services: ESL instructors collaborate with classroom teachers to cultivate a supportive environment for ELLs; such as the buddy system, heterogeneous pairing in ESL pull-out and push-in sessions; Title III after school instruction led by two certified ESL teachers and communication with parents (translation is provided if necessary).

The professional development plan at Mickey Mantle School for all ELL personnel is to turnkey all pertinent professional developments to all teachers of ELLs. The purpose of this is that all persons (teachers, paraprofessionals, related services provides and administrators) that are involved with ELL students will be aware of teaching approaches and strategies that will help our students to be successful. As part of the turnkey process the following topics will be discussed with the school personnel: the New York State ESL Standards, performance indicators, balance literacy, ESL

through all content areas, standardized and alternate assessment methods for ELLs, the use of technology in ESL education and the adaptation of ESL material for the education of ELLs with severe disabilities.

When the elementary ELL student is ready to move to middle school, the ESL teacher will collaborate with the middle school. This will facilitate the student's transition to middle school. The ESL teacher will thoroughly discuss the strengths and weaknesses of the ELL student, their learning style, and their NYSESLAT proficiency level. Furthermore, when the ELL student is transitioning from middle school to the high school, the ESL teacher will be part of the team to decide the best placement for the student.

Classroom teachers with the exception of the ESL teachers are required to take the Jose P. Training, which is a ten hour workshop. These workshops are held on the two Superintendent Conference days in November and June. Some classroom teachers at the Mickey Mantle School have completed these workshops. Due to this fact, they have knowledge of ESL methodologies.

Parental involvement at the Mickey Mantle School is enhanced through the parent coordinator. The parent coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated schools documents and any other information that needs to be sent home. Parent outreach shall include opportunities for orientation meetings and other meetings through out the school year. Parents of ELLs are always invited to parent teacher's conferences, IEP meetings and the after school Title III program. At these gatherings parents are always asked by the ESL teacher if they have any questions or concerns on their child's progress in the ESL program.

Based on the LAB-R and NYSESLAT scores a data pattern has proven that the speaking and listening skills are the students' strengths. On the other hand, reading and writing modalities are weaker for all our students. This has shown up at every grade level. Due to this fact, patterns across the four modalities effect instructional decisions. The ESL teacher will help to improve the writing skills, with the following written exercises: journal writing, literacy responses, writing cards, writing letters, creative writing and non-fiction reports. This will connect writing to immediate social and academic needs. Scaffolding for reading across the curriculum is sheltered for ESL students daily to provide support for students in their classroom. Books are provided in each individual student's area of interest for independent reading practice. Speaking skills are addressed in a variety of activities; such as, impromptu story telling, to preparing a structured oral responses sequence or summary of a piece of children's literature or non-fiction work. Books on – line in English and Spanish, following directions, listening to fellow students and teacher are all forms of listening practice that are employed in the ESL classroom daily.

In regards to NYSESLAT there is not set patterns across proficiencies and grades. The assessments provided for ELLs at Mickey Mantle School are given in English. School leadership and teachers are using the results of the ELL Periodic Assessment by stressing the importance of English language scaffolding, and by reassessing how remediation for students are addressed. The school is learning about ELLs from the Periodic Assessment, that teachers need to modify their teaching strategies, differentiate lessons to a greater degree and find time to tutor students in areas that most challenge them. The creation of rubrics will help us identify if the ELL student is grasping the concepts, so we may move on. If the student needs more time to master the topic, we will need to re teach. Portfolios are another instrument to assess the student. This tool will help us compile the student's best work. Teacher observations, man-made and informal tests all assist in helping to evaluate the ESL program.

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) 2nd – 7th grade **Number of Students to be Served:** 16 LEP Non-LEP _____

Number of Teachers 2 **Other Staff (Specify):** Paraprofessionals-two
Dance teachers - two

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.

Mickey Mantle School provides an English as Second Language (ESL) program that is implemented by two New York State certified teachers. They provide academic support and instruction in English, for Standardized Assessment students and Alternate Assessment students. The goal of the instructional program is to assist students in meeting state and city standards as well as their designated level of English proficiency for their grade level. Instruction is delivered with a combination of a push-in, pull-out model. The school population includes three hundred and seventy- two students. Forty- two of these students are ELL s. This consists of 11.29% of the student population. The ELLs range in age from five years to thirteen years of age. In addition, the grade levels are kindergarten to eighth grade. Consequently, fourteen of our students are in standardized assessment, and twenty-eight of our students are alternate assessment. The student-to-staff ratios of our ELLs are: eighteen, (12:1:4), twelve, (12:1:1), four (8:1:1), and eight (6:1:1). Since, the Mickey Mantle School has a free standing ESL Program all our students are serviced through the push-in and pull – out model. The Home Language Surveys of participating students indicated that; thirty - seven of our students are Spanish speaking, one of our students is Arabic speaking, one student speaks French, one student speaks Bengali, one student speaks Fulani, and one student is Mandinguo speaking. The NYSESLAT scores for the students are: Beginners, thirty - four students, and Intermediate, five students. Our NYSESLAT report indicated that we have one student, who was X-coded, who had received an advanced score in Spring 2009. None of our students scored at the proficiency level. There are three students, who are in kindergarten, and have not yet taken the NYSESLAT. The NYSAA scores for ELA are: level 1, one student in grade four; level 2, one student in grade six, and one student in grade seven; level 4; one student in grade four. In addition, the NYSAA scores for math are: level 1, one student in grade 6; level 2, one student in grade four and one student in grade seven; level 3, one student in grade four. In the Mickey Mantle School none of our ELLs were eligible for the NYSAA

MAY 2009

science and social studies test. The resulting levels for standardized assessment students in regards to the ELA are: level one, one student in fourth grade; level two, one student in sixth grade and one student in seventh grade. Concerning the state math exam for the standardized assessment students, the results are as follows: level one, for one student in sixth grade; level two for one student in fourth grade and one student in seventh grade.

Our Language Supplemental Instructional After –School Program at Mickey Mantle School will help English Language Learners (ELLs) attain English proficiency while meeting State academic achievement standards. The exact number of ELLs in each grade level for our program are: three ELLs in grade two; five ELLs in grade three; one ELL in grade five; five ELLs in grade six; and two ELLs in grade seven. Our students will be separated into two groups. One of the groups led by a certified ESL teacher, a dance instructor, and a paraprofessional, will contain our ELL students in grades two and three. The other group led by the other certified ESL teacher, a dance instructor, and a paraprofessional, will contain our ELL students in grades five through seven. The students that will participate in the Supplemental Instructional After- School Program consist of eleven students at the beginning level that has been determined by the spring 2009 results of the NYSESLAT. Nine of these students are in 12:1:1 ratio. The other two beginning students are in 8:1:1. Due to their proficiency level, these ELLs have not yet developed the language base sufficient for reading the academic language found in grade-level content materials. The purpose of our Supplemental Instructional After-School Program is to provide the beginning level students with additional academic language in a relaxed environment. By involving our ELLs in this program, it will help increase their vocabulary, higher- level thinking skills, social language, and meta-cognitive skills, so they can move on to the next proficiency level. Moreover, from the results of the spring 2009 NYSESLAT, four of our students are at the intermediate proficiency level. Three students are in a 12:1:1 student-to-staff ratio and one student is at a 6:1:1 ratio. Based on the “Learning Standards for English as a Second Language” the specific needs of these ELLs are: understanding the purpose, main ideas and details in academic texts, so they can connect text to text, text to self and text to the world; reading with fluency and speed; understanding the meaning of new words; developing personal narratives; writing informational text stories and persuasive writing. One of our X-coded students scored an advanced level in the Spring 2009 NYSESLAT. This student needs to improve his study skills, so he can function better in the classroom. It is the belief of the two certified ESL instructors, that the After-School Program will help him better develop this skill.

Our Title III After –School Program will not supplant programs required under CR Part 154. Two certified ESL Teachers with the assistance of two paraprofessionals and two dance teachers will facilitate curriculum for the After- School Program. A supervisor and security guard will also be present to oversee safety and management for our ELL students attending our After-School Program. The language of the instruction will be English. However, one of the certified ESL teachers is fluent in Spanish.

The ESL Standard 4 will align with the dance standards. ESL Standard 4 is as follows: Students will listen, speak, read and write in English for classroom and social interaction. One of the benchmarks for the dance standard is: Grade 2 Benchmark: Students learn and apply dance vocabulary and symbols to respond to and make observations about dance. Moreover, the Grade 5 Benchmark is: Students expand their dance vocabulary of words and symbols to further refine their understanding and communication of ideas and themes in dance. They practice constructive criticism using dance language, and explore the elements that contribute to expression and meaning in dance. Consequently, the Grade 7 Benchmark is: Through critical and practical investigation, students develop the vocabulary and concepts to discuss dances and dance making in terms of style, structure and design. They expand their understanding of the origins of and connections between dance styles in the ongoing evolution of the art form. The Performance Indicators that will apply to Standard 4 are: 4. Listen attentively and take turns speaking when engaged in pair, group, or full- class discussions on personal, social, and academic topics (L, S); 5. Explain actions, choices and decisions in social and classroom situations (S); 9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. The

following skills and understandings apply to ESL Standard 4: Social/affective: Listening, responding, taking turns and working cooperatively in a group; Metacognitive: Reflecting on their own and classmates' dancing. There is also the Cognitive skill and understanding: classifying, interpreting, comparing, analyzing and generating movement.

The ESL Standard 5 also aligns with the dance standards. ESL Standard 5 is as follows: Students will demonstrate cross-cultural knowledge and understanding. One of the benchmarks for the dance standard is: Grade 2 Benchmark: Students are introduced to the many ways people dance around the world, and discover dance's unique expressive power. Also, a benchmark for Grade 5 is: Students illuminate their relationship to dance by exploring dances of different cultures and periods. Another benchmark this time for Grade 7 is: Through research and analysis, students gain a sense of the development of dance styles through history. The Performance Indicators that will apply to Standard 5 are: 3. Share cross-cultural experiences and ideas with others (L, S, R, W); 4. Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately (L, S); 6 Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own (L, S, R, W). The following skill and understanding applies to ESL Standard 5: Metacognitive: Reflecting on their own dancing in a wider cross-cultural context. All the above information was based on the website: <http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/dancebp2007.pdf>.

The Thematic Unit is entitled "Hip-Hop and the ESL Student". We are focusing our After-School Program on English acquisition through dance because contemporary research stresses the importance of "Multiple Intelligences". Based on the research, Dr. Howard Gardner (1999, *Intelligence Reframed: Multiple Intelligences for the 21st Century*) has identified nine different kinds of intelligences; such as, Linguistic, Logical – Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic and Existential. This After- School will incorporate many of these multiple intelligences. The opportunity of this After- school Program is going to benefit our ELLs because through dance they can: actively explore the physical world around them, have hands – on experiences, enhance multicultural understanding, build self-esteem, confidence, independence, pride, gain positive emotional responses to learning, help with higher thinking skills. According to Rita Dunn (Jan. 1992, *Teaching Elementary Students Through Their Individual Learning Styles: Practical Approaches for Grades 3-6*) we must keep in mind the different learning styles of each one of our students. ESL teachers will significantly differentiate the instruction in order to engage them. However, sustained focus and attention are especially challenging for our ED and MR population. Therefore, we believe that dance will enhance sustained focus during language input and movement. Manipulating newly acquired unit-content vocabulary through dance will further strengthen the ELLs' language recall ability. The planned activities for our Unit of study will enrich and reinforce instruction provided during the day by facilitating opportunities for ELLs to practice each of the ESL standards in a supportive and scaffolded environment. Students will practice listening, speaking, reading and writing throughout the varied components outlined in the ESL and ELA standards as they relate to other subject areas such as Science, Social Studies and the Arts. The use of dance will facilitate language production for acquisition and understanding, enjoyment and expression, critical analysis and evaluation, classroom and social interaction as well as cross cultural interaction.

The Title III supplemental instructional After- School Program will be composed of 16 students with two ESL teachers. These levels will be third to seventh grade. We will provide two groupings of students, each of which will have an ESL teacher, a paraprofessional and a dance teacher. Cooperative teaching approach will be utilized. The assistant teachers will provide support. The Supplemental Instructional After- School Program will be held on Wednesday afternoon from 3:30 to 5:30. The program will run for nineteen sessions. It is anticipated that the program will commence in January, 2010 for nineteen weeks and run until Wednesday, May 26, 2010.

Our After-School Program will provide a learning environment to engage multiple modalities during ESL/ELA lessons through dance. The goal for our unit of study is that we intend to provide a supportive and structured learning environment during our instructional program. Through this work students will gain empowerment as self-motivated learners.

Our opening routine will involve a round table meeting, where we will discuss the schedule of events for the afternoon; have snack, and a discussion of interests to be explored through dance. Students will have a warm up activity, in order that they will be able to focus on our daily task. This will involve exercising with stretch bands. There will be different head exercises, shoulder, hip and knee. We will begin with a DVD titled "The Freshest Kids" produced by Israel, October 2002. The film introduces our students to the history of Hip – Hop, and the different styles of hip-hop dance. As part of Bloom's Taxonomy, this presentation will be followed with a worksheet, where students will answer different questions in regard to the film. The purpose of this is to measure their comprehension. The students will be introduced to a few dance steps at each session. They will practice these steps and then have the opportunity using these steps with the combination of other steps to create their own dance. As a linguistic purpose students will acquire new vocabulary words at each session. They will be able to identify the movement to the vocabulary words. In addition, on this learning experience the student will do several types of graphic organizers. They will be able to compare and contrast the different types of dances in regard to hip-hop. The use of technology and the web – site www.mrwiggles.biz will help our students to do a research project on any aspect of hip-hop that they select. As the culminating event each student will be meeting with the dance teachers, who will be his/ her individual choreographer. Students will present a final performance at an assembly at the main site. Parents will be invited to attend through a bilingual invitation and a phone call placed to their home. In addition, the administration will be invited, the ESL department and everyone at the school. The information about our assembly will be disseminated through a bilingual flyer.

The Title III program will be assessed in the following way: The two ESL instructors will design a comprehensive course rubric to assess five components of each student's work. Ideal guidelines for each component will be explained at the beginning of the course and monitored throughout the program. The components will be as follow: 1. attendance; 2. participation/behavior; 3. mini-dances presentations; 4. independent work ethic and completing classroom assignments and 5. final dance performance.

Parent and Community Involvement – Establishing a strong partnership between parents and schools early in the school year is crucial to a student's success throughout the year. Our Title III ELL parents will be informed, as soon as possible, about our After-school Program. Using the Title III Parent Letter from the Department of Education Website, a letter will be sent to all our parents, in their native language, informing them about our upcoming Title III After-school Program. Also, the two ESL teachers will host a bilingual family night at the beginning of our Supplemental and Instructional After – school Title III Program. The Title III Parent Orientation will take place on Thursday, January 7, 2010. At this bilingual family night from 4:30- 6:00pm the two ESL teachers will provide, through a 'meet and greet': a contract indicating their child's commitment to attend the program; a registration form for the program; and adopt a collective goal to build an air of anticipation to the program. Since the majority of our participating ELLs are Spanish speaking, one of our ESL teachers will be able to translate the entire information into Spanish. A snack and water will be provided to all at our bilingual family night. Transportation cards will be provided as well. In addition, the two ESL instructors are planning monthly parent workshops. Additional parent workshops will be held the first Thursday of every month from February to May (four sessions) from 4:30 to 6:00p.m, where a snack and water will be provided. Based on our student ELLs participation, we are anticipating sixteen parents to attend these monthly parent workshops. The information concerning these meetings will be disseminated through a bilingual flyer. At these monthly workshops, parents will be given information about the benefit of the program. Having in mind that this program has been developed with the idea to help our students to enrich their social and academic language skills and the improvement of other academic aspects, as well their self-confidence. Parental support is crucial in this program. Parents or guardians will be welcomed each Title III Wednesday afternoon session with their child to observe how their child will be engaged with two ESL instructors and two dance instructors. The purpose of this Title III After -school Program is to

have parental involvement. As part of the culmination of the program, parents/guardians will be informed that their children will have a final performance during an assembly at our school. All our parents will be invited to attend this culminating activity. We will request the full participation of our parents, since our students need to be motivated at all times from their home base.

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.

The professional development for Title III will be supplemental to the professional development provided under part C-R 154. As part of the professional development program for the two certified ESL teachers heading the Title III After- School program, and the teacher assistant, we contacted specialists in dance, who will come to our site and give the necessary workshops. In this way the ESL teachers and teacher assistant will receive the information that will be required to teach their ESL students.

The first workshop was held on:

Thurs., Nov. 19, 2009 3:30 p.m. – 5:30 p.m.

The Mickey Mantle School.

466 West End Ave.

New York, NY 10024

This workshop was taught by Ms. Kendra Ross. Ms. Ross has had experience in working with ELL students and ESL teachers. This workshop taught us about the history of Hip-Hop.

The second workshop will be held on:

Wed., Dec. 16, 2009 3:30.p.m. – 5:30 p.m.

The Mickey Mantle School.

466 West End Ave.

New York, NY 10024

This workshop will be taught by Ms. Janelle Dickerson, a graduate student from New York University. She will help us prepare for the culminating activity.

The third workshop will be held on:

Thurs. Jan. 14, 2009 3:30.p.m. – 5:30 p.m.

The Mickey Mantle School.

466 West End Ave.

New York, NY 10024

This workshop will be taught by Ms. Kendra Ross and Ms. Janelle Dickerson, who are both teaching artists. In the past, Ms. Ross and Ms. Dickerson have taught dance in New York City public schools to ELL students and ESL teachers. This workshop will be teaching the two certified ESL Title III After-School instructors, and two teaching assistants - Hip-Hop dance.

Form TIII – A (1) (b)

School: The Mickey Mantle School (P811M) BEDS Code:

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
PROFESSIONAL STAFF: Instructional After School Program must account for fringe benefits) - Per session - Per diem	\$7,978.10	1 supervisor x 1 day in the week X 2 hours x 19 weeks @ \$52.21/hr = \$ 1,983.98 2 ESL teachers x 1 day in the week x 2 hours x 19 weeks @ \$49.89/hr = \$3,791.64 2 Paraprofessionals x 1 day in the week x 2 hours x 19 weeks @ \$28.98/hr = \$2,202.48
INSTRUCTIONAL PURCHASED SERVICE: (For students) - High quality staff and curriculum development contracts.	\$2380.00	2 Dance instructors x 1 day in the week x 1 hour x 14 weeks @ \$85.00/hr = \$ 2,380.00
PROFESSIONAL DEVELOPMENT: For two certified ESL teachers and one paraprofessional)	\$1,823.78	1 supervisor x 1 day in the week X 2 hours x 3 weeks @ \$52.21/hr = \$ 313.26 2 ESL teachers x 1 day in the week x 2 hours x 3 weeks @ \$49.89/hr = \$598.68 2 Paraprofessionals x 1 day in the week x 2 hours x 2 weeks @ \$28.98/hr = \$ 231.84 1 dance instructor (Ms. Ross) x 1 day in the week x 2 hours x 2 weeks @ \$85.00. hr = \$340.00 1 dance instructor (Ms. Dickerson) x 1 day in the week x 2 hours x 2 weeks @ \$85.00. hr = \$340.00
<hr/> Parental Involvement	<hr/> \$ 1,823.39	<hr/> Bilingual Family Night 1 supervisor x 1 day in the week X 1.5hours x 1 week @ \$52.21/hr = \$78.32 2 ESL teachers x 1 day in the week x 1.5 hours x 1 week @ \$49.89/hr = \$149.67 Parent Workshops

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.

During the initial student admission/intake, the parents is asked to fill out the Home Language Identification Survey (HLIS) in their native language. Verbal translators are available to assist parents in deciding the preferred language instructions model. The Mickey Mantle School offers Freestanding ESL pull-out and push-in services. Translators also make clear the registration process with The Mickey Mantle School and make understood regulations and important information concerning their child, throughout the school year.

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

The population at The Mickey Mantle School consists of ELL learners who are mostly Hispanic. The school's written and oral translation needs for Spanish were found to be met. The Board of Education provides a Translation & Interpretation Unit for written and oral translation needs for our ELLs students, whose native language is other than Spanish. The findings were reported through the LAP and during parent and teacher conferences.

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.

The Mickey Mantle School's Spanish written translation needs will be provided in-house by school staff. One of the certified ESL teachers is capable of doing the translation. The additional staff, who can also provide this service consist of: the parent coordinator, a social worker, a part-time school psychologist; and numerous paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL student will guarantee, that the translated documents to parents are received in a timely manner. With our ELL parents needing written translations, in a language other than Spanish, we ascertain if this other language is the Native language of any of

our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents, in a most timely fashion. A computerized copy is sent to your e-mail within a couple of business days.

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 in Spanish will be provided in-house. The certified ESL teacher, parent coordinator, social worker, school psychologist, or paraprofessionals, will perform this service. For languages other than Spanish, if no staff is available with this Native Language, the Translation and Interpretation Offices will be asked to perform this service. This action is available through three-way phone conversations, or persons arriving at the school for oral interpretation needs.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Mickey Mantle Administration provides each parent, who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. Our school's safety plan ensures that parents in need of language access services can always reach the school's administrative offices. The Mickey Mantle School provides the parents of ELL s translated forms. The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services. The department website provides information, so that parents can access this service.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 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.

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

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 on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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: _____ **SURR¹ 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.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

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.

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,

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

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.

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.

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.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your 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?

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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?

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

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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?

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.

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.

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

All schools must complete this appendix.

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>

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.

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