



**CHANNEL VIEW SCHOOL FOR RESEARCH
2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 27Q262

ADDRESS: 100-00 BEACH CHANNEL DRIVE, ROCKAWAY PARK 11694

TELEPHONE: 718-634-1970

FAX: 718-634-2698

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q262 **SCHOOL NAME:** Channel View School for Research

SCHOOL ADDRESS: 100-00 Beach Channel Drive Rockaway Park 11694

SCHOOL TELEPHONE: 718-634-1970 **FAX:** 718-634-2896

SCHOOL CONTACT PERSON: Patricia Tubridy **EMAIL ADDRESS:** PTubrid1@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Craig Dorsi

PRINCIPAL: Patricia Tubridy

UFT CHAPTER LEADER: Craig Dorsi

PARENTS' ASSOCIATION PRESIDENT: Paul Chandler

STUDENT REPRESENTATIVE:
(Required for high schools) Sharif Ellis

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Knowledge Network Learning Support Organization

SSO NETWORK LEADER: Roz German

SUPERINTENDENT: Isabel Dimola

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
Patricia J Tubridy	*Principal or Designee	
Craig Dorsi	*UFT Chapter Chairperson or Designee	
Paul Chandler	*PA/PTA President or Designated Co-President	
Sharif Ellis	Student Representative	
Evelyn Thomas	Student Representative	
Katherine Ryan	Parent Member	
Tanya Benjamin	Parent Member	
Michael Kennedy	Teacher	
Joseph Altieri	Teacher	

Signatures of the members 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.

* Core (mandatory) SLT members.

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.

The Mission of Channel View School for Research (CVSR) is that all students graduate as well-educated, involved citizens who have a love for learning that enables them to embrace their futures with confidence, community, acceptance and competence, using the lifelong strategies they acquired in our school.

Our vision is to maintain an academically rigorous, seamless sixth through twelfth grade school that prepares students for college. We believe in engaging students through a project-based curriculum that is aligned with the standards. Expectations and standards must be high and clear to everyone.

Channel View is a School-wide Project Title I school located on the Rockaway Peninsula about an hour and forty-five minutes from midtown Manhattan.

Collaboration among teachers is essential in meeting our goals. Teachers meet on a regular basis to design interdisciplinary curriculum, examine student progress to inform instruction, participate in professional development, meet with parents and plan student activities, such as field trips.

Professional development is key to moving students forward. Therefore, our plan for improving our best practices is comprehensive, differentiated, ongoing and directly related to the needs of teachers and students.

Promoting a sense of community is a driving force at CVSR. Students and staff participate in team-building initiatives that encourage self-reliance and a confidence in peer support. Peer Mediation is used as a tool when students need guidance in conflict resolution. Strong relationships are also built between school and home through a variety of annual events designed to improve this partnership.

Community service is a major component of CVSR and is incorporated into students' learning. Through collaborations with several community-based organizations, students participate in food, clothing, and toy drives, graffiti clean up, beach clean-ups, tutoring, and many other services that the community needs. CVSR has started an internship and seminar program for juniors. A select group of students are completing internships in local businesses and non-profit organizations.

Administrators and teachers are dedicated to working hard for their students. CVSR is proud to have a variety of programs that support student growth and progress. CVSR is the NYC Pilot Program for students on the Autistic Spectrum Disorder Program in middle and high school and we utilize a collaborative team teaching (CTT) approach. This year CVSR is implementing the AVID Program with our ninth and tenth graders and we plan to expand it to 12th grade. To assist students in preparing for college we also offer Advanced Placement courses and the College Now Program, as well as St. Josephs College courses.

Our curriculum is enhanced by the implementation of the Core Knowledge Curriculum in middle school and our partnership with Outward Bound for both the middle and high school.

CVSR is part of the Positive Behavior Interventions and Services Program, for which we have designed Rising Tides. The Rising Tides program rewards students for positive behavior, attendance, academics and service.

CVSR has a collaborative relationship with the International Youth Leadership Institute (IYLI), an organization that prepares African-American and Latino high school students to assume active leadership roles in their community and global society. Many of our students participate in their bi-weekly seminars held on the NYU and Columbia University campuses, and have traveled with IYLI to Africa, the Middle East and the Caribbean.

Channel View School for Research is located on the Rockaway Peninsula. The peninsula is geographically isolated from the rest of New York City. The peninsula lacks cultural, sports and educational activities for young people and families. Channel View uses natural resources such as the Atlantic Ocean, Jamaica Bay and the surrounding community to enhance the learning opportunities for our students.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Channel View School for Research						
District:	27	DBN:	27Q262	School BEDS Code:	342700011262		
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	0	0	0		95.8 / 91.5	95.4/90.7	TBD
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		95.8	99.3	TBD
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		55.6	58.0	58.0
Grade 6	66	78	65	Students in Temporary Housing - Total Number:			
Grade 7	88	78	88	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	111	89	75		0	0	TBD
Grade 9	88	110	92	Recent Immigrants - Total Number:			
Grade 10	80	87	106	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	67	66	75		2	2	1
Grade 12	0	73	67	Special Education Enrollment:			
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	500	581	568				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	22	30	TBD
# in Collaborative Team Teaching (CTT) Classes	10	8	12	Superintendent Suspensions	0	2	TBD
Number all others	21	29	36	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	TBD	TBD	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	9
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	8	10	14	Number of Teachers	32	37	38

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	6	8	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	1	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	46.9	54.1	65.8
				% more than 5 years teaching anywhere	34.4	40.5	39.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	96.8	100.0
American Indian or Alaska Native	0.4	0.9	1.1				
Black or African American	60.2	58.2	58.6				
Hispanic or Latino	27.0	26.0	26.4				
Asian or Native Hawaiian/Other Pacific Isl.	5.0	4.8	5.6				
White	7.4	10.2	8.3				
Male	42.2	45.1	45.2				
Female	57.8	54.9	54.8				
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 ____						

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:	IGS		
Math:	IGS			Math:	IGS		
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
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		4	4	3	3	3	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				Δ = 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?
-

ELA scores indicated that of the 229 middle school students tested in the 2008-2009 Academic School Year no students in grades 6-8 scored in Performance Level 1. 88.6% Scored in Levels 3&4. 56.2% of students made at least one year of progress and 78.8% of students in the lowest third made at least one year of progress.

6th & 7th Grade ELA

Strengths:

- content process vocabulary
- making connections
- prior knowledge

Areas for further development:

- thorough analysis
- fluency
- summarizing

Instructional strategies:

- explicit instruction with stories to build prior knowledge
- finding main ideas in paragraphs and sections
- fluency increased through diversity of reading.

8th Grade ELA

Strengths:

- creative writing
- journal writing
- group work

Areas for further development:

- using high level vocabulary
- writing a conclusion
- analyzing non-fiction literature

Instructional strategies:

- teaching the “so what” or “who cares?” methods for writing conclusions
- reading strategies: identifying the main idea, summarizing, and context clues
- teaching vocabulary in context

9th Grade ELA

Strengths:

- students' affective dimension toward reading and writing
- writing for personal and creative expression
- interpreting passages and quotations

Areas for further development:

- comprehending texts with challenging vocabulary
- writing with correct grammatical usage
- developing evidence to support a main idea

Instructional strategies:

- comprehension strategies for challenging texts
- daily mini-lessons aimed at recognizing errors in usage and structure
- graphic organizers to develop supporting evidence

10th Grade ELA

Strengths:

- willingness to work collaboratively
- journal writing
- oral discussions of the literature

Areas for further development:

- determining words in context
- grammar usage and spelling
- organization in essay writing

Instructional strategies:

- repeated review of words in context
- do-now with usage, grammar and spelling review
- guided reading questions to improve vocabulary and understanding

11th & 12th Grade ELA

Strengths:

- organization
- creative Expression
- fluency in writing

Areas for further development:

- syntactical complexity of writing
- analysis and comprehension- close reading
- usage, grammar and fluency in reading

Instructional strategies:

- compound sentences and use of transitional words
- re-reading; rehearsed reading
- multiple drafts- using the writing process

Social Studies

6th Grade Social Studies

Strengths:

- project based learning
- recognizing cause and effect
- summarizing

Areas for further development:

- content process vocabulary
- content reading comprehension

Instructional strategies:

- writing focus
- increase content based reading
- strategies to improve content area comprehension

7th Grade Social Studies

Strengths:

- project based learning
- summarizing
- recognizing cause and effect

Areas for further development:

- activating prior knowledge
- using informational tests
- lacking the ability to process information and vocabulary

Instructional strategies:

- increasing content vocabulary
- explicit instruction utilizing stories
- practice note taking skills

8th Grade Social Studies

Strengths:

- projects
- group investigations
- comprehension questions

Areas for further development:

- Document-Based Question Essays
- analyzing information
- test-taking / study skills

Instructional strategies:

- using graphic organizers
- sentence Starters that lead to analysis
- study sheets and study skills

Foreign Language (Spanish) Grades 7-8

Strengths:

- ability to read and understand the target language
- analyzing and interpreting language
- listening and reading

Areas for further development:

- communication skills
- subject-verb agreement
- writing

Instructional strategies:

- verbal pair communication practice using real life scenarios
- reinforce writing skills
- exposure to conversational language

United States History

Strengths:

- note-taking
- cause and effect
- summarizing

Areas for further development:

- test-taking skills
- time management on exams
- analyzing primary and secondary sources

Instructional strategies:

- incorporating multiple choice Mondays
- writing focus: monthly writing assignments

Math

New York State Math scores indicated that of the 229 middle school students tested in the 2008-2009 Academic School Year no students in grades 6-8 scored in Performance Level 1. 92.1% scored in Levels 3&4. 68.9% of students made at least one year of progress and 69.2% of students in the lowest 1/3 made at least one year of progress.

6th Grade Math

Strengths:

- identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)
- evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)

Areas for further development:

- add and subtract fractions with unlike denominators
- read, write, and identify percents of a whole (0% to 100%)
- determine the volume of rectangular prisms by counting cubes and develop the formula
- read and interpret graphs

Instructional Strategies:

- analyze results and questions from 2009 Math Statewide exam.
- increase time on task.
- use manipulative i.e., fraction pieces to help students understand fractions.
- use of manipulative in class to help students create and visualize prisms.

7th Grade Math

Strengths:

- scientific notation
- evaluate formulas for given input values (surface area, rate, and density problems)
- read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)

Areas for further development:

- add, subtract, multiply, and divide integers
- estimate surface area
- convert capacities and volumes within a given system

Instructional Strategies:

- analyze results and questions from 2009 Math Statewide exam.
- increase dedicated time for this area during in class and during extended day.
- greater use of manipulatives pieces to help students understand integers. (red and yellow chips, cubes, number lines)

8th Grade Math

Strengths:

- divide a polynomial by a monomial (integer coefficients)
- angle measurements and relationships when given two parallel lines cut by a transversal
- calculate the missing angle in a supplementary or complementary pair

Areas for further development:

- estimate a percent of quantity, given an application
- write verbal expressions that match given mathematical expressions
- use the Pythagorean Theorem to determine the unknown length of a side of a right triangle

Instructional Strategies:

- analyze results and questions from 2009 Math Statewide exam.
- increase time on task
- interdisciplinary focus

Supplemental Education Teacher Support Services

Strengths:

- organizational skills
- note taking
- AVID training

Areas for further development:

- study skills
- test taking strategies
- expressive writing skills

Instructional strategies:

- teaching study skills
- utilizing mini-lessons on writing introductions and conclusions

6th and 7th Grade General Science

Strengths:

- graphing data
- collecting and organizing data
- curiosity and willingness to learn

Areas for further development:

- reading and comprehending content area text
- analyzing patterns and trends in data
- using data to support a conclusion

Instructional strategies:

- teaching standards based content terminology using six step process developed by Marzano et. al.
- data collection and analysis more frequently in lessons
- using “Science Talks” and improving questioning techniques

Physical Education and Health

Strengths:

- relating topics discussed in health class to their lives
- participation
- interest in working to improve health related habits

Areas for further development:

- note taking skills
- following directions
- fitness levels (aerobic endurance, muscle strength, and muscle endurance)

Instructional strategies:

- bi- weekly notebook quizzes
- points awarded for listening and following directions
- more fitness activities incorporated into class

General Music and Chorus

Strengths:

- Students are developing their ability to perform alone and with others.
- Students are developing their listening skills and evaluate, analyze and describe music.

Areas for further development:

- limited working knowledge of composing and arranging music.
- students lack the knowledge and confidence in their creativity to improvise on melodies and create musical variations.
- students new to the Choral program often have difficulty assimilating to the proper vocal techniques.

Instructional strategies:

- incorporate more composition exercises within all units.
- encourage students to explore music outside of their norm and incorporate activities that provide a framework and direction, yet allow students to develop their creativity.
- recruit students that have been in the program already to be mentors, and leaders to facilitate peer teaching in small groups in addition to teacher taught whole instruction.

Quality Review

What the school does well:

- The school has high expectations for students' character development underpinned by the excellent personal relationships and the respect that students have for one another.
- The mission to ensure that students graduate and transition to college has been well met by the first and second cohort of students to graduate.
- The principal has established a high level of mutual trust and a collaborative culture across the faculty.
- Students are highly attentive in class and display very good attitudes toward their learning.
- The calendar for interim assessments and goal setting provides a series of checkpoints on progress in English language arts, math, science and social studies.
- The range of collaborations with outside bodies supports the school's goal of graduating students and orienting them toward college.

Implications for Instruction:

- Use the findings from the evaluation of the school's performance to create a strategic plan to deal with the school's weaknesses, align the professional development program to this, and closely monitor its implementation and impact.
- Extend the use of data to differentiate classroom instruction, in particular to stretch the higher achieving students.
- Link learning goals to rubrics and model exemplary work so that students know precisely how to improve their performance.
- Use available sources of data to analyze and compare the performance of subgroups and plan interventions where specific subgroups are not performing as well as they should.

Middle School Progress Report, 2009-2010

Category	Calculated Score		Category Grade
School Environment	10.1 out of 15		B
Student Performance	21.0 out of 25		A
Student Progress	43.4 out of 60		A
Additional Credit	3.8 (15 max)		
Overall Score	78.3 out of 100		A

School Environment

Comprises 15% of the Overall Score

This Year's Score:
10.1 out of 15

B

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
7.7	65.4%	70.4%	
6.7	59.3%	65.4%	
7.0	64.5%	70.0%	
7.2	48.1%	60.6%	
95.9%	77.0%	84.7%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
21 out of 25

A

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematic

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
68.6%	110.7%	100.7%	228
3.25	70.0%	79.8%	228
92.1%	84.6%	91.4%	228
3.58	64.6%	79.7%	228

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
43.4 out of 60

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematic

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
56.2%	64.8%	50.0%	229
78.8%	67.9%	54.4%	80
0.23	46.4%	53.3%	57
(0.01)	87.0%	89.7%	172
68.9%	69.2%	71.4%	231
75.3%	69.9%	68.1%	81
0.52	93.8%	93.0%	32
0.06	77.1%	75.5%	199

Regents	0-54	0-54 %	55-64	55-64 %	65-84	65-84 %	85-100	85-100 %	Total
English	0	0	3	2.94	65	63.73	34	33.33	102

English Language Arts

Strengths:

- generating ideas
- journal writing
- responding to literature

JANUARY 2010

Areas for further development:

1. critical analysis
2. sentence variety
3. writing conclusions

Instructional strategies:

- interpret quotes and support with literature examples
- use of punctuation, grammar and exposure to different types of literature with varied sentence structure
- wrap-up and decisive final sentences in conclusion

Regents	0-54	0-54 %	55-64	55-64 %	65-84	65-84 %	85-100	85-100 %	Total
Living Environment	22	18.33	22	18.33	70	58.33	6	5.00	120
Chemistry	2	8.00	8	32.00	14	56.00	1	4.00	25
Earth Science	16	18.39	12	13.79	50	57.47	9	10.34	87

Earth Science

Strengths

- high expectations and student involvement
- long term and group planning

Areas for further development:

- individual students (juniors and seniors at risk of graduating) without at least one Regents (science)
- students repeating class

Instructional strategies:

- individual approach and attention to at risk students.

Living Environment

Strengths

- graphing one set of data
- constructing data tables
- measuring length, mass, and volume using rulers, triple-beam balances, and graduated cylinders respectively

Areas for further development:

- using the compound light microscope
- analyzing Data Tables
- graphing more than one set of data

Instructional strategies:

- multiple labs using the compound light
- continuous opportunities to analyze data tables embedded in the curriculum and tied to content
- opportunities to graph and analyze more than one set of data embedded in the curriculum and tied to content.

Regents	0-54	0-54 %	55-64	55-64 %	65-84	65-84 %	85-100	85-100 %	Total
Integrated Algebra	6	6.32	18	18.95	68	71.58	3	3.16	95
Math A	3	20.00	3	20.00	9	60.00	0	0	15
Math B	0	0	1	4.54	18	81.82	3	13.64	22

Integrated Algebra (IA)

Strengths:

- divide a polynomial by a monomial or binomial
- calculations of rate
- translate: verbal sentences into mathematical equations or inequalities

Areas for further development:

- add/subtract fractional expressions with monomial or like binomial denominators
- set builder notation and/or interval notation to represent the elements of a set
- subtract monomials and polynomials

Instructional Strategies:

- analyze results and questions from 2009 IA Regents exam
- time on task
- during professional development time, link and plan with middle school teachers regarding weaknesses in IA.
use of manipulative (algebra tiles) to increase student understanding and ability to subtract polynomials

Geometry

Strengths:

- determine the congruence of two triangles using SSS, SAS, ASA, AAS, and HL; when given choices.
- identify reflections on the x-axis.
- identify and write the contra-positive of a given conditional statement

Areas for further development:

- investigate, justify, and apply theorems about each interior and exterior angle measure of regular polygons
- investigate, justify, and apply theorems about geometric relationships based on the properties of the line segment joining the midpoints of two sides of the triangle
- triangles (AA, SAS, and SSS)

Instructional strategies:

- Analyze results and questions from 2009 Geometry Regents exam.
- time on task
- use supplemental sources to teach and re-teach weak areas.
- Increase dedicated time for this area during in class and during extended day.
- Use supplemental sources to teach and re-teach weak areas
- Use of manipulatives (algebra tiles) to increase student understanding and ability to subtract
- Polynomials

Regents	0-54	0-54 %	55-64	55-64 %	65-84	65-84 %	85-100	85-100 %	Total
Spanish	1	10.00	0	0	4	40.00	5	50.00	10

Spanish

Strengths:

- ability to read and understand the target language
- analyze and interpret the language
- listening and reading to the language

Areas for further development:

- lack of communication skills
- limited subject-verb agreement when writing essays

Instructional strategies:

- more verbal pair communication practice using real life scenarios
- use several strategies to reinforce writing skill

Regents	0-54	0-54 %	55-64	55-64 %	65-84	65-84 %	85-100	85-100 %	Total
Global History	21	26.58	13	16.46	27	34.18	18	22.78	79
US History	12	10.43	14	12.17	55	47.83	34	29.57	115

Global Studies

Strengths:

- analyzing documents
- organizing notes and documents
- note-taking

Areas for further development:

- analytical thinking
- pacing for multiple choice
- attaining higher than a four on essays

Instructional strategies:

- multiple choice Mondays: practice
- writing focus: monthly scaffolded assignments
- outlining and notetaking

United States History

Strengths:

- students are constructing better notes
- connecting cause and effect

Areas for further development:

- students ability to complete exams in a timely manner
- students analyzing sources

Instructional strategies:

- incorporating multiple choice Mondays
- Writing Focus: Monthly writing assignments

High School Progress Report 2009-2010

Category	Calculated Score		Category Grade
School Environment	10.2 out of 15		B
Student Performance	21.0 out of 25		A
Student Progress	44.0 out of 60		A
Additional Credit	3.0 (16 max)		
Overall Score	78.2 out of 100		A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 70.0 - 105.3 receive a letter grade of A
- 45% of high schools earned an A in 2008-09

High School Table – Overall Grades

Grade	Score range	City summary
A	70.0 - 105.3	45% of schools
B	54.0 - 69.9	30% of schools
C	44.0 - 53.9	18% of schools
D	36.0 - 43.9	7% of schools
F	31.1 - 35.9	0% of schools

Results by Category

SCHOOL Channel View School for Research
PRINCIPAL Patricia J. Tubridy

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:	Survey Scores (10 points)	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
10.2 out of 15					
B	Academic Expectations	7.7	69.2% 5.9 - 8.5	76.9% 5.7 - 8.3	
	Communication	6.7	65.5% 4.8 - 7.7	73.1% 4.8 - 7.4	
	Engagement	7.0	73.3% 4.8 - 7.8	79.3% 4.7 - 7.6	
	Safety and Respect	7.2	51.9% 5.8 - 8.5	64.5% 5.2 - 8.3	
	Attendance (5 points)	92.0%	66.4% 84.7% - 96.7%	78.2% 72.8% - 97.4%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:	Four Year	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
21 out of 25					
A	Graduation Rate	92.8%	82.6% 85.9% - 100.0%	89.9% 88.7% - 100.0%	69
	Weighted Diploma Rate	200.7%	81.8% 84.4% - 225.3%	87.2% 81.5% - 225.9%	69
	Six Year				
	Graduation Rate				0
	Weighted Diploma Rate				0

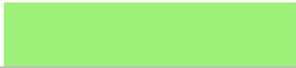
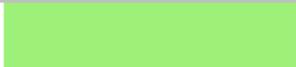
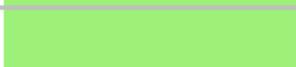
Student Progress

Comprises 60% of the Overall Score

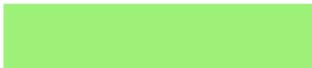
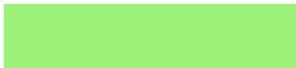
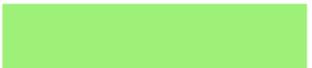
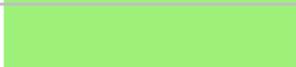
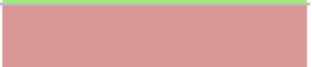
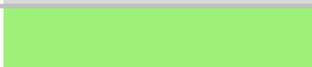
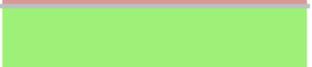
This Year's Score:	Credit Accumulation	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
44 out of 60					
A	Percentage of Students Earning 10+ Credits in 1st Year	86.5%	74.0% 45.1% - 100.0%	79.3% 64.5% - 100.0%	69
	Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	75.0%	68.3% 21.2% - 100.0%	72.1% 10.4% - 100.0%	28
	Percentage of Students Earning 10+ Credits in 2nd Year	84.1%	72.7% 41.7% - 100.0%	75.6% 34.9% - 100.0%	104
	Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	78.8%	72.8% 22.2% - 100.0%	78.6% 11.4% - 97.2%	33
	Percentage of Students Earning 10+ Credits in 3rd Year	73.3%	53.2% 42.9% - 100.0%	58.4% 35.8% - 100.0%	75
	Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	91.3%	88.7% 22.8% - 100.0%	94.0% 11.8% - 98.4%	23
	Average Completion Rate for Remaining Regents	64.2%	106.3% 28.8% - 82.0%	104.6% 8.2% - 61.5%	249
	Weighted Regents Pass Rates				
	English	1.07	58.2% 0.68 - 1.35	61.3% 0.39 - 1.30	104
	Mathematics	1.49	80.8% 0.69 - 1.68	85.8% 0.35 - 1.62	121
	Science	1.51	98.9% 0.73 - 1.62	88.7% 0.28 - 1.78	157
	United States History	0.99	48.1% 0.62 - 1.30	59.6% 0.37 - 1.41	110
	Global History	0.90	45.6% 0.49 - 1.30	59.2% 0.13 - 1.43	74

Learning Environment Survey 2009-2010

How did your school perform on the survey compared to all middle/ high schools?

	Score out of 10	Your School's Comparison	Change from Last Year
Academic Expectations	7.7		↑
Communication	6.7		↑
Engagement	7		↑
Safety & Respect	7.2		↑

What are your school's strengths and areas for improvement?

	Parents	Teachers	Students
Academic Expectations			
Communication			
Engagement			
Safety & Respect			

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.

- 1) Data-driven differentiated instruction maximizes each student's growth and development by varying learning activities to address the individual learning needs of all students. By June 2010, 90% of teachers will demonstrate the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction, in their classrooms by process or product as evidenced by classroom observations.
- 2) The practice of inquiry has proven to increase professional development of staff as well as improve student's achievement. Inquiry also promotes reflection on pedagogical practices. By June 2010, 90% of core subject teachers will participate on Inquiry Teams in the school as evidenced by Inquiry Team minutes and attendance sheets.
- 3) Goal setting allows teachers to develop and own their plan of action for success. It also provides direction and a unified, school-wide focus. By June 2010, 100% of teachers will develop three individual professional goals that are aligned to school goals as well as the California Standards for the Teaching Profession (CSTP) as evidenced by analysis of teacher professional goals sheets and conference notes with an administrator.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Use of Data to Inform Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Data-driven differentiated instruction maximizes each student’s growth and development by varying learning activities to address the individual learning needs of all students. By June 2010, 90% of teachers will demonstrate the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction, in their classrooms by process or product as evidenced by classroom observations.</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>	<p>Measurable Objectives</p> <ul style="list-style-type: none"> • 100% of all teachers will engage in professional development around differentiated instruction that addresses the needs of students with IEPs, males vs. females learning styles, and teaching students with varying ability levels. • 90% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs. • 80% of classrooms will reflect resources to support differentiated learning. <p>Actions</p> <ul style="list-style-type: none"> • Train teachers in the use of ARIS • Meet with teachers and the literacy or math coach in regards to how their data from Unit Assessments/Periodic Assessments should design targeted lesson planning for students. • Offer PD in gender learning styles, brain development and conferring with students.
<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>Tax Levy Fair Student Funding, Tax Levy Children First Funding, Title I SWP, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher lesson plans, unit plans are evidently planned with differentiated strategies which consider students with IEPs, ELLs, gender based learning, students’ reading ability • Teacher observations and walkthroughs reveal incorporation of different learning styles and student work products across different learning styles • Libraries possess a variety of genres • Assessments consider various learning styles and modalities

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Inquiry Teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The practice of inquiry has proven to increase professional development of staff as well as improve student’s achievement. Inquiry also promotes reflection on pedagogical practices. By June 2010, 90% of core subject teachers will participate on Inquiry Teams in the school as evidenced by Inquiry Team minutes and attendance sheets.</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>	<p>Measurable Objectives 90% of core subject teachers involved in inquiry.</p> <ul style="list-style-type: none"> • Launch PD using ARIS Connect as a place for Inquiry Communities • The Lead Inquiry Team supports the work of the new teams. • Twice per month core subject teachers meet in their grade inquiry teams to do case studies of students or to focus on a target group of students.
<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>Tax Levy Children First Inquiry Teams, Title I SWP, C4E, Tax Levy Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Each Inquiry Team in conjunction with a member of the lead team identified a target group of students for inquiry in science. They documented their work, student progress, next steps, and reflections on the CFI interface • Minutes from bi-weekly meetings, case studies of students and student work indicate that the inquiry teams are active across subject areas.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal setting allows teachers to develop and own their plan of action for success. It also provides direction and a unified, school-wide focus. By June 2010, 100% of teachers will develop three individual professional goals that are aligned to school goals as well as the California Standards for the Teaching Profession (CSTP) as evidenced by analysis of teacher professional goals worksheets and conference notes with an administrator.</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>	<p>Measurable Objectives 100% of teachers will identify three professional development goals that align with the CEP, subject area, and individual teachers’ professional development needs.</p> <ul style="list-style-type: none"> • Teachers complete a survey and develop goals in conjunction with the observations of their supervisors • Teachers are given opportunity to reflect, discuss and critique their teaching practice in alignment with the CSTP • Teachers are provided with templates and professional development on writing SMART goals that are aligned with the CEP, subject areas, and individual teachers’ professional goals • Teachers meet with supervisors a minimum of three times a year to evaluate progress in meeting their annual professional goals
<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>Tax Levy Fair Student Funding, Tax Levy Children First Funding, C4E, Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Binder of teachers’ professional goals • Sign in sheets of all professional development and meetings with individual teachers in discussing their progress • Observation Reports reflecting the progress of professional goals

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	# of Students Receiving AIS			
6	56	56	4	56	5		16	4
7	20	73	3	20	18		1	4
8	27	90	10	27	14		1	4
9	25	20	30	13	10		1	8
10	10	30	18	22	10		15	5
11	20	18	9	15	15		15	5
12	5	7	12	10	10		1	6

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Wilson Reading: one-to-one, during the school day; Extended Day: small group, after school 1 hour session 3 times per week; Lunchtime Tutoring: small group, during the day; Saturday Academy: small groups, on Saturdays; Summer School: smaller groups, during the summer; STARS: resource room, during the school day.</p>
<p>Mathematics:</p>	<p>Extended Day: small group, at the end of school day; Lunchtime Tutoring: small group, during the day; Saturday Academy: small group, on Saturdays; Test prep: Coach by Triumph Learning, Continental Press, and AMSCO. STARS: resource room, during the school day and additional instructional time during the day in grades 6 through 8.</p>
<p>Science:</p>	<p>Peer Tutoring: one-to-one, during the school day; Extended Day: small group, at the end of school day; Lunchtime Tutoring: small group, during the day; Make-up Labs: one-to-one, during the day; Saturday Academy: small group, on Saturdays. STARS: resource room, during the school day.</p>
<p>Social Studies:</p>	<p>Extended Day: small group, at the end of school day; Lunchtime Tutoring: small group, during the day; Saturday Academy: small group, on Saturdays; As test prep: we use Kaplan. STARS: resource room, during the school day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Pupil Personnel Team: one-to-one, during school; Group Counseling (Divorce, Mediation, Bullying): small group, during school; SAVE Counseling: small group, during school; Career Counseling: small group, during school; Graduating Students: one-to-one, during school; Transcript: one-to-one, during school; Grief Counseling: one-to-one, during school; Gang Awareness: classrooms, during school; College Prep: small group, during school; Interviewing and Job Readiness: classrooms, during school; Achieving Success Program: small groups and one on one, during the school day; Achieving Success Program: small groups and one on one, during the school day Summer Youth and Internship Programs: during the summer.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>At-risk services are not provided at this time.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>CVSR has the SBST Social worker on an as needed basis only.</p>
<p>ASD Social Worker</p>	<p>Counseling Strategies: one-to-one, during school; Problem Solving Strategies: one-to-one, during school; Strength Based Strategies: one-to-one, during school; Achieving Success Program: small groups and one on one, during the school day. ASD Peer Mentoring Program in 6th & 11th grades.</p>
<p>At-risk Health-related Services:</p>	<p>Health and Sex Awareness: small group, during school; Child Sight Program: one-to-one, during school; Drug and Violence Prevention: small group, during school; Diabetes Counseling: one-to-one, during school.</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.



Channel View School for Research
Knowledge Network
100-00 Beach Channel Drive
Rockaway Beach, NY 11694
(718) 634-1970 Fax (718) 634- 2896

Patricia J. Tubridy, Principal
Joseph Featherston, Assistant Principal
Denise K. Harper, Assistant Principal

I. Language Allocation Policy Team:

Principal: Patricia Tubridy	Literacy Coach: Kerri Walsh
Assistant Principal: Denise Harper	Math Coach: Luz Alessandri
Assistant Principal: Joe Featherston	ESL Teacher: Julie Sonnichsen
Guidance Counselor(s): Middle School: Mrs. Anderson High School: Jennifer Walters	English Teacher: James Groff
	Social Studies Teacher: Craig Dorsi
Parent Coordinator: DeShawn Mason	

II. School Description/ Demographics:

The Mission of Channel View School for Research (CVSR) is that all students graduate as well-educated, involved citizens who have a love for learning that enable them to embrace their futures with confidence, community, acceptance and competence, using the lifelong strategies they acquired in our school.

Our vision is to maintain an academically rigorous, seamless sixth through twelfth grade school that prepares students for college. We believe in engaging students through a project-based curriculum that is aligned with the standards. Expectations and standards must be high and clear to everyone.

Channel View is a School-wide Project Title I school located on the Rockaway Peninsula about an hour and forty-five minutes from midtown Manhattan.

Collaboration among teachers is essential in meeting our goals. Teachers meet on a regular basis to design interdisciplinary curriculum, examine student progress to inform instruction, participate in professional development, meet with parents and plan student activities, such as field trips.

Professional development is key to moving students forward. Therefore, our plan for improving our best practices is comprehensive, differentiated, ongoing and directly related to the needs of teachers and students.

Promoting a sense of community is a driving force at CVSR. Students and staff participate in team-building initiatives that encourage self-reliance as well as confidence in peer support. Peer Mediation is used as a tool when students need assistance with conflict resolution. Strong relationships are also built between school and home through a variety of annual events designed to improve this partnership.

Community service is a major component of CVSR and is incorporated into students' learning. Through collaborations with several community-based organizations, students participate in food, clothing, and toy drives, graffiti clean up, beach clean-ups, tutoring, and many other services that the community needs. CVSR has started an internship and seminar program for juniors. A select group of students are completing internships in local businesses and not for profits.

Administrators and teachers are dedicated to working hard for their students. CVSR is proud to have a variety of programs that support student growth and progress. CVSR is the NYC Pilot Program for students on the Autistic Spectrum Disorder Program in middle and high school and we utilize a collaborative team teaching (CTT) approach. This year CVSR is implementing the AVID Program with our ninth and tenth graders and we plan to expand to 12th grade. To assist students in preparing for college we also offer Advanced Placement courses and the College Now Program, as well as St. Josephs College courses.

The curriculum is also enhanced by the implementation of the Core Knowledge Curriculum in middle school and our partnership with Outward Bound.

CVSR is part of the Positive Behavior Interventions and Services Program, for which we have designed Rising Tides. The Rising Tides program rewards students for positive behavior, attendance, academics and service.

CVSR also has a collaborative relationship with the International Youth Leadership Institute (IYLI), an organization that prepares African American and Latino high school students to assume active leadership roles in their community and global society. Many of our students participate in their bi-weekly seminars held on the NYU and Columbia University campuses, and have traveled with IYLI to Africa, the Middle East and the Caribbean.

Channel View School for Research is located on the Rockaway Peninsula. The peninsula is geographically isolated from the rest of New York City. The peninsula lacks cultural, sports and educational activities for young people and families. Channel View uses natural resources such as the Atlantic Ocean, Jamaica Bay and the surrounding community to enhance the learning opportunities for our students.

III. Teacher Qualifications:

At CVSR, we have one certified ESL teacher who teaches all of the ELL students.

IV. ELL Identification Process and Parent Choice:

CVSR is an application school. Once students fill out an application they are interviewed prior to acceptance. Those students who are new to the NYC school system are interviewed by the ESL teacher using the Home Language Survey and Interview to determine if they are ELL eligible. Once they have been identified as being non-English speakers, they are given the Lab-R and placed in the ESL program within ten days of enrollment.

The HLIS and the Lab-R is administered by either the testing coordinator, who is a licensed pedagogue, or by the certified ESL teacher.

The testing coordinator and the ESL teacher administer the NYSESLAT annually according to procedures established by the New York State Department of Education. Parents are given professional development on how to assist their children in preparation of the NYSESLAT.

All our ELL students currently listed in ATS have been in the NYC public school system for more than one year. Their Parent Survey and Program Selection forms indicate that parents have requested ESL placement. There are eight ELL students at the school in FY 2009-10.

When ELL students are new to the NYS system, their parents are notified about the choices available to them in the school system. They view the parent orientation video and are provided an opportunity to ask questions. Parents select what sort of program they would like for their children.

Channel View School for Research has a pull-out, self-contained ESL program. If a parent requests a different program than that which is offered at CVSR, they are assisted in finding a different placement through the Office of Student Placement –OSEPO. Parents are informed of schools where the program of their choice may be available for their child. This is done as soon as the student has been identified as ELL.

For students who are not new to the NYS system, and have been identified and placed as ELLs, a letter of continued service is sent home to notify the parent that the student is still being serviced as an ELL student at CVSR.

Trends in parent program choice as evidences by past years have shown that parents prefer ESL instruction for their child.

If CVSR reaches a point in which we have over a certain number of students who speak the same native language and who require bilingual instruction, bilingual instruction will be provided for them.

V. ELL Program:

There are presently 8 ELL students that participate in the school freestanding ESL program. We have two sixth grade students, three seventh grade students, two ninth grade students, and one eleventh grade student. All of our students except for one in ninth grade are advanced.

VI: Years of Service:

In our ESL, Self-contained program, there are total of eight ESL students—two sixth grade, three seventh grade, two ninth grade (one student with a disability) and one eleventh grade student (student with a disability).

The two ninth grade students are newcomers—less than three years. Of the eight ESL students, there are a total of 5 students who are counted as long term—six years or more. Our sub-grouping of ELLs is as such:

All ELLs	8
SIFE:	0
Newcomers:	2
ELLS in grade 4-6:	2
Number of ELLs in Special Education:	2

VII. Home Language Breakdown and ELL program:

At CVS there is an ESL program that serves all ELL students at the school. The students are speakers of Yoruba, Spanish and Italian.

Language Groups Represented at CVSR

Grade	Spanish	Yoruba	Italian
6	2		
7	3		
8			
9	1		1
10			
11		1	
12			

VIII. Program and Schedule Information:

CVSR has a free standing, pull-out heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students’ native language by pairing students of the same language group. Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific classes.

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, students receive 90 minutes of additional instruction provided for academic intervention services (AIS). We do not have any beginning ESL students—our intermediate student is scheduled for eight periods of ESL, while our advanced attend for 4 periods each day.

Cooperative learning strategies are utilized such as: scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections T-S, T-T, T-W, pair read, choral read, other strategies such as Venn diagramming, web-diagramming, skimming and scanning, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. CVSR utilizes instructional materials such as Milestones, Keystones, In Charge, ESL Grammar, Real Speak, Reading Power, Reading Adventure, English Composition and Grammar, as well as guides to writing in English to support our ELLs. A Balanced Literacy approached is used.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students’ English teachers to further tailor the class to students’ needs. Focus of the program is on

improvement of academic English skills in an effort to aid students with their overall course-work and preparation for the NYSESLAT.

Below is a sample student schedule of one of our advanced 7th grade students. The student is pulled out of a different class each day to minimize the overall affect on any one subject area.

Example schedule Advanced student: 7th grade

	M	T	W	Th	Fri
1	Elective	Spanish	ESL	Music	Social Studies
2	Social Studies	Music	Math	Social Studies	ESL
3	ESL	ESL	Science	Math	Science
4	Math	English	Social Studies	Math	Science
5	Lunch	Lunch	Lunch	Elective	Lunch
6	Spanish	English	Math	Lunch	Music
7	Math	English	Science	Gym	Math
8	Social Studies	Math	English	Gym	Elective

IX. Plan for SIFE:

There are no SIFE students at the school at this time.

X. Plan for ELLS in school for less than 3 years/ Newcomers:

Our plan for students with less than three years is assist them, when necessary, with conversation skills, pronunciation difficulties, vocabulary, and overall English skills to help them meet the needs of their content area classes. Our ELLs with less than three years are also supplied text books in both English and their native languages where possible.

All students, regardless of their years in the ESL program, are given their state tests in both English and their native language, upon request.

XI. Plan for ELLS in Schools for 4-6 years:

Our plan for those students who have been in ESL for 4-6 years, and for those over six years is to focus instruction on their areas of weakness and on the NYSESLAT in order to move them further towards proficiency level while maintaining the areas in which they already are proficient. Our special needs ELL receives mandated SETSS services.

XII. Plan for ELLs in school 6 years completed or more/Long Term ELLs:

Our plan for those students who have been in ESL over six years is to focus instruction on their areas of weakness on the NYSESLAT, listening, speaking, or reading, writing in order to move them further towards proficiency level while maintaining the areas in which they already are proficient.

XIII. Plan for ELL Special Needs:

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

XIV. Intervention Programs for ELLs:

Targeted Intervention Services are provided on Monday, Tuesday, and Wednesday, during our extended day. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions.

XV. Transitional Student Support Plan:

Transitional students receive extended time on examinations. They are also offered use of the text in their native language as well as English. Subject area teachers are made aware of Transitional students in class to ensure continued monitoring for comprehension and continued vocabulary development in content area classes.

XVI. Future Plans for ELL Programs:

Programs will be enhanced for the upcoming school year. The assistant principal is looking into a variety of instructional models. All programs will continue to serve ELL students for the upcoming school year.

XVII. Equal Access to all Programs:

ELL students are provided with the opportunity to participate in all after school program and are scheduled for AIS on the basis of need as are all students at CVSR.

XVIII . After School Programs for ELLs:

ELLs are afforded the same eligibility to participate in after school programs as any other student. The after school program is conducted on Mondays, Tuesdays, and Wednesdays. ESLs attend small group sessions in which English social and academic skills are practiced through reading and writing activities.

XIX. Instructional Materials Including Technology:

CVSR utilizes instructional materials such as Milestones, Keystones, In Charge, ESL Grammar, Real Speak, Reading Power, Reading Adventure, English Composition and Grammar, as well as guides to writing in English to support our ELLs. Various on-line sites developed for the support of ESL students are also used to bolster student ability.

XX. Native Language Support:

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and translators, whenever needed. Spanish is offered as a second language to all students. Spanish speaking ELLs are placed in advanced course study and take Regents to satisfy Regents credit requirements for graduation.

XXI. Support Services:

All ESL students have the support of their teachers, administration, the parent coordinators, and the guidance counselors. The guidance counselors assist them with middle school and high school requirements as well as with questions regarding college.

XXII. Translations:

There are teachers on staff who can assist with Spanish, Russian, and Portuguese, while the DOE has translators available for other languages.

XXIII. Professional Development:

The ESL teachers and support staff attend monthly ESL meeting facilitated by the Knowledge Network-Learning Support Organization ELL Specialist. In addition, professional development is provided on a weekly basis during our grade and department level meeting, as well as our weekly "Lunch with the Coaches."

XXIV. Assessment Analysis:

English Language Arts

According to their ELA test results, all of our middle school students scored at level 3 or higher. ELA will be targeted during class instruction to further boost student scores.

Mathematics

The ELL students math grades scores ranged from a 3.41 to a 2.53. More Math vocabulary will be stressed in the appropriate classes to help ESL students with unfamiliar terms. ELL students will be encouraged, when needed, to join their teachers during tutorial sessions.

Science and Social Studies

The majority of our ELLs received a Level 2 on the New York State Middle School Science Assessment. Additional focus will be placed on vocabulary development for Science in both the Science classes and in ESL.

The majority of our ELLs received a Level 2 on the New York State Middle School Social Studies exam. An increased focus on vocabulary development and concept break down will occur in order for students to achieve greater success.

High School ELL Students

Based on various exams more emphasis will be placed developing comprehension in the areas of science and social studies.

XXV. Describe ELL Program Success:

Our ELL program success can be measured by examining our students' progress on the NYSESLAT, improvements in writing and speaking ability, and by the comfort levels of our ELLs in using English in every day as well as academic life.

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) 6, 7, 9, 10, 11 & 12 Number of Students to be Served: 8 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Our ELL students, who predominately received a decision of Advanced on their NYSESLAT, receive 180-360 minutes of instruction a week in a low-stress, anxiety-free atmosphere. Our program meets four days a week for a total of eight periods. Each period is forty-five minutes in length. In our program there is one sixth grader with Advanced standing, three advanced seventh graders, one Intermediate ninth grader, and one advanced eleventh grader. We are primarily using the Milestones system which stresses reading and writing strategies. We also stress grammar and writing, including pre-writing strategies to help improve their academic writing. The language of instruction is English.

The NYSESLAT has indicated that our ELLs need to improve their listening, speaking, writing, and reading comprehension. The goal is for the ELLs to increase their proficiency in the English language. The aim of instruction is to increase students' ability in all four language areas.

ELL strategies such as Krashen's (i+1) theory of language acquisition, scaffolding, and regalia are used to tailor instruction to meet students' needs. ELA strategies involving brainstorming, planning, revising, editing, and group share-out and review of written material are also used to strengthen student writing. Students are also provided with the opportunity in their ESL classes to practice speaking through conversation, debates, Read-alouds, choral reads, and various other speaking exercises. There is an extra emphasis on listening comprehension through shared reading and read alouds. The students are also encouraged to communicate with one another in English, with the common goal of improving their communicative ability.

Our ESL teacher has a Master's in Teaching English as a Second Language from the University of Idaho and also holds permanent NY certification in ESL as well as ELA.

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

Professional development for all teachers and administrators including coaches and assistant principals of ELLs occurs during weekly common planning sessions, weekend retreats, and ELL related conferences and workshops as provided by the LSO and Central Office Staff. In addition, teachers meet and discuss best practices during department and grade meetings on how to help ELLs transition from one grade to another.

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.

By the end of September, the pupil personnel secretary ensures that all students' families have completed the Home Language Surveys and are recorded on ATS. She then reviews the survey to ascertain the primary language spoken by the parent, and whether the parent has any translation and/or oral interpretation needs.

In addition, all new students to Channel View complete the Home Language Survey to ascertain the primary language within the first ten days of attendance.

This list of language translation and interpretation needs is recorded on ATS, the students' emergency cards, and distributed to all teachers, all relevant personnel offices in the school such as: parent coordinator, guidance, administrators, deans, secretaries, school aides, and PTA Executive Board.

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 Language Allocation Policy Committee reviewed the results from the Home Language Surveys and identified: Spanish, Bengali, Russian, Arabic, and Haitian Creole as home languages in our school.

Interviews of parents were conducted to determine oral translation needs during the application process as well as at the time of registration. We found that although we had nine different languages spoken at home, we only had parents who needed oral interpretation in the following languages: Spanish and Russian.

The results of these findings were shared with all staff, and the PTA Executive Board in a memo identifying the language and parents of students who need written translation and oral interpretation needs.

Part B: Strategies and Activities

1. Describe the written translation services the school provides, 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 school distributes all written communications to parents in their primary languages by downloading these communications from the NYCDOE website. All communications to the identified parents are distributed at the same time as our English communications or as soon as possible.

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 needs in Spanish are provided by several people: math coach, school aide, para-professional, and Spanish teachers. Our interpreter for Russian is our Speech Pathologist.

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>.

Channel View distributes written notification of parents' rights regarding translation, assistance service and how to obtain such services in the covered languages of the NYCDOE at our August parent Orientation, September's Back to School Night, September's PTA Meeting and back-packed to the parents the first week of school.

In addition we post outside of our main office, parent coordinator's office a sign in each of the covered languages indicating where they can obtain a translated notice.

The campus Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative due to a language barrier.

Since we have more than 10% of families speaking Spanish at home, we also post signs and distribute forms in Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	299,248.	52,442.	351,690.
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,993.		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		524.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,966.		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,622.	
6. Enter the anticipated 10% set-aside for Professional Development:	29,925.		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		5,244.	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___ 100%_____
9. 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 School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

See Sections IV - VI

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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 School wide 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.

See Sections IV - VI

3. Instruction by highly qualified staff.

Channel View's principal and human resource committee only hire licensed teachers in the subject they are teaching and are highly qualified. If you any reason they also teach a subject outside their license area – they are provided with curriculum, ongoing support with a variety of professional development strategies.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

Channel View has implemented professional development (PD) time during the school every Thursday afternoon from 12:48 to 3:04. These meetings are considered part of the teachers' Professional Activities. Guidance, paraprofessionals are included in these meetings. We also conduct 3-4 day Summer Institute Curriculum Retreats, as well as November and February Weekend Retreats. The School Leadership Team is also invited to participate in these retreats.

Additionally, Channel View uses it monthly conferences (two per month) for professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The Principal in collaboration with the Human Resources committee uses all the resources available from the NYCDOE to advertise for highly qualified teachers. In addition, we utilize our collaborations and relationships with colleges to recruit qualified, passionate teachers.

CVSR collaborates with Brooklyn College and receives student –teachers every year.

CVSR staff members have also contacted their alumni colleges to recruit qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Academic:

ARIS Parent Link

NYS standards

Safety:

-NYPD - Gang Awareness and Intervention

- Parent Information Workshops on Bullying and At-Risk Youth

Health Initiatives:

- Breast Cancer

- Diabetes

- Stress Management

Computer Literacy:

- Internet Research (RE: Homework)

- Competitive Jobs

- Interactive Family Learning

Nutrition Services:

Healthy eating

Continuing Education/GED:

- Better quality of life

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.

We are a 6-12 grade school. However, whenever we receive information about opportunities for younger or older students, we share it at PTA meetings or post it on the Parent bulletin board.

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.

Channel View uses all available resources from NYCDOE to assess students learning ACUITY, ARIS, Predictives and School wide assessments. Teachers are trained in their weekly meetings in how to use these assessments to analyze student outcomes and set goals so as to meet students' individual needs.

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.

Channel View's Pupil Personnel Team (PPT) meets every Tuesday, period three. The guidance counselor who facilitates the PPT meets with the staff on an ongoing basis and explains the procedures in how to recommend students who may be presenting concerns (academic, social-emotional or otherwise). The PPT then creates a plan for improvement for students and continues to evaluate his or her progress. Additionally, both MS & HS guidance counselors briefly check in with grade team meetings.

The guidance department and administrators also analyze the student data every three weeks, (potential failure notices and progress reports) and mandate students not performing adequately for extended day programs. Letters are mailed home immediately.

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.

Channel View seizes all opportunities to improve the education of their students. To that end, information concerning all programs is shared at weekly cabinet, guidance, professional development, safety, and subject department meetings as well as monthly PTA meetings.

If we elect to participate in a new program, we discuss how it fits into our goals, schedule it and communicate with all stakeholders (students, teachers, parents).

Channel View School for Research Parental Involvement Policy:

I. General Expectations

Channel View School for Research agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Channel View School for Research will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. Channel View School for Research will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. Channel View School for Research will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Channel View School for Research will coordinate and integrate Title I parental involvement strategies.
5. Channel View School for Research will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and

activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. Channel View School for Research will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs adaptation at the School Leadership Team Meeting.

This Parent Compact was discussed and reviewed by the School Leadership Team and is awaiting adoption by either the PAC or PTA Executive Board once the vote is taken at the Consultation Meeting on November 23, 2009.

Channel View School for Research School-Parent Compact:

Channel View School for Research, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

School Responsibilities

Channel View School for Research will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences at least two times during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in our children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by your child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Assisting with volunteering as chaperones for school field trips
- Attending parent workshops, especially ARIS Parents' Link

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Take responsibility for my learning
- Set goals with benchmarks for my academic achievement
- Complete community service hours
- Be respectful

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds

upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **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

¹ 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.

observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

Channel View will survey their staff and based on the data. CVSR will conduct a program evaluation to determine if CVSR's students display the same academic trends. CVSR has incorporated this research in our grade and subject meetings will examine our curriculum for gaps.

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

X 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?

In our needs assessment, science and social studies departments identified the need for more writing in their curriculum. Students also needed to think more analytically. Overall a weakness in writing across all grades and all subjects was noted.

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.

Channel View will continue to create both vertical and horizontal curriculum maps that will not only identify content topics, but skills to be mastered, strategies to be utilized, and student outcomes to be attained.

We will also create and utilize presentation rubrics, so as to guide and assess student presentations.

More support from NYCDOE would be most appreciated. Creating these materials goes beyond the school day, and with all the budget cuts, teachers can no longer be paid per session for their hard work. The DOE could create these curriculum guides that address these issues, with identified resources to support teachers.

1B. Mathematics

Background

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

ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

Channel View will survey their staff in this area.

We are already aware that Impact Math does not fully align with NYS Standards. So that our students are not short changed, we have purchased and used supplementary materials in our math curriculum.

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

X Applicable Not Applicable

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

When we reviewed the math curriculum maps it was evident that it is not in alignment with NYS standards, therefore, we supplemented Impact math tests with other resources.

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.

We have already purchased supplementary materials, however, this cost the school more money. It also puts a burden on teachers and administrators to ensure that all that all standards are covered. The NYC DOE needs to review their choice of Impact math as the core curriculum for NYC schools.

KEY FINDING 2: INSTRUCTION

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

practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

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

Channel View focused on Assessment “of” student learning as its primary focus in professional development last year. Therefore, we will continue to implement and refine practices in the classrooms. Teachers will continue intervisitations and offer feedback. Supervisors will continue the focus on looking for and supporting differentiated instruction.

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

X 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?

We are a project-based school with heterogeneous classrooms; therefore there is a great need for differentiated instruction. Our focus continues to be on setting goals and looking at student progress so that every student progresses a minimum of one year as measured on NYS standardized assessments.

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.

Additional support from DOE is welcome. We have created a data analysis system that enables our teachers to look at assessments, analyze the results by sub-groups, set goals and interim checkpoints to revise them.

We continue to focus on assessment “for” and “of” learning in our weekly two hour professional development sessions.

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 (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Channel View will observe student engagement in all its classrooms, and encourage intervisitations using the Low Inference Transcript Protocol. We will assess how much time our students are actively engaged in their learning and discuss the findings and next steps at our weekly committee meetings.

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

X 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?

Most of our math teachers are new teachers, but improving each year, as indicated on last year’s MS Progress Report.

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.

One of our math priorities this year is to build upon the math prototype we use for delivery of instruction. This prototype encourages student engagement and time for applying what they have learned. Our Math coach will work with the teachers who need assistance in this area.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

² 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.

We are a small school, and turn over is minimal. Teachers who leave chose to do so because they do not buy into the philosophy of our school.

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

Applicable X 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?

Only 7% of teachers with less than five years of experience and only 6% of teachers with 5 or more years of experience leave CVSR. These numbers indicate a low teacher turnover / mobility rate.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We will survey our staff at one of our monthly conferences.

All professional development opportunities are sent to the assistant principals, coaches, and department chairpersons (teachers). These opportunities are discussed at weekly PD meetings and appropriate teachers are recommended to participate. The PD team is aware of all the QTEL trainings and we have sent our teachers.

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

Applicable X 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?

The professional development team monitors available professional development and uses

surveys to find out what teachers want as well as using observations to determine what teachers need. The ELL teacher has been sent to ELL teacher training.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We will survey our staff at one of our monthly conferences.

The ELL teacher analyses the results from the NYSESLAT exam and then shares it with the teachers at weekly grade and subject meetings.

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

Applicable X 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?

Our ELLs teachers links with core subject teachers and shares the results of the students' exams. She has also conducted workshops on: the NYSESLAT exam and how core subject teachers can assist their ELL students to prepare for it: and strategies in how they can support the learning of their ELLs students in their delivery of instruction.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Based on data, CVSR received extra credit for progress of special education students.

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

Applicable X 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?

Channel View is a pilot for the ASD CTT program. Therefore, we place a great emphasis on professional development in accommodations instruction for students with special needs. In addition we have bi-weekly visits with a consultant from the Office of School Improvement (OSI) and she not only conducts PD for us, but also observes and meets with teachers so as to improve their practice.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We have a process in place whereby all IEPs are checked for behavioral intervention plans in September.

We conduct a workshop on IEP's for the entire staff. We also make copies of all IEP's for the teacher of every student with IEP's

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

X 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?

We have found that students come to us with IEPs that lack alignments between goals, objectives, and modified promotion criteria and the content on which students are assessed on grade level assessments.

We have also received students with serious behavioral concerns, but did not have behavioral plans included in their confidential folders.

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

We do not believe it is necessary to make copies of all IEPs and distribute to every teacher. This is a huge waste of paper, and it also places a burden on the teacher to lock away such confidential materials. We believe the teachers should be emailed these materials, and they should be kept in an office on file and accessible to all teachers.

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

CVSR currently has five students in temporary housing. CVSR supports students in temporary housing by providing school uniforms, school supplies, at risk counseling and financial support for transportation on an as needed basis. Currently STH students' attendance and academic performance is similar to non-STH students.

LAP WORKSHEETS FOR GRADES 6-8 & 9-12 ATTACHED AS SEPARATE DOCUMENTS