



FOOD AND FINANCE HIGH SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M288

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M288 **SCHOOL NAME:** Food and Finance High School

DISTRICT: 2 **SSO NAME/NETWORK #:** Empowerment – 6 Ditolla

SCHOOL ADDRESS: 525 West 50th Street, New York, NY 10019

SCHOOL TELEPHONE: 212-586-2943 **FAX:** 212-586-4205

SCHOOL CONTACT PERSON: Roger Turgeon **EMAIL ADDRESS:** rturgeo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Cristina Medellin
Denise Jimenez

PRINCIPAL Roger Turgeon

UFT CHAPTER LEADER Alice O'Neil

**PARENTS' ASSOCIATION
PRESIDENT** Yolanda Santos

STUDENT REPRESENTATIVE
(Required for high schools) Rebeca Rios - Alex Alcaraz
Miriam Nebot - Argelio Vasquez

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Alexis Penzell

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position/Constituency Represented	Signature
Roger Turgeon	Principal	
Alice O’Neil	UFT Chapter Chairperson	
Yolanda Santos	PA/PTA President	
Khem Irby	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Rebeca Rios	Student Representative	
Alexander Alcarraz	Student Representative	
Miriam Nebot	Student Representative	
Argelio Vasquez	Student Representative	
Denise Jimenez	Teacher	
Cristina Medellin-Paz	Parent	
Jessica Mates	Community Liaison-Cornell Univ.	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At Food and Finance High School (FFHS) students are part of a small learning community, and we are a Career Technical high school (CTE), that focuses on culinary arts and finance related to the food industry. Upon graduation, students will be able to meet both academic and food industry standards, ensuring that they are prepared to go on to college as well as to obtain good jobs.

At FFHS we believe that food is fundamental to personal, social, economic and ecological health. That is why the theme of food and finance is integrated into our curriculum and into the school environment. Cornell University is the lead partner in our school, bringing expertise in nutrition and in promoting access to healthy foods as well as a vital science component in hydroponics and aquaculture.

Core academic courses include four years of English and Social Studies, two years of a Second Language, three years of Science that includes Environmental Science, and four years of Mathematics. Food and Finance related classes include Cooking, Baking, Kitchen Chemistry, and Food-Related Financial Management.

In addition, students at FFHS will receive specialized food and finance industry certifications such as ServeSafe®, a nationally recognized safety and sanitation program; ProStart®, which is endorsed by the National Restaurant Association Educational Foundation; and Food Protection Course.

Food and Finance High School also features hands-on learning. Students are trained by highly qualified chefs in cooking and baking in state-of-the-art kitchens and bakeshops. School-based learning experiences such as on and off-premise catering functions, internships, community service, and shadowing activities are also part of each student's learning experience.

In the area of technology, students have the opportunity in art classes to be trained in the use of digital cameras and digital camcorders to document their work and create portfolios.

Our extracurricular activities include school newspaper club, EATWISE (a leadership group that focuses on issues around food and nutrition), art club, dance team, mentoring program, afterschool cooking, and PSAL sports. Students will also have the opportunity to participate in youth-run businesses as well as college and career exploration programs.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Food and Finance High School				
District:	2	DBN #:	02M288	School BEDS Code #:	310200011288

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					84.6	86.8	89.5		
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3					91.5	97.9	98.7		
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					66	61.3	62.9		
Grade 8									
Grade 9	111	136	135	Students in Temporary Housing:					
Grade 10	93	99	125	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	80	80		2	7	7		
Grade 12	0	2	65						
Ungraded Elementary	0	0	0	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	204	324	405		2	0	2		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	3	20	14						
No. in Collaborative Team Teaching (CTT) Classes	27	37	40	Principal Suspensions	42	59	3		
Number all others	0	0	11	Superintendent Suspensions	7	12	16		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	207	315	362
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	-	-	-
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	19	21	Number of Staff:			
# ELLs with IEPs	1	2	6	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	24	30
				Number of Administrators and Other Professionals	2	3	5
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	0	1	1
	3	10	2				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.05	0.3	0.2	Percent more than two years teaching in this school		20.8	36.7
Black or African American	52.0	47.5	49.6	Percent more than five years teaching anywhere	45.5	37.5	40.0
Hispanic or Latino	42.2	46.0	44.4	Percent Masters Degree or higher	73.0	83.0	87.0
Asian or Native Hawaiian/Other Pacific Isl.	2.0	2.2	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.8	96.6	98.9
White	3.4	4.0	3.7				
Multi-racial		9	5				
Male	38.2	41.0	41.2				
Female	61.8	59.0	58.8				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	
Ethnicity						
American Indian or Alaska Native						
Black or African American				INS	INS	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities				INS	INS	
Limited English Proficient				√	√	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject				4	4	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	82.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	15.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	48.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	10	Quality Statement 5: Monitor and Revise	√

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Trends and achievements

Progress Report

- School Environment increase from 8.2 to 8.6
Need improvement in the area of communication with parents and school community*
- Student Progress Overall from increase 45.6 to 48.4
 - Percentage of earning 10+ credit first year decrease – 12.6%*
 - Percentage of earning 10+ credit second year increase – 13.6%
 - Percentage of earning 10+ credit third year increase – 23.4%
 - Average Completion Rate for remaining Regents increase – 6.7%
 - Weighed Regents passing rate
 - ^ English – increase 1.27
 - ^ Mathematics – increase .02
 - ^ Science – decrease 6.46
 - ^ US History – decrease .70
 - ^ Global History – increase .12
- Additional Credit increase from 9 to 10
- Graduation rate 12.1 % higher that the city average and 6.5% higher than City Horizon

School Demographics

- The school is improving in YTD attendance
- Increasing percentage of female to male students
- Number of Hispanic and Black students remaining relatively constant
- Number of ESL students with IEP's is increasing
- Number of teachers earning their Masters degree is increasing
- Increasing number of in-coming ninth grade students
- Increase of special education student enrollment in the last two years
- Free and Reduced Lunch is maintaining plus or minus 5% (60-65%)

Quality Review

- The school has maintained a Proficient rating for the past two reviews.
- The school has maintained an outstanding in the area of partnerships with outside agencies
- Improvement needed in providing differentiation*
- Improvement needed in utilization of performance data*

The school was awarded CTE State Education Certification status

The school has established a solid partnership with Cornell University in linking the aquaponic technology (raising of 4,000 tilapias in tanks) and hydroponics technology (raising green leafy vegetables and herbs) projects with the science Biology Regents labs with hands-on experiences. And with the culinary arts labs, “farm to table” pest and chemical free greens and nutrition resources.

* Relate to Goals for this year.

Analysis of the data shows that our graduation rate for our first graduating class ('08) is 67.1% of the 2008 J cohort. However, of the students attending school, 97% graduated. Upon studying the list of students who were on our roster at potential '08 graduates, we discovered that the lower rate was caused by the Long Term Absence students. In our first two years (2004-05) we did not have a full time guidance counselor and we did not have the resources and personnel to reach out to and find alternate placements for many students who stopped coming to school (LTA's) in 9th or 10th grade.. Many of LTA's were not interested in cooking or had particular situations in their lives that prevented them from attending a regular high school. Once a guidance counselor was in place, we were able to begin reaching these students and often getting them into alternate high schools, GED programs, or other appropriate settings (e.g., one student was placed in an early admission program at Interborough College as well as alternative programs). While we hope that our now intensive guidance work will help us to achieve a higher graduation rate this year, we are confident that it will raise our rate measurably in future years. One of this years' goals is to work on monitoring the progress of the senior call cohort K to prevent students from falling behind.

A performance trend that we are pleased with is the rate of students able to recover credits. A combination of summer school, creative programming (adding a 0 period, offering additional opportunities for core classes), and intensive tutoring has enabled us to “catch” students who have fallen behind and help them accumulate the course credits and getting them to pass the Regents Exams they need to graduate.

Another promising trend and great accomplishment has been the number of our students going to college. In our first graduating class, 90% of students are attending college. We expect a similar if not higher rate this year and hopefully we will have a large number of students who will pursue a career in culinary arts. This is the result of much college prep work (e.g., students preparing personal statement essays in 9th and 10th grades); the provision of many extra-curricular activities (e.g. work with a Cornell scientist in the on-site lab); the creation of a school culture where college is promoted and expected (e.g., individual teachers plan college trips, invite guests from colleges, and assist students with the application process); and the focus on culinary arts higher education, scholarships, etc. In regards to CTE , this June, thirteen students successfully completed all the requirements and were awarded the ProStart Certification.

A series of school partners have assisted us in our ongoing improvement. Kingsborough Community College offers College Now courses that enable our students to earn college credits; Cornell University offers advanced science training and is assisting the science teacher in creating independent study in Chemistry for six students. Harlem Children's Zone offers additional tutoring and Regents and RCT exam preparation for our students, etc. In addition, a very dedicated FFHS staff ensures that students obtain the tutoring they need to pass their Regents exams. Individual teachers hold afterschool and Saturday sessions for students.

The biggest barrier to improvement is the high school admissions process. Perhaps one of our biggest challenges is to engage and motivate students who are in our “cooking” school and have no interest in cooking. As a theme school, cooking is a significant part of our school day, the food theme is interwoven into our academic courses, and everything from internships to extracurricular activities and scholarships focuses on food. When students who did not select us as one of their top choices get placed here, they usually do not do well (bad attendance, poor academic performance and historically, discipline problems) because they are not motivated or engaged. Another challenge is that in the past several years we have had students who have come to us in the ninth grade with below third grade reading and math levels.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1.

An additional 50% of teachers from six to fifteen will be trained in the use of technology in content area classrooms by June of 2009

Goal 2.

Increase use of data by teachers from 30 % to 80% by June 2009

Goal 3.

Increase 2009 cohort graduation rate by 2% by August 2009 from 65% to 67%

Goal 4.

Communication between the school and parents will improve as measured by current 5.8 to 6.8 in positive responses about school on the 2008-09 Environment Survey

Goal 5.

Achieve an 1.2% increase attendance percentage fro 88.8% to 90% by June 2009

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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.

Technology /Differentiation _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>An additional 50% of teachers from six to fifteen will be trained in the use of technology in content area classrooms by June of 2009:</p> <ul style="list-style-type: none"> ○ Use of SmartBoard interactive whiteboards ○ Student use of laptops computers ○ Teacher and student use of software applications ○ Differentiated instruction through the use of integrated technology
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • On-going professional development for teachers through ISC training workshops, colleges and universities, contracted DOE PD vendors, departmental and faculty meetings • Acquisition of additional instructional software and web-based programs • Acquisition of additional SmartBoards and laptop computers (pending available funding to include TL monies and grants; teachers will target the needs of identified students through the use of instructional software and on-line programs and web-sites including Tabula Digita, Plato, Rosetta Stone, and ACUITY. • Teachers will differentiate content area instruction through the integrated use of technology for content, process and product (e.g. web-searches / Powerpoint - project-based competitions.)
<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>On going PD for teachers:</p> <ul style="list-style-type: none"> • Title 1 • FSF • TL Funds • C4E

Indicators of Interim Progress and/or Accomplishment

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

- **Use of SmartBoard and laptop computers in content area classrooms**
- **Use of specific instructional software with identified students in classrooms.**
- **Formal and informal observation of teacher practice**
- **Collegial inter-visitations and sharing of best practices in the integration of technology**
- **Schedules of professional development**
 - **Added inventory of hardware and software**

Use of Data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase use of data by teachers from 30 % to 80% by June 2009</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Student performance data reports will be compiled and reviewed by department teams and will be used in making decisions regarding instructional and learning practice. • The Inquiry Team will conduct classroom observations and an analysis of assessment results to review the performance of subgroups which will be shared with all teachers. • Continued professional development support for the principal, and teachers in data interpretation and decision making will be provided by the Network Support Team, and by the Department of Education. • The school data specialist will be trained in the city’s ARIS data tool to provide department teams with all requested reports, and will collaborate with the Network Team Data Specialist. • A minimum of two teachers, including the Data specialist, will be trained in the use of ARIS (current phase) to turnkey with other staff members • Grade level teachers will review student achievement data and will make decisions on instructional practice based on specific student needs • Schedule funds in Galaxy for professional development
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL Inquiry Team • FSF • TL Date Specialist
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher data folders • Informal and formal classroom observations • Faculty and Departmental Conference and Professional Development Agendas • Teacher use of data driven decision making in lesson planning • Examination of student work and charting of student progress <p>Sharing of best practices at faculty/departmental conferences</p>

Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve communications between the school and parents, specifically about the academic program, extracurricular programs and special events, parent workshops and student progress. Communication between the school and parents will improve as measured by current 5.8 to 6.8 in positive responses about school on the 2008-09 Environment Survey</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>Improve routine communication with all parents</p> <ul style="list-style-type: none"> • Send home flyers and newsletters in different languages • Use school electronic phone messaging. • Develop parent database for e-mail • Update of the school website • Establish and encourage the use of "positive" phone calls and notes • Continue sending home Grading policy letters, Student Status letters, Report Cards, Congratulatory letters <p>Coordinate school activities and workshops with PTA functions</p> <ul style="list-style-type: none"> • Continue student-centered events: Honors dessert, Multi-cultural events, ELL meetings, freshmen parent orientations, student recognition awards, Town Halls, Field trips • Increase attendance at monthly PTA meetings • Continue to provide workshops to train parents in the new assessments • Establish a National Network Partnership School organization where parents, teachers and students partner in creating a school wide Action Plan <p>Provide information regarding changes in special education laws, mandates or regulations to families in a timely and consistent manner.</p> <p>The Parent Coordinator in consultation and collaboration with the Principal will coordinate this effort.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL FSF • VTEA • TL One-time allocation • TL Translation

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Monitor Report cards /Progress report Monitor number of calls made through phone messenger Monitor PTA attendance and parent attendance during “open school week.” Review Parent coordinator parent surveys to determine “high interest” areas for parent workshops Collect and analyze numbers and kinds of contacts from parents to the Parent Coordinator, Supervisor, Guidance Counselor and Social Worker.</p>
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase 2009 cohort graduation rate by 2% by August 2009 from 65% to 67%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Intervention Plan</p> <ul style="list-style-type: none"> • Grade 12 teachers will be assigned an equal number of seniors. • Each teachers will be involved in support and advise students in their group. • Assigned teacher with the assistance of classroom teachers will monitor students for completing classroom assignments, home work, projects and independent studies. • A per-session bulk job has been created for team meetings, monitor individual student progress, and create opportunities for intervention as necessary. • Create a team made-up of teacher and guidance counselor to monitor student attendance, progress and implement interventions as needed. • Customized programs for seniors who need to recover credits <p>Outreach to parents by teachers, parent coordinator, guidance counselor and college advisor</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL FSF • TL One Time Allocation

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review:</i>	<ul style="list-style-type: none"> • Regularly scheduled meetings, guidance counselor/ college advisor and administrative staff conferences. • Individual student conferences and report cards.
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Achievement Ranking Attendance Increase attendance percentage from 88.8% to 90% by June 2009 <ul style="list-style-type: none"> • Passing of Regents or RCT's • Earned credits • Graduation rate

Increase Graduation Rate _____

Attendance _____

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Improve teacher attendance taking • Scan daily • Reverse attendance when appropriate • Have regular attendance meeting • Call homes • Send letters home • Parent conference • Work with attendance teacher
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL FSF • Data Specialist • Incremental HS
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Daily scan reports • Monitor ATS daily – run monthly reports • Monitor DOE school web page

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

UPDATED – SEPTEMBER 2008

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	69	55	20	23	12	0	18	5
10	41	28	22	23	25	0	20	6
11	35	25	15	15	20	0	18	4
12	10	10	10	10	20	0	10	7

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction Jamestown reading Navigator Small group tutoring Peer tutoring One-to-one tutoring Plato
Mathematics:	Small group instruction After school program Tabula Digita Program Plato
Science:	Small group tutoring Lunch time group Afterschool program Peer tutoring Plato
Social Studies:	Small group tutoring After school, and Saturday tutoring Peer tutoring Plato
At-risk Services Provided by the Guidance Counselor:	Individualized planning and programming Parent/Student conferences Counseling Career guidance Alternative options Crisis intervention
At-risk Services Provided by the School Psychologist:	N/A

At-risk Services Provided by the Social Worker:	Parent/Student conferences Counseling Alternative options Crisis intervention
At-risk Health-related Services:	Nurses addresses concerns with: 504's Meetings/conversations with care-givers Asthma Diabetes Medications

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 (2007-2008) LAP to this CEP.

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

Type of Program: ___ Bilingual ___x___ ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** _____

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The ESL program at Food and Finance High School supports the efforts of all English Language Learners in acquiring English language skills and achieving English language proficiency in the requisite time frame. ESL classes are limited in size to afford attention to individual students and student needs. There will be pullout/push-in classes, which service

9th grade- 1 Beginner, 1 Intermediate and 3 Advanced students.

10th grade- 6 Intermediate and 2 Advanced students.

11th grade- 1 Beginner, 2 Intermediate and 1 Advanced students.

12th grade- 2 Intermediate, 1 Advanced

ESL classes were formed to monitor student progress and support students in the full classroom setting. A certified ESL teacher will provide all ESL instruction. All regular classroom teachers are also certified.

Towards the goals of improving ESL students' literacy skills and comprehension, the ESL teacher will use a full balanced literacy approach in the instruction of reading and writing. The model used for reading instruction is where students will experience Read Aloud, Shared Reading, Guided Reading, and Independent Reading with teacher conferences. Modeled, shared, interactive and guided writing are used to provide specific writing instruction for the whole class and small groups. Students will have numerous opportunities in which to write independently and to conference with the teacher as well.

Appropriate texts will be used to facilitate English language acquisition and to accommodate individual student's abilities and interests.

Communication through listening and speaking are integral parts of a language acquisition program, this will be addressed in many and varied activities in which oral language is modeled by the ESL teacher and the use of technology (videos, tape recordings and computer-based programs,) where students will have the opportunity to confidently practice their oral skills in a safe, small-group environment.

The focus on content areas of ELA, Mathematics, Science and Social Studies will assist students in their mastery of specific content area core vocabulary, content and skills.

The ESL teacher will also provide staff development during Faculty and Departmental conferences to better enable classroom teachers to provide (differentiated) instruction for English Language Learners.

ESL students' progress in the ESL classroom and in the general education classroom will be monitored to provide teachers information for the planning and delivery of instruction. Parents will also be provided with information through the Report Card Conferences. Parents of ESL students will have opportunities to meet with teachers during Parent Teacher Conferences and individual appointments.

II. Parent/community involvement:

Outreach to parents of ESL students will be made through a number of programs. A Parent Orientation will take place on September 18, 2008. Additional workshops for ESL parents will be planned based on interest and need as determined by a Parent Survey. The orientation meeting and follow-up workshops will provide parents with information on State Standards, assessments, school expectations and general program requirements for the ESL program and general school programs. On staff personnel will provide translation, when available and applicable, to insure on-going contact between the school and home for ESL students and parents. Parents also received the Placemen/Entitlement letter in their native language.

Ongoing PTA programs and workshops provide translators to insure the participation of non-English speaking parent. Outreach to community-based organizations will be made to identify personnel and services that can be of assistance to ESL students and parent.

All regular school to parent communication is translated to Spanish.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

N/A

IV. Staff Development (2008-2009 activities):

The ESL and English Language Arts teachers will hold monthly meetings, as well as participate in ELA/ESL professional development sessions. In addition, professional development focusing on the needs of English Language Learners will be offered to all teachers through workshops. Topics will include ESL Strategies for All Classrooms, Assessing ESL Students' Progress, and Differentiating Instruction for ESL Students, and Using Technology with ESL Students.

Food and Finance High School

STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: Free-Standing Push-in Pull out
 Indicate Proficiency Level: Beginning Intermediate Advanced

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:45 To: 9:25am	Subject (Specify) Gym	Subject (Specify) Gym	Subject (Specify) Gym	Subject (Specify) Gym	Subject (Specify) Gym
2	From:9:28 To:10:13am	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
3	From:10:16 To:10:56am	Subject (Specify) US History	Subject (Specify) US History	Subject (Specify) US History	Subject (Specify) US History	Subject (Specify) US History
4	From:10:59 To:11:39am	Subject (Specify) French	Subject (Specify) French	Subject (Specify) French	Subject (Specify) French	Subject (Specify) French
5	From:11:42 To:12:22pm	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
6	From:12:25 To:1:10pm	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From:1:12 To:1:52pm	Subject (Specify) Baking	Subject (Specify) Baking	Subject (Specify) Baking	Subject (Specify) Baking	Subject (Specify) Baking
8	From:1:54 To:2:34pm	Subject (Specify) Baking	Subject (Specify) Baking	Subject (Specify) Baking	Subject (Specify) Baking	Subject (Specify) Baking
9	From:2:36 To:3:15pm	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08 A-2(a)

School District: 2

School Building Food and Finance High School

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)										1		X							1		X
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																1		X			
French (FRA)																1		X			
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)							3		X	6		X	3		X	3		X	6		X
Vietnamese (VIE)																					
SUB TOTALS →							3			7			3			5			7		

Total Number of LEP students **Identified** in the Building in 2007-08
(Do not include long-term LEPs)

18

Total Number of LEP students **Served** in the Building in 2007-08
(Do not include long-term LEPs)

Bilingual

18

Bilingual

ESL

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.
 - Based on the Home Language survey
 - Languages identified by students and parent/caregivers
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.

Languages in our school community- Spanish, Chinese (Cantonese), French, Arabic

Translation will be provided at PTA meetings for parents attending and literature will be provided in the necessary languages.

Translation will also be provided at parent-teacher conferences, individual parent conferences and IEP meetings

Part B: Strategies and Activities

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

Brochures, flyers that are distributed at high school fairs. High school orientation packet for students and caregivers. Letters sent home informing parents of class contract, school policies, calendars and notices all are to be translated so that caregivers are fully informed..
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 translation will be provided by in-house staff and parent volunteers. Translation funding will be use to purchase simultaneous translation device for PTA and parent meetings.

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>.
1. The Parent Bills of Rights will be distributed to all families who's primary language is other than English.
2. Information regarding translation services is conspicuously posted in schools offices.
3. Families will be informed of Department of Education translation resources.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$283,388
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2,833
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$14,169
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 94%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
Teachers are provided the opportunity to continue their education and earn credits that will help them achieve their credential in the appropriate subject area.

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the

school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY/ SCHOOL-PARENT COMPACT 2008-09

Food and Finance High School , 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 in 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

The school-parent compact is in effect during the school year 2008-09

School Responsibility

Food And Finance High School 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 achievement standards as follows:**

UPDATED – SEPTEMBER 2008

- ELA- keep classes small and provide students with 45 minute classes using a literacy based curriculum
- Math- Using the Integrated Algebra curriculum in the 9th grade and having 90 minute classes
- Social Studies will be four terms, two in the freshmen year and two in the sophomore year and ending in a regents
- Science Environmental will be taught in the freshmen year, followed by Living Environment in the sophomore year and ending in a Regents
- Provide after-school tutoring for all subjects by school staff as well as having extended hours by a CBO.

2. Hold parent-teacher conferences during which the child's progress will be discussed.

Parent teacher conference, and report card conferences.

- Parent teacher conference- November 2008
- Report card conference- January 2009
- Parent teacher conference- March 2009
- Report card - June 2009

3. Provide parents with frequent reports on their children's progress

- Students will be receiving three report cards per semester.
- Students passing all their classes will be given the report to bring home. Students failing classes will have their report cards sent via post
- Teachers will also call home anytime during the year.
- Parents will be call in for conferences to discuss intervention strategies
- Calendars and notices will be mailed to all parents/caregivers indicating progress conference dates, assessment dates, specific grade level announcements, Academic Intervention Services being made available for students.

4. Provide parents reasonable access to staff

- Parents have access to staff and administration by calling Parent Coordinator who will in turn coordinate meeting(s)
- Parents can at anytime call the office to speak to a teacher, guidance counselor or principal.
- Parents/caregivers are invited to volunteer in the school.

5. Provide parents opportunity to volunteer and participate in their child's class.

Parents can call the parent coordinator to schedule a visit. Parents are encourage and invited to participate in all student activities.

Parents/caregivers are invited to participate in the decisions needing to be made in their child's education where intervention is necessary.

Parent Responsibilities

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

- Monitor attendance
- Keeping the school informed with current contact information
- Make sure homework is completed
- Participate, as appropriate in decisions relating to my children's education
- Promoting positive use of my child's extracurricular activities
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding , as appropriate
- Participating in the school's Parent Teacher Organization
- Serving to the extent possible on advisory groups, such as Title I parent representative, School Leadership Team, School Improvement Team.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Comprehensive needs assessment of the entire school is based on the following resources:

- Students coming to FFHS in ninth grade- 7th and 8th grade ELA and Math testing taken from NYStart
- Analyze Gates-McGintie Assessment
- 9 through 12th grades- Acuity data assessments, predictive assessments, Regents, RCT data results
- NYC reports as well as NYS data reports (NYStart)
- Review attendance data
- Review cumulative grade data

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Provide credit recovery classes
 - Periods 0, 9 and 10
 - Saturday academies

- PLATO Learning program
- o Regents and RCT prep classes

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.
 - PLATO
 - Tabula Digita
 - Jamestown Reading Navigator
- o Help provide an enriched and accelerated curriculum.
 - Additional classes and programs in the arts
- o Meet the educational needs of historically underserved populations.
 - See # 4
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - See page 37

3. Instruction by highly qualified staff.

Teachers are certified in their respective areas.

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

Teachers

- Workshop on Differentiated Instruction
- Special Education workshops
- The use of technology for instruction in the classroom
- Learning Style
- ESL Workshops, seminars, conferences (ie. Q-Tel)
- CTE – integration
- Math and Social Studies Workshops
- Science training with Cornell Univ.
- Content area monthly meetings

Principal

- Conferences
- Seminars

- Workshops
- iLead Program
- Network Meetings
- Principal Counsel

Guidance Counselor

- Workshops
- Seminars
- Youth Development Meetings
- Data Specialist meetings
- Career Development

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

- Teacher Fairs
- HR
- Empowerment Network

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

The school is currently in the process of establishing a National Network Partnership School Action Committee. This group is to be created to develop Action Plans to increase parent involvement by engaging the entire school community.

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.

N/A

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.

Teachers are all being trained in the use of ARIS where they have access to all of their students by class. Teachers will have the ability to reference all of their student information. Additionally, teachers will have access to students periodic and predictive assessment results which will assist them in planning instruction. The work being done by the Inquiry Team is also being shared with the teachers, that is providing teachers with additional data in order to plan their instruction.

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.

Through the use of assessments such as Acuity and Performance Series, teachers will have the most current assessment data available on each and every one of their students, providing them with the information that will assist in driving their instruction.

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.

Programs available.

- CTE workshops made available to CTE teachers and core academic teachers
- Nutrition program made available through Cornell University, school's community partner organization
- RAPP- Relationship Abuse Prevention Program
- City Harvest- Nutrition Program
- Workshops through the Office of Parent Engagement
- Legal and Immigration information workshops for parents
- Financial Aid Workshops
- Health and Social Service information is also provided to parents/caregivers
- VESID vocational training

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high-quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

N/A

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

All SURR schools must complete this appendix.

N/A

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, these 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: 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 also 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 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.
Meeting with principal and teachers

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

x Applicable Not Applicable

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.

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?

Ninth grade ELA is working to integrated a project with Social Studies where students are required to do spoken presentations as part of their course work and students will be involved in doing food literature and doing verbal presentations as well. ELA /ELL Mapping are lacking.

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.

Meetings will be talking place with all ELA teachers to re-examine ELA curriculum maps and addressing of standards for 9 through 12. These meetings will also include ELL teachers so that all teachers will be on the same page.

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. Our school is using teacher experience, teacher assessments, and city and state assessments to determine whether the finding is relevant.

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

Applicable Not Applicable

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

We have found that our curriculum does not currently address all the state standards and strands. By analyzing the results of assessments administered by both the state and the city, scores have indicated that certain standards and strands are not receiving the proper emphasis in the curriculum. Additionally, teachers' experiences and assessments have also led to this conclusion.

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 will use the results of state and city assessments to pinpoint the state standards and strands that need more focus in the curriculum. As a team, we will develop more lessons and activities that center around these topics. Also, we may need additional curriculum guides and resources to supplement our current curriculum, so that it covers all standards and strands effectively.

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

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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. A meeting of ELA teachers and administration met to discuss the findings.

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

Applicable x 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?

Although direct instruction is minimally observed, there is more evidence of student engagement where teachers are utilizing the technology available to them in the classrooms.. All ELA classrooms are equipped with Smartboards where some teachers use the technology better than others. Professional development is provided to all teachers to build their skills, knowledge and comfort level to provide students with differentiated instruction with the use of technology. Furthermore, laptop carts are available to all classes where most classrooms have wireless accessibility. Classrooms that do not have a wireless access point (AP) due to construction and malfunctioning wireless system, they are able to bring their classes to other areas that do. ELA teachers also make use of outside groups such as; New Professional Theater, Food Network, USA Today, Random House, NYU, Columbia University interns to name a few, to provide students with engaging and relevant activities. Students have produced written works that are submitted in essay competitions and students have produced written poetry works that have been performed and bound for distribution as well as having produced the school's first ever cookbook, *Teen Cuisine*.

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. Observations and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM

UPDATED – SEPTEMBER 2008

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. Our school has asked each math teacher to determine the percentage of students who are engaged by specifically looking at class participation points and class work completed in each class. The students who are turning in completed class work and participating in class will be counted as a percentage of the whole class. Also, our school has asked each math teacher what kinds of technology he or she uses in the classroom.

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?

Although we believe these findings are not applicable for our school environment, we do believe that we still have room for improvement in these areas. Based on our teachers' findings, 70% of students are engaged in the classroom. Also, math teachers consistently use graphing calculators in class, use overhead projectors, and use SmartBoard technology

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.

We plan on fostering more engagement in our math classes by implementing critical thinking projects that have basis in real life situations, as well as cross-curricular projects between subjects. Also, we plan on furthering the use of technology in the classroom by the use of Tabula Digita's Dimension M math gaming software and using SmartBoard technology more often.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The school opened it's doors in 2004. Since 2004 we have had a total of 5 teachers leaving. Three for medical reasons, one left the profession, and one for personal reasons

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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?

School personnel records

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.
Professional development attended by ESL teacher.
Meeting with ESL teacher and looking at PD history

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?

- QTel series – 3 months
- Bank Street Series on instruction, Saturday workshops

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- Columbia University ELL Conference
- Region Meetings on literature and writing
- Language allocation Policy is communicated to the teachers through the Principal and regional liaison
- Working collaboratively with other campus bilingual high school (MBHS).

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. Meeting with the Principal and ESL teacher.

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?

- The type of program the school is ESL.
- The ESL program is introduces to the parents/caregivers in September.
- The ESL teacher is provided with the NYSESLAT scores in a timely manner useful for planning instruction.
- General education teachers are provided with the ESL student data including the student’s proficiency level.

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. Meeting with the principal, special education and general education teachers.

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?

Principal, special education and general education teachers participate in professional development workshops and meetings. Additionally, the school works the network support specialist and ISC SE liaison. Teachers have ready access to the IEP's for all their students. Additionally, teachers are given lists of Testing modifications on a regular basis, twice per term. The testing modification instructions are discussed at faculty and department conferences. Teachers are also involved in writing Annual IEP's and attend Annual and Triennial reviews.

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. Principal IEP teacher and special education teachers met to analyze data.

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?

Some of the IEP's fit the finding

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.

The finding will be addressed with appropriate professional development and training in IEP behavioral plans to include behavioral goals and objectives.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 15, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	02m288
School Name	Food and Finance HS
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 59,027
Principal Name	Roger Turgeon
Principal Email	rturgeo@schools.nyc.gov
Principal Phone	2125862943

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 59,027
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- new classrooms/class sections will be created for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

* If you plan to target more than one special population in a single grade, please fill out a separate row for each su

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject .

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	11	English	Students with	32.0	15
C4E Target #2		Language Arts	Disabilities		
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence