



## **The Frederick Douglass Academy**

**2008-09**

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

**SCHOOL:** 05M499  
**ADDRESS:** 2581 Adam Clayton Powell, Jr. Boulevard, New York, NY 10039  
**TELEPHONE:** 212 491 4107  
**FAX:** 212 419 4419

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

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

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** M499      **SCHOOL NAME:** The Frederick Douglass Academy

**DISTRICT:** 05      **SSO NAME/NETWORK #:** LLSO/ N # 2

**SCHOOL ADDRESS:** 2581 Adam Clayton Powell, Jr. Boulevard, New York, NY 10039

**SCHOOL TELEPHONE:** 212 491 4107      **FAX:** 212 419 4419

**SCHOOL CONTACT PERSON:** Gregory M. Hodge, Ph.D.      **EMAIL ADDRESS:** ghodge@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Denice Brown

**PRINCIPAL**      Gregory M. Hodge, Ph.D.

**UFT CHAPTER LEADER**      Carl Goins

**PARENTS' ASSOCIATION  
PRESIDENT**      Denice Brown

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Nikkita McPherson

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Gale Reeves

**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
Gregory M. Hodge, Ph.D.	*Principal or Designee	
Carl Goins	*UFT Chapter Chairperson or Designee	
Denice Brown	*PA/PTA President or Designated Co-President	
Winsome Sewell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Miriam Padilla	DC 37 Representative, if applicable	
Bryan Conde Katherine Mordon	Student Representative, if applicable	

\* 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.

---

Every year In June, The Frederick Douglass Academy (“FDA”) celebrates the fulfillment of a dream—that of our children graduating from high school and beginning their undergraduate studies. The goal of FDA is to provide a rich, vigorous and challenging academic curriculum that will prepare our students to enter the college of their choice. The Frederick Douglass Academy is a combined public intermediate/high school located at 2581 Adam Clayton Powell, Jr. Boulevard at 149<sup>th</sup> Street in Central Harlem. It was founded in 1991, by Dr. Lorraine Monroe, and a staff of dedicated professionals who believed that all students could achieve academic excellence. The school has approximately 1514 students. As a Title I Schoolwide Program school, 63.6% of our students received school lunch free or at reduced fee. We service grades 6-12 students, thereby providing continuous education designed to ensure retention, graduation, and ultimate acceptance to the post-secondary educational institutions of their choice. There are 135 staff members.

The facility is a three-story structure with a spacious auditorium, cafeteria, administrative offices and a gym. There is a computer room, four science labs, a language lab, two dance studios, two aerobic rooms, a culinary art lab, a robotic lab, a music recording studio, a mini theatre and a school store “Little Shop of Scholar”. The school is centrally located. It is served by both subway and bus lines.

The Frederick Douglass Academy accepts students who demonstrate that they are prepared to accept the challenge of a stimulating academic and professional environment. Incoming students are accepted at FDA based on the result of their standardized test, their most current report card, writing and math samples, an interview of both students and parents/guardian, and two written recommendations. While our students come from the larger New York City, most of them reside in the Harlem community.

College preparation begins in the 6<sup>th</sup> grade. Students take New York State Regents classes and exams starting in the 7<sup>th</sup> grade, and many students will have completed the requirements for a high school diploma by the end of the 11<sup>th</sup> grade.

Students are required to wear plain white shirts/blouses, navy blue pants/skirts and black shoes. Emphasis is placed on one’s intellect and not on one’s appearance. All students are expected to graduate from high school and attend college.

The values and beliefs that influenced Dr. Martin Luther King, Jr. when he studied at Morehouse College are exactly the same ones that each Frederick Douglass scholar is expected to exemplify. Every student is expected to learn The Frederick Douglass Student Creed (based on the Morehouse Student Creed) and the 12 Non-Negotiables, also referred to as Academy Rules. Four hours of homework is expected from our students each day. As funding permits, a summer enrichment program

is scheduled and entering students are required to attend the two weeks for the 6th and 7th graders and six weeks for the 9th graders.

Our instructional programs include SAT Preparation, Dance, Music, Art, four years of Regents level Courses in Social Studies, English, Sciences (including Physics and Botany) and Math (including Calculus and Statistics). We offer foreign languages such as American Sign Language, French, Japanese, Latin, Spanish. Our advanced placement courses include Calculus AB, Calculus BC, Statistics, English Literature and Composition, Chemistry, Biology, Physics B, European History, U. S. History, U.S. Politics and Government, French Language, and Spanish Language.

As part of our efforts to expand our students' horizons, we organize several educational trips every year. Our students have been on trips to countries such as France, Israel, South Africa, England, Italy, Belarus, Ghana, Brazil and Mexico. They will be going to Egypt, Greece, Turkey and Peru.

Also, our school provides a wide variety of extracurricular activities that supplement the roster of academic courses that are offered. These activities may take place before or after school, on Saturdays and/or during holidays. We provide activities such as Peer Tutoring, Mentoring, Mediation, Student Government (Leadership & Support); After-school, Weekend and Holiday Tutoring, Debate, Saturday Humanities Institute, Schwartz Science Scholars, Hayden Math and Science Programs, Horticulture, Botany and Greenhouse Programs, National and National Junior Honor Societies (**Academic**); Art, Music, Dance (**Artistic**); Chess, Karate (**Clubs**); Baseball (Boys), Soccer (Boys), Softball (Girls), Handball (Girls), Basketball, Fencing, Indoor Track, Lacrosse, Outdoor Track, Cross Country, Tennis, Volleyball (**PSAL Sports**).

We are fortunate to have developed solid working relationships with a number of organizations as a direct result of our affiliation with CUNY (City College, Hunter College), Ithaca College, Pencil and the New York City Partnership, Harlem Hospital, Sullivan & Cromwell LLP, PriceWaterhouseCoopers, The Gap and HBO provide mentoring opportunities. Each organization has helped us to expand opportunities for our students. In addition, The Frederick Douglass Academy has been featured in numerous articles in the press.

**SECTION III – Cont’d**

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

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

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

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

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

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

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

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

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

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

**Key: AYP Status**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

*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?
- 

### **Progress Report - Student Progress 2007-2008**

#### **Grades 6-8**

##### **ELA:**

- **1 Year of Progress:** 47.2% of our students made at least 1 year of progress, which is 30.5% of the way from the from the lowest (39.2%) to the highest (65.4%) score relative to our Peer Horizon and 20.4% of the way relative to our City Horizon.
- **1 Year of Progress Lowest 1/3 students:** 76.3% of our students in lowest 1/3 made at least 1 year of progress, which is 57.3% of the way from the from the lowest (62.9%) to the highest (86.3%) score relative to our Peer Horizon and 46.5% of the way relative to our City Horizon.
- **Average Change in Proficiency:** 0.20 is our average change in student proficiency, which is 34.5% of the way from the lowest (0.10) to the highest (0.39) score relative to our Peer Horizon and 43.3% of the way relative to our City Horizon.
- **Average Change Lowest 1/3 Students:** -0.18 is our average change in proficiency in our lowest 1/3 students, which is 13.0% of the way from the lowest (-0.21) to the highest (0.02) score relative to our Peer Horizon and 31.0% of the way relative to our City Horizon.
- **Closing the Achievement Gap:** While No extra credit was received for any of the student groupings, 8.8% of students with special needs, 11.1% of Hispanic students and 17.0% of African-American students in the lowest 1/3 citywide made exemplary proficiency gains in closing the achievement gap.

Since the average change in student proficiency for students in Level and Level 2 was .20 out of a possible .39 for Peer Horizon and .37 for City Horizon, the data clearly indicates that there was insufficient growth made by these students. Also, there is a lack of growth in students with level 3 and 4: their average change in student proficiency was -.18 out of a possible .02 for Peer Horizon and .02 for City Horizon.

##### **Math**

- **1 Year of Progress:** 53.3% of our students made at least 1 year of progress, which is 33.5% of the way from the from the lowest (38.7%) to the highest (82.3%) score relative to our Peer Horizon and 38.0% of the way relative to our City Horizon.

- **1 Year of Progress Lowest 1/3 students:** 60.3% of our students in lowest 1/3 made at least 1 year of progress, which is 28.6% of the way from the from the lowest (50.3%) to the highest (85.3%) score relative to our Peer Horizon and 35.0% of the way relative to our City Horizon.
- **Average Change in Proficiency:** 0.31 is our average change in student proficiency, which is 51.1% of the way from the lowest (0.07) to the highest (0.54) score relative to our Peer Horizon and 56.1% of the way relative to our City Horizon.
- **Average Change Lowest 1/3 Students:** -0.11 is our average change in proficiency in our lowest 1/3 students, which is 29.4% of the way from the lowest (-0.21) to the highest (0.13) score relative to our Peer Horizon and 40.8% of the way relative to our City Horizon.
- **Closing the Achievement Gap:** 28.6% of students with special needs and 42.1% of African-American students in the lowest 1/3 citywide made exemplary proficiency gains in closing the achievement gap. That is, these high need students improved at least one-half of a proficiency level. Since the African-American students were in the top 40% of all schools citywide, a 1.5 extra credit was received for their gains.

While the percentage of students making at least 1 year of progress was 53.3% out of a possible 82.3 for Peer Horizon and 82.3 for City Horizon, the 1 year progress of those students who were in the lowest 1/3 was 60.3% out of a possible 85.3 for Peer Horizon and 89.7 for City Horizon. Also, the average change in student proficiency for students in Level 1 and Level 2 was .31 out of a possible .54 for Peer Horizon and .56 for City Horizon. These data clearly indicate that there were insufficient growths made in these three measures. Furthermore, there was a lack of growth in students with level 3 and 4: the average change in student proficiency was -.11 out of a possible .13 for Peer Horizon and .18 for City Horizon.

While the school is meeting its Adequate Yearly Progress (AYP) for each applicable accountability measure, the overall score for the student progress of 19.7 out of 60 indicates an inadequate growth in the middle school. There is a need to improve 1) the average change in ELA proficiency for levels 1 through level 4 students, and 2) the average change in Math proficiency for levels 3 and level 4 students.

## Grades 9-12

- **School Environment:** 28% of our teachers completed the Learning Environment Survey, compared to 61% citywide.
- **10+ Credits in 1<sup>st</sup> Year:** 75.1% of our students earned 10+ credits in the 1<sup>st</sup> year, which is 17.3% of the way from the lowest (69.9%) to the highest (100%) score relative to our Peer Horizon and 61.8% of the way relative to our City Horizon.
- **10+ Credits in 1<sup>st</sup> Year by Lowest 1/3 Students:** 50.7% of our students in the lowest 1/3 earned 10+ credits in the 1<sup>st</sup> year, which is 22.4% of the way from the lowest (38.5%) to the highest (100%) score relative to our Peer Horizon and 45.0% of the way relative to our City Horizon.
- **10+ Credits in 2nd Year:** 75.0% of our students earned 10+ credits in the 2nd<sup>t</sup> year, which is 21.4% of the way from the lowest (68.2%) to the highest (100%) score relative to our Peer Horizon and 61.8% of the way relative to our City Horizon.
- **10+ Credits in 2nd Year by Lowest 1/3 Students:** 65.2% of our students in the lowest 1/3 earned 10+ credits in the 2nd<sup>t</sup> year, which is 43.1% of the way from the lowest (38.8%) to the highest (100%) score relative to our Peer Horizon and 62.7% of the way relative to our City Horizon.
- **10+ Credits in 3rd<sup>t</sup> Year:** 73.5% of our students earned 10+ credits in the 3rd<sup>t</sup> year, which is 22.3% of the way from the lowest (65.9%) to the highest (100%) score relative to our Peer Horizon and 58.7% of the way relative to our City Horizon.

- **10+ Credits in 3rd Year by Lowest 1/3 Students:** 66.7% of our students in the lowest 1/3 earned 10+ credits in the 3rd year, which is 44.1% of the way from the lowest (40.4%) to the highest (100%) score relative to our Peer Horizon and 65.0% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates - English:** 0.96 of our students passed the English Regents, which is 23.5% of the way from the lowest (0.88) to the highest (1.22) score relative to our Peer Horizon and 51.4% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates - Mathematics:** 1.42 of our students passed the English Regents, which is 71.8% of the way from the lowest (0.86) to the highest (1.64) score relative to our Peer Horizon and 84.3% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates - Science:** 1.34 of our students passed the English Regents, which is 59.7% of the way from the lowest (0.88) to the highest (1.06) score relative to our Peer Horizon and 70.7% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates – United States History:** 0.95 of our students passed the English Regents, which is 17.6% of the way from the lowest (0.89) to the highest (1.23) score relative to our Peer Horizon and 55.8% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates – Global History:** 1.12 of our students passed the English Regents, which is 66.1% of the way from the lowest (0.71) to the highest (1.33) score relative to our Peer Horizon and 76.2% of the way relative to our City Horizon.
- **Closing the Achievement Gap:** 39.3% of students with special needs and 37.5% of Hispanic and 51.8% of African-American high need students in the lowest 1/3 citywide made exemplary proficiency gains in closing the achievement gap. Since the African-American students were in the top 40% of all schools citywide, 1 extra credit was received for their gains. Also, 13.9% of our students in the lowest 1/3 citywide made exemplary proficiency gains in mathematics and 20.0% graduate with a Regents Diploma. Since a qualified percentage of these students earned a 75 or higher for the first time on the math regents and graduate with a Regents diploma, 2 extra credits each were received for their gains on the math regents and the Regents diploma.

While the school is meeting its Adequate Yearly Progress (AYP) for each applicable accountability measure, the overall score for the student progress of 26.5 out of 60 indicates an inadequate growth in the high school. There is a need to 1) increase credit accumulation especially in the 1<sup>st</sup> year of high school, 2) improve the Regents passing rates especially in ELA and US History, and 3) grow the percentage of students in the lowest 1/3 earning a 75 or higher for the first time on an ELA Regents.

### Strengths:

- A range of data is analyzed to identify students' strengths and weaknesses in order to make organizational decisions to plan challenging work meeting student's needs.
- Very good liaison/partnership between the school, parents and support services/organizations, which ensures high expectations.
- Many curricular/enrichment opportunities are provided, after classes, on weekends and during holidays, to challenge students and extend their experiences.
- A high level of mutual trust resulting in very positive attitudes towards learning.
- Professional development is well planned and differentiated to meet teacher needs to ensure continuing improvement in classroom practice.
- Data is used very well to make strategic organizational decisions and respond promptly to student needs.
- The curriculum is well aligned to the school's goals.
- Excellent support is provided for struggling students.
- 100% (2007-08) of faculty members is fully licensed and 71% (2007-08) of them have a Master degree or higher; compared to 69% (2006-07) and 65% (2005-06).

- Very successful in core mission of ensuring the graduation and college placement of students.
- Faculty and staff are highly committed to the achievement and welfare of the students, and to their own professional development in pursuit of this.

### **Accomplishments:**

- Organized in an effective and meaningful way, holding all stakeholders to high expectations.
- Teachers work collaboratively in order to analyze the various data sources and consistently use it to inform instruction.
- A School in good standing (IGS) in all NCLB/SED Accountability indicators (i.e. performance, individual subject/area ratings, Adequate Yearly Progress – AYP – groups.)
- A Quality Review result of a well developed (2007-08) and Proficient (2008-09) – Children First Accountability.
- A Progress Report result of a B (High School: 2007-08) - Children First Accountability.
- Gains in the percentage of students in the lowest 1/3 making at least 1 year of progress in middle school ELA (2007-08).
- Gains in the average change in students proficiency for level 1 and 2 students in middle school Math, especially African-American students in the lowest 1/3 citywide (2007-08).
- Gains in the percentage of high school students in our school's lowest 1/3 earning 10+ credits in the 2<sup>nd</sup> year and 3<sup>rd</sup> year (2007-08).
- Gains in high school Regents pass rates in Mathematics and Global history (2007-08)
- Our attendance rate in 2007-08 (93.5%) improved over 2006-07 (91.8) and over 2005-06 (90.8).

### **Challenges:**

- To make greater use of data to increase differentiation in classes to meet the learning needs of students more closely and to set individual learning goals for students to enable them to achieve their full potential.
- To involve students in making greater use of self-assessment to help them identify for themselves what they need to do next to improve.
- To improve the average change in middle school ELA proficiency for levels 1 through level 4 students.
- To improve the average change in middle school Math proficiency for levels 3 and level 4 students.
- To increase credit accumulation especially in the 1<sup>st</sup> year of high school.
- To improve the Regents passing rates, especially in ELA and US History.
- To grow the percentage of students in the lowest 1/3 earning a 75 or higher for the first time on an ELA Regents.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL GOALS	DESCRIPTION
1. By June 2009, 35% of teachers will respond to the learning environment survey as compared to 28% last year. This translates to 35 out of 100 teachers or 7% increase as measured by the NYC Learning Environment Survey Report.	An analysis of our Learning Environment Survey Report (07-08) shows that 28% of our 100 teachers responded to the SLES. Also, our internal learning environment survey administered in October 2008 indicated that an increase in teachers’ response to the survey is an area of opportunity. By June 2009, we expect this number to increase by 7%.
2. By June 2009, 75% of students will earn a passing grade in Math courses as compared to 72% last year. Currently, there are 1265 students enrolled in high school mathematics courses. We expect a minimum of 949 (or 75%) of these students to receive a passing Grade as measured by our scholarship report.	Our scholarship data from June 2008 indicates that an average of 72% of students received a grade of 65 or higher in their high school mathematics classes. By June 2009, we expect this number to increase by 3% for a total of 75% passing with a minimum of 65.
3. By June 2009, there will be a 3% increase in The percentage of middle school students who demonstrate proficiency on the NYS ELA examination, rising to 69%. Currently, there are 460 students enrolled in middle school ELA courses. We expect a minimum of 317 (or 69%) of these students to score at levels 3 and 4 on the NYS ELA exam.	Our middle school Progress Report for 2008 indicates that 66% of our middle school students scored at level 3 and 4 on the NYS ELA exam. By June 2009, we expect this number to increase by 3% for a total of 69% achieving proficiency.
4. A minimum of 40% of the teachers will participate in training on differentiated instruction techniques. At least 40 of the 100 teachers will participate in the training as evident by our professional development sign in sheets..	Differentiated instruction is an area opportunity identified by our NYCDOE Quality Review report (October 2008). Also, formal and informal observations by our instructional leadership team in September 2008 identified this as area for growth. By June 2009, we expect a minimum of 40% of the teachers will participate in training on differentiated instruction techniques.
5. To increase by 50% our college partnerships. Currently, we are partnered with 4 colleges. We will add 2 more partners to our list in other to increase our students’ post high school choices.	College partnership data from our College Office in June 2008 indicates that 4 colleges are in partnership with our school. By June 2009, we expect this number to increase by 50%.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** School Environment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 35% of teachers will respond to the learning environment survey as compared to 28% last year. This translates to 35 out of 100 teachers or 7% increase as measured by the NYC Learning Environment Survey Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum and Instruction:</p> <p>To improve the participation rate of teachers through improve communication, we will:</p> <ul style="list-style-type: none"> <li>• Promote increase in participation by creating and administering internal/in-house learning environment survey;</li> <li>• Analyze quality of responses to the administered survey;</li> <li>• provide interventions based on collected data/feedback from the survey;</li> <li>• re-administer survey, analyze data, and evaluate the effectiveness of intervention for the next step;</li> <li>• increase teacher/administrator communications at least once in a month through faculty conference, department meeting, grade meetings, professional development activities, newsletter/bulletin;</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• educate teachers on the importance and implications of the survey;</li> <li>• work with teachers on a sample survey so that they may familiarize themselves with the questions;</li> <li>• provide additional vehicles for teachers to communicate with the administration; e.g. through Suggestion Box, open forums, small group/one-on-one discussion with the principal, teachers, committees , etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Train teachers on the use of protocol as a means of facilitating meetings that are structured and focused on outcome, e.g. after a problem is posed, participants are asked to give input on the problem, and then asked to provide two or more solutions to the problem.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Teachers will be provided with time and resource to effectively and efficiently complete the surveys, especially during the professional development activities and or common prep periods.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• School Learning Environment Survey will demonstrate a minimum of 7% increase in teachers' participation. This translates to 35 teachers who participated out of a total of 100 teachers.</li> <li>• Number of newsletters/bulletins issued, agenda, sign in sheets, number of suggestions in Suggestion Box.</li> <li>• Result of internal/in-house survey.</li> </ul>

**Subject/Area (where relevant):** Mathematics – H.S. (Credit Accumulation)

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009, 75% of students will earn a passing grade in Math courses as compared to 72% last year. Currently, there are 1265 students enrolled in high school mathematics courses. We expect a minimum of 949 (or 75%) of these students to receive a passing grade.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Curriculum and Instruction:  To effect growth in this area, we will:  administer uniform benchmark exams in Algebra 1 and Geometry from the Prentice Hall Curriculum every four-six weeks. These exams are included with the teaching resources provided with by the Curriculum. In addition, we will administer Diagnostic and periodic Predictive tests from ACUITY. The data received from these assessments will be analyzed by the instructional development team (teachers, coaches and administrators) to design

	<p>appropriate professional development and to focus instruction on the needs of the students. After-school tutorial sessions will be available so that teachers can provide more individualized instruction to meet the needs of targeted students.</p> <p>Professional Development:</p> <p>Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and depart/subject/grade meetings to:</p> <ul style="list-style-type: none"> <li>• Discuss ways of engaging all students in learning</li> <li>• Reflect on their teaching practice and actively engage in planning their professional development</li> <li>• Assess student learning</li> <li>• Create and maintain effective learning environments</li> <li>• Organize curriculum to facilitate students' understanding</li> <li>• Training at Differentiated Instruction</li> <li>• Inquiry Team making presentations</li> <li>• Learning walk</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing and scheduling/programming that enable</p> <ul style="list-style-type: none"> <li>• teachers and members of the instructional development team (coaches, administrators, etc) to efficiently and effectively engage in professional development activities;</li> <li>• Students to be provided with courses that will best serve their needs and goals.</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E  Teacher release time funded through Tax Levy  Inquiry Teams funded through Tax Levy  Extended day funded through Tax Levy, Title I  SSO funded through Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• HSST high school Math scholarship report for the third marking period of June 2008. The report will show that 75% of students will pass their math class with a minimum of 65. This translates to 949 students out of 1265 students.</li> <li>• At the end of each of the 6 reporting periods, we expect an average of .50% increase in the number of students earning an average of 65% or higher in their high school mathematics classes. This translates into a minimum of 949 (or 75%) students.</li> <li>• There will be an ongoing (daily/lesson) and periodic (weekly/bi-weekly/unit) monitoring of student progress (through assessments, conferencing, portfolio, case studies, etc.) and evaluation (through observations, lesson plans, conferencing, classroom practice</li> </ul>

	rubric, etc.) of the effectiveness of the interventions administered.
--	---

**Subject/Area (where relevant):** English Language – M.S.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, there will be a 3% increase in the percentage of middle school students who demonstrate proficiency on the NYS ELA examination, rising to 69%. Currently, there are 460 students enrolled in middle school ELA courses. We expect a minimum of 317 (or 69%) of these students to score at levels 3 and 4 on the NYS ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum and Instruction:</p> <p>To effect growth in this area, we will:</p> <p>Teachers will hold PM and Saturday tutorial to strengthen students' writing and reading proficiency. We will focus on increasing our students' stamina in writing and to match the writing component on the NYS ELA exam.</p> <ul style="list-style-type: none"> <li>• Utilize Acuity to analyze diagnostic and predictive results</li> <li>• Customize exams to address academic deficiencies</li> <li>• To extend their knowledge and understanding of differentiated practices</li> <li>• Look at specific questions that refer to strands of the ELA standards</li> <li>• Utilize student data to set individual and group goals</li> </ul> <p>Writing -</p> <ul style="list-style-type: none"> <li>• Weekly writing aligned with NYS ELA standard and testing time and conditions</li> <li>• Use of NYS ELA rubric to assess weekly writing and measure students' progress</li> <li>• Three opportunities during the week to revise and improve on weekly writing</li> <li>• Daily editing of sample writings (poor, week, etc)</li> <li>• Use of Kaplan, Aim Higher, Write book series</li> </ul>

- Weekly writing activities (i.e. Thursdays grammar, Fridays writing)
- Focus on different type of essay every month
- External resources will be utilized: Teachers and Writers
- Collaborative team members will work with students on essay writing.

#### Reading –

- Identification of students reading strengths and areas of opportunities
- Grouping of students based on reading levels
- Provision of level appropriate classroom library
- Use of Kaplan, STARS, CARS Reading series
- Examination, critic and comparison of various genres
- Use of running record to monitor students progress

#### Teachers will use various assessments:

- Interim unit chapter tests, uniform midterm and final exams, mock exams, use rubrics aligned with NYS ELA standards to evaluate student work including research papers and portfolios
- Utilize student data to set individual and group goals
- Online exam prep resources such as Acuity, MyGradebook.com, Teacher-made and predictive assessments to assist students in making progress on identified skills and/or unit/uniform exams
- There will be reevaluation of the intervention that has been applied to address individual goals of students that have not made expected gains.

#### Professional Development:

A survey will be sent out to determine the Professional Development needs of teachers.

- Based on the individual professional needs of teachers, administrators, coaches and other, instructional development team members will design differentiated professional development plans that incorporate coaching, modeling, demonstrations and collaborative planning sessions to reach customized professional development goals

	<ul style="list-style-type: none"> <li>• Learn how to utilize Acuity to analyze diagnostic and predictive results</li> <li>• Learn how to customize exams to address academic deficiencies</li> <li>• To extend their knowledge and understanding of differentiated practices</li> <li>• Train on looking at specific questions that refer to strands of the ELA standards</li> <li>• Based on the curriculum needs per grade, there will be three separate department meeting to maximize the ability to plan.</li> <li>• Each teacher will be given a calendar for the start and end date for each unit and the ELA test dates.</li> <li>• Discuss needs for upcoming units and the set skills that will be taught. Data used will be the diagnostics to select data.</li> <li>• Divide work load among the teachers according to strengths.</li> <li>• Train to create uniform tests as a group. Utilize state tests.</li> <li>• Discuss quizzes and how students have been performing in the unit. Changes to be made on the unit are addressed.</li> <li>• Reflection on various units and what needs to be changed for the following year</li> <li>• Organize curriculum to facilitate students' understanding</li> <li>• Training at Differentiated Instruction</li> <li>• Train on looking at specific questions that refer to strands of the ELA standards</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing and scheduling/programming that enable</p> <ul style="list-style-type: none"> <li>• teachers and members of the instructional development team (coaches, administrators, etc) to efficiently and effectively engage in professional development activities;</li> <li>• Students to be provided with courses that will best serve their needs and goals.</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E  Teacher release time funded through Tax Levy  Inquiry Teams funded through Tax Levy  Extended day funded through Tax Levy, Title I  SSO funded through Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 2009 Progress Report</li> <li>• There will be an ongoing (daily/lesson) and periodic (weekly/bi-weekly/unit) monitoring of student progress (through assessments, conferencing, portfolio, case studies, etc.) and evaluation (through observations, lesson plans, conferencing, classroom practice rubric, etc.) of the effectiveness of the interventions administered.</li> </ul>

**Subject/Area (where relevant):** Differentiated Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A minimum of 40% of the teachers will participate in training on differentiated instruction techniques. At least 40 of the 100 teachers will participate in the training.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum and Instruction:</p> <p>To effect improvement in this area, we will:</p> <ul style="list-style-type: none"> <li>• Have members of the instructional leadership team read as part of a study group literature on differentiated instruction by authors such as Carol Ann Tomlinson, Susan Demirsky Allan, Robert J. Marzano</li> <li>• Determine the content of the PD based on general principles of differentiation (respectful tasks, flexible grouping, ongoing assessment and adjustment), modality (content, process, product), students’ needs (readiness, interest, learning profiles) and activities (supplementary materials, group investigation, varied questioning strategies)</li> <li>• work with teachers to set clear, achievable professional development goals</li> <li>• Teachers will be encouraged to visit model differentiated instruction classrooms</li> <li>• Encourage teachers to use what they have learned to inform instruction</li> <li>• Administrators and coaches will provide increased and more frequent feedback to teachers concerning progress in the use of differentiated instruction activities</li> </ul> <p>Professional Development:</p> <p>Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and department/subject/grade meetings to:</p> <ul style="list-style-type: none"> <li>• Discuss ways of engaging all students in learning</li> <li>• Reflect on their teaching practice and actively engage in planning their professional development</li> <li>• Assess student learning</li> <li>• Create and maintain effective learning environments</li> <li>• Organize curriculum to facilitate students’ understanding</li> <li>• Train teachers in Differentiated instruction and engagement strategies in the classroom to better address student needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan instructions that incorporate differentiated activities</li> <li>• Inquiry team making presentations</li> <li>• Model lessons</li> <li>• Learning walk</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Staffing and scheduling/programming that enable</p> <ul style="list-style-type: none"> <li>• teachers and members of the instructional development team (coaches, administrators, etc) to efficiently and effectively engage in professional development activities;</li> <li>• Students to be provided with courses that will best serve their needs and goals.</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E  Teacher release time funded through Tax Levy  Inquiry Teams funded through Tax Levy  Extended day funded through Tax Levy, Title I  SSO funded through Tax Levy</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Professional development sign in sheets.</li> <li>• Informal and formal observation reports.</li> <li>• PD agenda</li> <li>• Lesson plan that includes differentiated instruction activities</li> </ul>

**Subject/Area (where relevant):** College Partnership

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To increase by 50% our college partnerships. Currently, we are partnered with 4 colleges. We will add 2 more partners to our list in order to increase our students' post high school choices.</p>
---	---

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Curriculum and Instruction:</p> <p>To effect improvement in this area, we will:</p> <ul style="list-style-type: none"> <li>• Improve our collaboration with CFES</li> <li>• More outreach to college admission officers</li> <li>• Improve the quality of our college visits</li> <li>• Work with College Access programs</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Invite college admission officers of potential partners to visit our school</li> <li>• Provide prospective partners with data on the achievements of our alumni</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing and scheduling/programming that enable</p> <ul style="list-style-type: none"> <li>• teachers and members of the instructional development team (coaches, administrators, etc) to efficiently and effectively engage in college outreach activities;</li> <li>• Students to be provided with courses that will best serve their college needs and goals.</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E  Teacher release time funded through Tax Levy  Inquiry Teams funded through Tax Levy  Extended day funded through Tax Levy, Title I  SSO funded through Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• List of students accepted by our new partners</li> <li>• Increase participation by colleges in our yearly college fair</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**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	33	33	33	33	100	1	1	100
7	62	62	62	62	187	26	15	187
8	57	57	57	57	173	21	15	173
9	110	110	110	110	333	15	8	333
10	77	77	77	77	232	18	6	232
11	99	99	99	99	299	13	10	299
12	66	66	66	66	201	4	3	201

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• One or more 50 minute period of AIS instruction per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all ELA classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>
<b>Mathematics:</b>	<p>AIS in Math is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• One or more 50 minute period of AIS instruction per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all Math classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>
<b>Science:</b>	<p>AIS in science is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• In addition to the State mandated periods of science instruction, students will receive an additional one or more 50 minute period of AIS instruction in science per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all Science classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>

<b>Social Studies:</b>	<p>AIS in social studies is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• In addition to the State mandated periods of social studies instruction, students will receive an additional one or more 50 minute period of AIS instruction in social science per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all Social Studies classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>School counselors will provide guidance and crisis Counseling services before school, during school, after school, on Saturday and or during holidays, one period a week or more frequently if needed, to all students, especially SWD, LEP, African-American, Hispanic and economically Disadvantaged students in grades 6-12. The service is offered in English and, with the aid of an interpreter, Spanish and other languages. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The school psychologist, shared with CS 200, will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, African-American, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on students performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, African-American, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<b>At-risk Health-related Services:</b>	<p>Health related services are offered during the school day to all students especially SWD, LEP, African-American, Hispanic and Economically Disadvantaged students in grades 6-12. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

**SEE ATTACHMENT**

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

---

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

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
  - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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

School Building:   M499   District   05  

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

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

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

UPDATED – OCTOBER 2008

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:    \_\_\_05\_\_\_

School Building:   \_\_\_M499\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:48	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL
<b>2</b>	From: 8:51	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:41	Music	Music	Music	P.E.	P.E.
<b>3</b>	From: 9:44	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:32	Math	Math	Math	Math	Math
<b>4</b>	From: 10:35	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:23	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:26	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:14	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL
<b>6</b>	From: 12:17	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:05	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>7</b>	From: 1:08	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:56	Science	Science	Science	Science	Science
<b>8</b>	From: 1:59	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:47	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
<b>9</b>	From: 2:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:38	ESL				
<b>10</b>	From: 3:41	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 4:29	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:    \_\_\_05\_\_\_

School Building:   \_\_\_M499\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:48	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL
<b>2</b>	From: 8:51	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:41	Music	Music	Music	P.E.	P.E.
<b>3</b>	From: 9:44	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:32	Math	Math	Math	Math	Math
<b>4</b>	From: 10:35	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:23	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:26	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:14	ELA	ELA	ELA	ELA	ELA
<b>6</b>	From: 12:17	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:05	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>7</b>	From: 1:08	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:56	Science	Science	Science	Science	Science
<b>8</b>	From: 1:59	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:47	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
<b>9</b>	From: 2:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:38	ESL				
<b>10</b>	From: 3:41	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 4:29	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:    \_\_\_05\_\_\_\_\_

School Building:   \_\_\_M499\_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:48	Subject (Specify) Health	Subject (Specify) Health	Subject (Specify) Health	Subject (Specify) Health	Subject (Specify) Health
<b>2</b>	From: 8:51 To: 9:41	Subject (Specify) P.E.	Subject (Specify) P.E.	Subject (Specify) P.E.	Subject (Specify) SAT Prep	Subject (Specify) SAT Prep
<b>3</b>	From: 9:44 To: 10:32	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA
<b>4</b>	From: 10:35 To: 11:23	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies
<b>5</b>	From: 11:26 To: 12:14	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>6</b>	From: 12:17 To: 1:05	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
<b>7</b>	From: 1:08 To: 1:56	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
<b>8</b>	From: 1:59 To: 2:47	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language	Subject (Specify) Foreign Language
<b>9</b>	From: 2:50 To: 3:38	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
<b>10</b>	From: 3:41 To: 4:29	Subject (Specify) Tutorial	Subject (Specify) Tutorial	Subject (Specify) Tutorial	Subject (Specify) Tutorial	Subject (Specify) Tutorial

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

N/A

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language

Indicate Proficiency Level:   \_\_\_ Beginning       \_\_\_ Intermediate     \_\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

N/A

**Form TIII – A (1)(a)**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

---

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

---

**Form TIII – A (1)(b)**

N/A

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

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

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

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

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

---

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.

Our Parent Coordinator arranged for translations of notes to parents representing most of our language groups (French, Spanish, Arabic) to ask who would like translation of notices in their first language. Also, she sent notes home in first language to parents to determine who wanted to have translators attend Parent-Teacher conferences. We now have volunteer translators available in French and Spanish. In addition, we have staff who can translate in several of the languages spoken by our students and parents. We will seek DOE support (Translation and Interpretation Unit) to obtain DOE communications to parents. We send out multi language notices that emanate from the central DOE.

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.

We were able to translate some important notes and provide for translators at conferences. We will seek DOE support (Translation and Interpretation Unit) to obtain DOE communications to parents. For longer school-based materials, such as our school handbook, we will attempt to provide translations in as many languages as possible. Where this is not feasible, we will invite parents to translated workshops in which this document is explained. Information was shared at our meetings for parents of ELL students, PA executive Board, and PA meetings, as well as in notes to parents in languages noted above.

#### **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.

Short written communications with parents will be handled by parent volunteers; longer materials, such as our handbooks will need to be done over time. The Translation and Interpretation Unit of the DOE will be contacted using a Translation Request Form when such

jobs cannot be handled at the school to determine whether they can provide assistance. In the event we can't translate in any particular language, we will set up instantaneous translated meetings for parents. We will continue to survey parent needs in terms of written translations again in September.

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.

We will continue to survey parent needs in terms of translations again in September. Services will be provided by parent volunteers.

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>.

We will continue to survey parents in their primary language to determine our translation needs. We will notify each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

## **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 711,123\_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 7111\_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 35,5556\_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100\_\_\_\_\_
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.

N/A

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

**UPDATED – OCTOBER 2008**

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See pages 9-12

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

See pages 14-28

3. Instruction by highly qualified staff.

All our teachers (100 %) are highly qualified, fully licensed and permanently assigned.

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.

See pages 14-28

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

High quality and highly qualified teachers are attracted to our school mostly through other teachers, parents, students and alumni.

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

See Appendix 4

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.

See pages 14-28

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.

See pages 14-28

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.

Our pupil personnel staff, sometimes in collaboration with invited guests, are active involved in providing our students with various workshops and seminars in areas such as college preparation, violence prevention, health and nutrition, and alternative educational programs. The Harlem Hospital and NYC Department of Health clinics provide our students with health related information and services. Also, students are referred for internships.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**N/A**

**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**

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

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

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

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

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

---

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All SURRE schools must complete this appendix.*

**N/A**

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

---

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

– **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.

Every subject at every grade has a curriculum sub-committee. Some members of these subcommittees are part of each department's curriculum committee. Some members of each department's curriculum committee are part of the Instructional Leadership Team. The curriculum committee for each grade reviews for that grade the written curriculum, the instructional materials, its mapping or alignment activities, and the taught curriculum. It pays particular attention in its review to the needs of our ELL and Special Education population. Also, it makes recommendations to the department's curriculum committee. Data for the review is collected through observations, interviews, surveys, etc. These reviews and recommendations for each subject on each grade are examined by each department's curriculum committee to determine the implications for the school's instructional program.

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

Applicable    Not Applicable

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

Our school's educational program shares most of the positive findings in the audit. For example, 1) the written curriculum that we use is aligned with the state standards in terms of the range of topics and 2) our curriculum materials are adequate to meet the needs of all learners. However, we are still working on a) making our curriculum maps to address not only content topics but also skills to be mastered, strategies to be utilized and or student outcomes to be attained; b) reducing the disparity between what is taught and the depth to which it should be taught.

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.

Based on the individual professional needs of teachers, administrators, coaches and other instructional development team members will design differentiated professional development plans that incorporate coaching, modeling, demonstrations and collaborative planning sessions to reach customized professional development goals.

Teachers will meet regularly during common planning time, professional development activities period, department/subject meetings to

- extend their knowledge and understanding of differentiated practices. The Santa Cruz teaching standards and other resources will be used to collaboratively develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging in meaningful instruction (classroom practice rubric);
- examine their classroom practices rubrics to identify and further develop strong practitioners that incorporate student levels, interest and learning styles in planning to ignite student achievement. This may be done through lab classrooms to experiment with different methods, demonstrate and model “best practices” in a collaborative but structured environment.

Professional Development (internal and or external) will continue to be provided in the effective and efficient use of

- assessments (interim, unit/chapter test, uniform midterm/final exam, mock Regents, etc), rubrics for evaluation of student work (including portfolios and research projects), student data for individual/group goal setting, student data for monitoring progress, etc;
- observation tools to determine the frequency and effective use of differentiated strategies that incorporate student levels, interests and learning styles in the instructional design;
- Mastery learning assignments, projects, portfolios, tutorials, etc to provide students with opportunities for success. Teachers will be facilitated in discussions of students progress and strategies for student improvement.

Professional development will be facilitated by coaches, administrators, lead teachers, staff developers and other instructional development team members through hands-on activities, case studies and learning walks. Peers, coaches, and administrators will visit classrooms to observe and provide constructive feedback and support.

## **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.

**UPDATED – OCTOBER 2008**

### 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.

SEE 1A.1 p. 49

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?

Our school's educational program shares most of the positive findings in the audit. For example, our mathematics instructional materials are aligned with the state content strands. However, we are still working on making our curriculum maps to address not only content topics but also skills to be mastered, strategies to be utilized and or student outcomes to be attained.

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.

SEE 1A.4 pp. 49-50

---

### KEY FINDING 2: INSTRUCTION

UPDATED – OCTOBER 2008

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

## **2A – ELA Instruction**

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

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

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

SEE 1A.1 p. 49

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

Applicable    Not Applicable

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

Our school's educational program shares most of the positive findings in the audit. For example, we have a high academically focused class time and student engagement. However, we are still working on moving from direct instruction to a more differentiated and student centered instructional orientation.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**UPDATED – OCTOBER 2008**

**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

SEE 1A.1 p. 49

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

Applicable    Not Applicable

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

Our school's educational program shares most of the positive findings in the audit. For example, the use of technology is high in our classrooms. Also, class time is highly academically focused. However, we are still working on moving from direct instruction to a more differentiated and student centered instructional orientation.

---

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

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.

SEE 1A.4 pp. 49-50

---

### **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 personnel committee reviews data (observations, interviews, surveys, etc.) on personnel experience at our school and make recommendations to the instructional leadership team. Some members of the ILT are also on the PC. These reviews and recommendations are examined to determine their implications for the school's instructional program.

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

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have a very low (less than 5%) turnover at our school. This is often due to retirement, relocation and or change of career.

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

**UPDATED – OCTOBER 2008**

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.

SEE 1A.1 p. 49

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

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have a very small ELL students and teachers. These teachers participate in almost all available PD opportunities regarding curriculum, instruction, and progress monitoring. ELL policies and plans are effectively communicated to teachers through professional development and other avenues.

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.

SEE 1A.1 p. 49

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

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELLs' academic progress or English language development are monitored. Available data are disaggregated by proficiency level of ELL student, students' time in the United States. This data is provided to all teachers involved in instructing ELLs in a timely manner useful for informing instruction.

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

---

#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

SEE 1A.1 p. 49

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

Applicable  Not Applicable

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

**UPDATED – OCTOBER 2008**

Our teachers and administrators do 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. Also, many of our general education teachers are familiar with the content of the IEPs of their students with disabilities, including the accommodation, modifications and behavioral plans that would help support these students.

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.

SEE 1A.1 p. 49

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

SEE 6.3 p. 57

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.

## 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 Galaxy.
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 11, 2008**      Email address: **ghodge@schools.nyc.gov**

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

School DBN	05M499
School Name	Frederick Douglass Academy
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 100,439
Principal Name	Gregory M. Hodge, Ph.D.
Principal Email	ghodge@schools.nyc.gov
Principal Phone	2124914107

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	\$ 90,251
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 2008-09? 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 student

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	9	English Language Arts	Students with Low Academic Achievement	34.0	1
C4E Target #2					
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

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 10,189**

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain le standards)?

- Yes
- No

Please describe the program.

The instructional coach will work with teachers in addressing skill deficiency in students who have passed the standardized exam but not y level necessary to be proficient at the level in the course sequence.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existin program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- 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 expa 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**