



**QUEENS ACADEMY HIGH SCHOOL**

**2008-09**

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

**SCHOOL: 28Q540**  
**ADDRESS: 138-11 35<sup>TH</sup> AVENUE, FLUSHING, NY 11354**  
**TELEPHONE: 718 463-3111**  
**FAX: 718 886-5015**

**AND**

**ADDRESS: 142-10 LINDEN BLVD., JAMAICA, NY 11436**  
**TELEPHONE: 718 322-3580**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Q540      **SCHOOL NAME:** Queens Academy High School

**DISTRICT:** 28      **SSO NAME/NETWORK #:** Empowerment #16

**SCHOOL ADDRESS:** 138-11 35<sup>th</sup> Avenue, Flushing, NY 11354

**SCHOOL TELEPHONE:** 718 463-3111      **FAX:** 718 886-5015

**SCHOOL CONTACT PERSON:** Beverly Short      **EMAIL ADDRESS:** bshort@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Beverly Short

**PRINCIPAL**      Beverly Short

**UFT CHAPTER LEADER**      Frank DeAngelis

**PARENTS' ASSOCIATION  
PRESIDENT**      Mary Witter

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Demonica Jones

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Doris Unger

**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
Beverly Short	*Principal or Designee	
Marguerite Bagarozzi	*UFT Chapter Chairperson or Designee	
Mary Witter	*PA/PTA President or Designated Co-President	
Trudele Adams	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>NA</b>	DC 37 Representative, if applicable	
Demonica Jones	Student Representative, if applicable	
Lorie Gregorio	Assistant Principal	
Angeleke Lymberatos	Teacher	

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

### SECTION III: SCHOOL PROFILE

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

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

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**Queens Academy is a dual-site transfer school committed to educating and graduating a student population with severe academic obstacles to overcome; while many characterize these students "at risk," Queens Academy sees the potential within each individual. *Queens Academy's mission is to provide a respectful, nurturing environment of high learning expectations where students, parents, and the academic community assume collective responsibility for all outcomes.* For a variety of reasons, our students come to us having experienced failure in other high schools. Queens Academy is dedicated to a teaching and learning environment based on respect and equity where staff eagerly participates in collaboration and professional growth, ultimately benefiting the entire learning community, especially the students. The inherent challenges are enormous and taxing, and progress is achieved one student at a time. Nevertheless, in the Spring 2007, we were identified as SINI, year one. We missed the participation rate in Math by 1% for our Black/African American students.**

**There are many reasons that many of our students are now successful—more successful than they have ever been. The administration is visionary and global in its perspective, holistically addressing the backgrounds and needs of our students in unique and thoughtful ways. The faculty and staff are credentialed and dedicated, with the same philosophy and world view. We are a learning community that is consistently striving to make things better for our students while making them responsible for their own learning and success. Many faculty employ differentiated instruction and multiple intelligence theory in our classrooms, providing a nurturing yet demanding learning environment with high expectations. A supportive staff consistently goes beyond individual roles to enhance the life of each student. Students are programmed to meet their specific needs and to assist them in maximizing their potential through goal-oriented, collaborative instruction individualized through concurrent options programs, on-line curricula, Plato, independent study, and College Now (in concert with City University of New York). We collaborate with various philanthropic, arts, and community agencies such as Children for Children, Jamaica Center for the Arts, Queens Museum, Latimer House, Donors Choose, and Material for the Arts.**

**Our highly qualified staff have expertise and strength in teaching, curriculum design, data collection and analysis, differentiated instruction, multiple intelligences, lesson planning, guidance and counseling, learning styles, consensus building, inter-disciplinary support, including reading and writing in the disciplines across the curriculum.**

**Queens Academy is best described through the eyes of a parent whose daughter graduated in January, 2008. The parent wrote, "...at Queens Academy, my daughter began to be motivated, to realize that it was possible to achieve her goals. It takes special people to care, to be concerned, to extend themselves and reach out and connect with young people...."**

**Our school is a place where knowledge grows and human life is enriched in an atmosphere that is symbolizes by a tree with the acronym R.E.A.C.H. within the branches. Our vision is**  
UPDATED – OCTOBER 2008

**R.E.A.C.H (Respect, Equity and Fairness, Advanced Professional Development and Skills, Collaboration and High Expectations) for success. Our mission is established, yet ever-changing and growing as our community—the students entrusted to our care—change and grow. We will be ever vigilant to ensure that all possible avenues are explored to assist our unique student population of young adults. We are committed to the achievement and growth of our students and remain optimistic as we seek graduation for each one of them. This is Queens Academy....**

## 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>	Queens Academy High School				
<b>District:</b>	28	<b>DBN #:</b>	Q540	<b>School BEDS Code #:</b>	342500011540

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 x	<input type="checkbox"/> 11 x	<input type="checkbox"/> 12 x	<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	0	0	0		68.7	70.2	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		TBD	TBD	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Eligible for Free Lunch:</b>					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		57.7	55.9	56.1		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing:</b>					
Grade 10	188	174	124	(Total Number as of June 30)	2006	2007	2008		
Grade 11	112	131	103		1	0	TBD		
Grade 12	92	150	197						
Ungraded Elementary	0	0	0	<b>Recent Immigrants:</b>					
Ungraded Secondary	392	455	424	(Total Number as of October 31)	2006	2007	2008		
Total					20	17	16		
<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	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0		Principal Suspensions	0	0	TBD	
Number all others	0	0	0	Superintendent Suspensions	0	0	TBD		
<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	TBD	TBD	TBD
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	TBD	TBD	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	50	31	27	<b>Number of Staff:</b>			
# ELLs with IEPs	0	0	1	(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	26	25	28
				Number of Administrators and Other Professionals	8	7	8
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	TBD	2
	177	161	100				
				<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	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.2	0.2	Percent more than two years teaching in this school	65.4	72.0	53.6
Black or African American	42.4	45.3	52.8	Percent more than five years teaching anywhere	57.7	60.0	50.0
Hispanic or Latino	42.1	36.7	29.7				
Asian or Native Hawaiian/Other Pacific Isl.	7.1	10.6	11.1	Percent Masters Degree or higher	96.0	92.0	79.0
White	8.2	7.2	6.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	87.7	88.2
Multi-racial							
Male	46.4	53.0	47.4				
Female	53.6	47.0	52.6				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/>	<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 checked="" 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 checked="" 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 ____	
<b>Individual</b>	Elementary/Middle Level	Secondary Level	

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

<b>Subject/Area Ratings</b>	ELA:		ELA:	IGS
	Math:		Math:	SINI 1
	Science:		Grad. Rate:	IGS

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				✓ S H	✓ S H	✓ SH
<b>Ethnicity</b>						
American Indian or Alaska Native				---	--	--
Black or African American				✓ S H	X	✓ SH
Hispanic or Latino				X	✓	---
Asian or Native Hawaiian/Other Pacific Islander				---	---	---
White				---	---	---
Multiracial				---	---	---
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				✓ S H	✓ S H	✓ SH
<b>Student groups making AYP in each subject</b>	0	0	0	3	3	3

**Key: AYP Status**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade	TBD	Overall Evaluation:	
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

**After a review of our School Report Card, nySTART, and the statistics on ATS, we were informed that our attendance:**

- Compared to our peer horizon data, we are fourth from the bottom out of 10 schools.
- Our attendance rate for school year 2007-2008, combing both campuses, was 69.9%.
- Jamaica campus's overall attendance rate for school year 2007-2008 was 79%.
- Flushing campus's overall attendance rate for school year 2007-2008 was 65%.
- Based on the analysis of this data, a trend that is evident is that there is a significant difference in student attendance between the Jamaica and Flushing campus which affects our overall attendance rate for the school year.
- We were identified as SINI, year one because we missed the participation in Math by 1% for our Black/ African American students.

**After examining the following credit accumulation data provided by ATS-RESI File as of 11/13/08, we discovered that:**

- The average # of credits that students enter QAHS is 22.49.
- The average # of credits earned per student in QAHS based on June '08 final grades was 4.57 credits per student per term.
- Based on the analysis of this data, a trend that is evident is that students earn on average less than 5 credits per semester.

**Assessing the school's progress report, nySTART and student report cards, regarding student participation on the New York State Regents for June 2008, it was evident that :**

### **Living Environment Regents:**

**Out of 52 Students Scheduled 46.15% were ABS.**

### **Earth Science Regents:**

**Out of 25 Students Scheduled 48% were ABS.**

### **Math A Regents:**

Out of 47 Students Scheduled 29.79% were ABS.

- On the Math Regents Exam, we did not make AYP participation by 1% for our Black or African American students.

### **US History Regents:**

Out of 55 Students Scheduled 32.73% were ABS.

### **Global History Regents:**

Out of 75 Students Scheduled 32% were ABS.

### **ELA Regents:**

Out of 51 Students Scheduled 29.41% were ABS.

- Based on the analysis of this data, a trend that is evident is 36% of our students did not participate in taking New York State Regents Exams.

Assessing the school's progress report, nySTART and student report cards, regarding student performance on the New York State Regents for June 2008, it was evident that :

### **Living Environment Regents:**

Out of 28 Students tested:

- 10.71% Scored between 0 – 54
- 42.85% Scored between 55 – 64
- 46.85% Scored between 65 – 84
- 0% Scored between 85 – 100

### **Earth Science Regents:**

Out of 13 Students tested:

- 61.54% Scored between 0 – 54
- 23.08% Scored between 55 – 64
- 15.38% Scored between 65 – 84
- 0% Scored between 85 – 100

### **Math A Regents:**

Out of 33 Students tested:

- 21.21% Scored between 0 – 54
- 30.30% Scored between 55 – 64
- 48.48% Scored between 65 – 84
- 0% Scored between 85 – 100

### US History Regents:

Out of 36 Students tested:

- 13.89% Scored between 0 – 54
- 33.33% Scored between 55 – 64
- 41.67% Scored between 65 – 84
- 11.11% Scored between 85 – 100

### Global History Regents:

Out of 51 Students tested:

- 43.14% Scored between 0 – 54
- 21.57% Scored between 55 – 64
- 35.30% Scored between 65 – 84
- 0% Scored between 85 – 100

### ELA Regents:

Out of 36 Students tested:

- 33.33% Scored between 0 – 54
- 30.56% Scored between 55 – 64
- 30.56% Scored between 65 – 84
- 5.56% Scored between 85 – 100

- Based on the analysis of this data, a trend that is evident is 30.28% of our students performed at the 54-65 % level across all Regents.

There are various and many insurmountable barriers that Queens Academy encounters on the way to leading our students to complete a successful education. The following should be considered:

- A data source does not always tell a true story. For instance, when referring to attendance, the average is reflected. However, no one looks at the students that may have had a 30% attendance rate in a previous school, and now with us, the student comes in 60% of the time. This is definitely a success story, but the data misconstrues it. However, raising the school's overall attendance rate is a priority.
- Another barrier we encounter as a transfer school is our students are overage, under credited, and on the verge of dropping out, yet we are committed to inspire them to get an education and graduate
- A review of student transcripts shows that prior to enrolling with QAHS, schools were sending students to take Regents exams without proper preparation and/or courses. Due to being ill-equipped, students failed and this data has impacted our school's statistics and status.
- Often our students are self-sufficient and must support themselves along with offspring and siblings, hence, their individualized programs interfere with credit accumulation because they need to be out in the work force.

The greatest accomplishments over the last couple of years are as follows:

- Graduation rate for the school year 2007-08 has increased compared to the graduation rate for school year 2006-07.
- Students who would have otherwise been lost to the New York City school system graduate and go on to college or trade schools.

- **QAHS has established an in-house internship program where students not only acquire skills in office management but grow into productive adults.**
- **The PSAL program has grown and due to the male role models leadership qualities, the athletics has had a positive impact on students' grade point average.**
- **The Coordinator of Student Activities/Student Government has engaged students in community-based service leaving a positive impact on the surrounding neighborhood.**
- **An Intergenerational program where students work with senior citizens has contributed to the well-being of all involved.**
- **We were able to obtain an attendance teacher supported by the SINI grant which has improved attendance.**
- **We instituted a pilot program in which labs are being given during student lunch period, therefore, students complete necessary requirements to sit for the Science Regents Exam.**
- **Video Teleconferencing has been established between both campuses to afford teachers with opportunities to collaborate and share professional development.**
- **The participation in the Learning Environment Survey was positively increased.**
- **Outreach to the Latimer House Museum and the Flushing Town Hall has commenced to establish a community-based relationships.**

## 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.

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- **By June 2009, we will increase school attendance by at least 1%. One of the greatest challenges of a Transfer High School is attendance. Last year's attendance was 69.09%. To meet this goal, the school's annual attendance rate will increase to 70.09% or higher.**
- **For the 2007-2008 school year, overall our students earned an average of 4.5 credits per term. By June 2009, we will show an average increase of the average credits earned from 4.5 per term to 6 per term based on their June '09 report card.**
- **By June 2009, we will show an increase of 2% in passing rate from 55-64 TO 65 or better for the ELA Regents. In 2007-2008, the school had a (65+) passing rate of 50.59 %. To achieve this goal for the school year 2008-2009, the school will have an overall passing rate of 65+ of at least 52.59 % on the ELA Regents.**
- **By June 2009, we will show an increase of 2% in passing rate from 55-64 TO 65 or better for the Math Regents. In 2007-2008, the school had a (65+) passing rate of 41.67%. To achieve this goal for the school year 2008-2009, the school will have an overall passing rat of 65+ of at least 43.67 % on the Math Regents.**
- **By June 2009, 75% of our teachers will have participated in professional development workshops to enhance classroom instruction, student assessment, and teachers' skills.**

**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):** To increase attendance

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, we will increase school attendance by at least 1%. One of the greatest challenges of a Transfer High School is attendance. Last year’s attendance was 69.09%. To meet this goal, the school’s annual attendance rate will increase to 70.09% or higher.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Review data to see attendance trends at both campuses.</li> <li>• Review weekly attendance data at each campus and target students with poor attendance.</li> <li>• Weekly dual campus meetings to discuss, plan, and implement intervention strategies.</li> <li>• At the beginning of the school year, program additional staff for attendance outreach and follow-up.</li> <li>• Parent Coordinator will contact parents in evenings of students who exhibit poor attendance patterns.</li> <li>• Regular incentive program to recognize improved student attendance.</li> <li>• Counselors provide/locate support services to assist students with poor attendance patterns.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title 1 funds used to hire an attendance teacher to conduct outreach</li> <li>• Teachers assigned during their 6R assignment to make phone calls to parents.</li> <li>• Per session provided to counselors and paraprofessional to make outreach calls.</li> <li>• Provide funding for a per session attendance teacher.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Agendas and minutes from attendance meetings addressing attendance problems and outreach efforts.</li> <li>• Data sheets to compare daily, weekly, monthly attendance, including ATS reports to evaluate attendance trends at both campuses.</li> <li>• ILOGS to assess individual student patterns.</li> <li>• Parent Coordinator’s log to evaluate outreach efforts and follow-through.</li> <li>• Counselors’ records of interventions to support students with attendance problems.</li> <li>• Consistent public recognition of students who have improved attendance.</li> <li>• Compare attendance data with peer horizons.</li> <li>• Weekly attendance meetings to review students’ attendance.</li> </ul>

**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):** To increase credit accumulation of our students.

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>For the 2007-2008 school year, overall our students earned an average of 4.5 credits per term. By June 2009, we will show an average increase of the average credits earned from 4.5 per term to 6 per term based on their June '09 report card.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>Counselors will meet with students to review academic progress and create action plans for students who are struggling.</li> <li>Students will be mandated to attend (AIS) Learning Strategies for Success to make-up work, individual and small group instruction.</li> <li>Teacher and students will create goal setting plans and monitor.</li> <li>Teachers will meet with students using their portfolios to discuss students' progress and next steps to increase achievement.</li> <li>Increase parent involvement to improve attendance and lateness.</li> <li>Assign administrative staff to call students to come to school.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Provide per session funds to have staff come in early to make phone calls.</li> <li>Teachers attend AIS professional development</li> <li>Parent Coordinator Outreach</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>Action plans for struggling students after each marking period.</li> <li>Goal setting plans for students</li> <li>Log of calls made to homes – reviewed monthly.</li> <li>Academic intervention logs</li> <li>Review of report cards after each marking period.</li> <li>Weekly portfolio review of students' progress.</li> <li>Review scholarship report after each marking period.</li> </ul>

**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):** To increase the ELA Regents passing rate.

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, we will show an increase of 2% in passing rate from 55-64 TO 65 or better for the ELA Regents. In 2007-2008, the school had a (65+) passing rate of 50.59 %. To achieve this goal for the school year 2008-2009, the school will have an overall passing rate of 65+ of at least 52.59 % on the ELA Regents.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Review students’ portfolios to see how teachers are using assessment to prepare students for Regents exams.</li> <li>• Use observation process for evidence of Regents content.</li> <li>• Provide teachers with pacing calendars.</li> <li>• Review lesson plans and assessments for alignment with state standards.</li> <li>• Provide assessment binders for all teachers with students’ exam history.</li> <li>• Provide professional development on how to effectively use assessment binders to address students’ instructional needs.</li> <li>• Teachers will meet as a department to write departmental action plan with measurable goals and objectives.</li> <li>• Teachers will analyze their classroom data to create lesson plans.</li> <li>• Review data to identify all students who need to pass a Regents.</li> <li>• Inform teachers who need to take a Regents.</li> <li>• Inform students and parents that students are required to take this exam.</li> <li>• Have teachers contact parents and counselors when students are having academic, attendance or lateness difficulties.</li> <li>• Give students a calendar of exam dates.</li> <li>• Call students the day before and the morning of the exam to remind them to attend.</li> <li>• Give students an incentive to participate in the Regents.</li> <li>• Attendance in zero period for students who have academic difficulty.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Per session for counselors and paraprofessional who make calls after school</li> <li>• Teachers assigned to 6R assignment of attendance outreach will make calls to remind students to attend on day of exam</li> <li>• Parent coordinator will call homes in the evening to remind students to attend on exam date</li> <li>• Title I funds for Saturday Regents Prep classes</li> <li>• C4E funds used to fund literacy coach to support teachers in the classroom.</li> <li>•</li> </ul>
<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>• Attendance sheets from zero period</li> <li>• Individual focus sheets from zero period to review progress</li> <li>• Attendance in science labs to ensure that students are meeting requirement to be eligible to participate in science labs</li> <li>• Regents' assessments in students' portfolios with feedback to help students move from level to another.</li> <li>• Written observation reports with feedback to teachers to ensure that teachers are pacing lessons and covering content on Regents exams.</li> <li>• Lesson plans and assessments that demonstrate use of state standards.</li> <li>• Documented meetings for teachers to explain how data, assessment binders, lesson plans, pacing calendars are used to meet department goals, modify instructional practices, and address students' needs.</li> <li>• Common lunch periods planned in schedule to accommodate lunch and learn.</li> <li>• Regents based curriculum and assessment professional development</li> <li>• Participation in the Center for Urban Education</li> </ul>

**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):** To increase the Mathematics Regents passing rate.

<p><b>Annual Goal #4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, we will show an increase of 2% in passing rate from 55-64 TO 65 or better for the Math Regents. In 2007-2008, the school had a (65+) passing rate of 41.67%. To achieve this goal for the school year 2008-2009, the school will have an overall passing rate of 65+ of at least 43.67 % on the Math Regents.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Review students’ portfolios to see how teachers are using assessment to prepare students for Regents exams.</li> <li>• Use observation process for evidence of Regents content.</li> <li>• Provide teachers with pacing calendars.</li> <li>• Review lesson plans and assessments for alignment with state standards.</li> <li>• Teachers will meet as a department to write departmental action plan with measurable goals and objectives.</li> <li>• Teachers will analyze their classroom data to create lesson plans.</li> <li>• Teachers work with Math consultant from NYSED.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• C4E funds used to fund literacy coach to support teachers in the classroom.</li> <li>• Common lunch periods planned in schedule to accommodate lunch and learn.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Regents’ assessments in students’ portfolios with feedback to help students move from level to another.</li> <li>• Written observation reports with feedback to teachers to ensure that teachers are pacing lessons and covering content on Regents exams.</li> <li>• Lesson plans and assessments that demonstrate use of state standards.</li> <li>• Department goals and an action plan with specific checkpoints that support school goals.</li> <li>• Documented meetings for teachers to explain how data, lesson plans, pacing calendars are used to meet department goals, modify instructional practices, and address students’ needs.</li> </ul>

## 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):** To have teachers participate in a professional development program.

<p><b>Annual Goal #5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, 75% of our teachers will have participated in professional development workshops to enhance classroom instruction, student assessment, and teachers’ skills.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Create a calendar of professional development sessions.</li> <li>• Calendarize topics for the entire school year.</li> <li>• Review teachers’ surveys on professional development needs.</li> <li>• Implement practice of lunch and learn.</li> <li>• Collaborative meeting time to plan by departments.</li> <li>• Classroom intervisitations to observe other teachers’ practices.</li> <li>• DOE sponsored professional development.</li> <li>• Increase supervisory visitations.</li> <li>• Focused Learningwalk to see if strategies are implemented.</li> <li>• Common lunch periods planned in schedule to accommodate lunch and learn.</li> <li>• Department meeting schedule changed to decrease traveling from one campus to another and therefore add more qualitative meeting time.</li> <li>• Math consultant from NYSED to work with Math teachers</li> <li>• Center for Urban Education Consultant to work with teachers on infusing literacy into the curriculum.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Common lunch periods planned in schedule to accommodate lunch and learn.</li> <li>• Department meeting schedule changed to decrease traveling from one campus to another and therefore add more qualitative meeting time.</li> <li>• Title I funds used to provide professional development on differentiated instruction.</li> <li>• Title I funds used to purchase coaching services from Kaplan.</li> <li>• Math consultant from NYSED to work with Math teachers</li> <li>• Center for Urban Education Consultant to work with teachers on infusing literacy into the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• C4E funds used to fund literacy coach to support teachers in the classroom.</li> <li>• Allocate adequate funding to hire external staff developers to offer some professional activities.</li> <li>• Allocate adequate funding to hire substitute teachers to provide coverage for intervisitations and demonstration lessons.</li> <li>• Funds for teleconferencing maintenance.</li> </ul>
<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>• Long-term calendar of professional development activities.</li> <li>• Teachers' schedules demonstrating common lunch periods.</li> <li>• Agendas and minutes from meetings.</li> <li>• Schedule of classroom intervisitations.</li> <li>• Classroom observations to observe implementation of instructional strategies learned from professional development sessions.</li> <li>• Teachers contributions to school newsletter sharing best practices from professional development</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								
7								
8								
9								
10	150	150	25	25	150	NA	NA	25
11	104	104	25	25	104	NA	NA	14
12	193	193	25	25	193	NA	NA	33

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

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

**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>	<b>Small group and/or individual instruction through our Learning Strategies for Success Program before school. Tutoring available during the day. Saturday Regents prep available.</b>
<b>Mathematics:</b>	<b>Small group and/or individual instruction through our Learning Strategies for Success Program before school. Tutoring available during the day. Saturday Regents prep available.</b>
<b>Science:</b>	<b>Small group and/or individual instruction through our Learning Strategies for Success Program before school. Tutoring available during the day. Saturday Regents prep available.</b>
<b>Social Studies:</b>	<b>Small group and/or individual instruction through our Learning Strategies for Success Program before school. Tutoring available during the day. Saturday Regents prep available.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Individual counseling sessions during school day, referrals to outside agencies if appropriate or additional support, conference with students and teachers. Referral to Learning strategies for Success as indicated. Individual student contact to address concerns and specific changes needed.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>Counselors refer students to health- related services within their community. Individual counseling to address at risk behaviors.</b>

**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.

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

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Type of Program: \_\_\_ Bilingual \_\_\_x\_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_ 33 \_\_\_\_\_  
(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).

**Students who receive services in our Intermediate English as a Second Language program receive a block period of 90 minutes mandated instruction. Students in Advanced ESL program receive 45 minutes of ESL instruction and 45 minutes of ELA instruction. Both these classes receive instruction five days per week.**

**After a review of students' exam history, school report cards and teacher recommendations, students identified as struggling are recommended and programmed to attend our Learning Strategies for Success Program which meets zero period four days a week. Moreover, tutoring is offered by the ESL teacher during student lunch hour.**

**Students are registered for the appropriate level math courses as prescribed by their transcripts and exam history. Struggling students are asked to attend Learning Strategies for Success Program and/or attend tutoring during student lunch hour. Additional support is being provided in the classroom by an assigned math teacher.**

**Teachers utilize various strategies in their instructional practices with their students. These include differentiated teaching methods as well as strategies acquired by attending QTEL and various professional developments.**

**There is only one computer lab in our school and it is available to students when the ESL teacher reserves it for classroom instruction.**

Standardized data such as NYSESLAT, Regents scores and standard-based classroom assessment are used to make decisions regarding success and progress of ELLs and any other intervention that may be needed. For the first time this year, the school utilized Acuity’s ELL Predictive Assessment which is aligned with the NYSESLAT and ELA Standards.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

**We offer after school programs (math, College Now) for students to accelerate their credit earning. In addition, students participate in school trips as part of their extracurricular program. All students are eligible to participate in these programs. We also have an after school program for specifically for our ELLs with a focus on reading and writing.**

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.

**Upon intake of our students we require parents to come in and meet with guidance counselors to review students’ transcripts and discuss programming. The Parent Coordinator sends out a monthly newsletter to inform parents of upcoming events.**

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

**Not applicable**

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. **Please refer to the document below which is a work in progress.**

Professional Development Plan 2008 - 2209

<u>Name</u>	<u>Discipline</u>	<u>Activity</u>	<u>Sponsor &amp; Date</u>
Kara Vona	ESL	Building the Base	QTEL Oct. 24 & 25
Kara Vona	ESL	Building the Base	QTEL Nov. 20 & 21
Kara Vona	ESL	Building the Base	QTEL Dec. 8 & 9
Tamar Singh	Science	Curriculum Enhancement	QTEL (Free) Nov. 18 & 19

UPDATED – OCTOBER 2008

Tamar Singh	Science	Curriculum Enhancement	QTEL (Free) Dec. 16 & 17
Tamar Singh	Science	Curriculum Enhancement	QTEL (Free) Feb. 5 & 6
Tamar Singh	Science	Curriculum Enhancement	QTEL (Free) March 30 & 31
Erica Rosenthal	Social Studies	Using Self – Questioning Strategies	AIS Nov. 18 Free
Ron Puma & Jen Greco	Science Literacy	Building Academic Vocabulary	AIS Dec. 5 \$100 each
Marie La Torre	English	Success Literacy Practices	Literacy Dec.12 \$150 / 3days 2/11/09 & 3/19/09
Jen Greco	Literacy	Learning Strategies Across The Curriculum	Center for Urban
Tamar Singh	Science		Education
Ron Puma	Science		Free
Pooran Dalyram	Math		9/27/08
Ricardi Bien Amie	Math		11/15/08
Kara Vona	ESL		1/10/09 & 2/28/09
Anthony Balone	English		3/28/09 & 4/25/09
Justo Leon	Math		
Pooram Dalyram	Math	New Geometry	9/19 & 9/26
Jennifer Squires	English	Neurodevelopment and Learning Ideas for Inquiry	AIS 12/15/08 & 1/16/09
Winston Cooper	Math	Key Curriculum	Math Free 12/12 & 1/9/09

UPDATED – OCTOBER 2008

Daniel Shin	Social Studies	American Leaders Project	10/22 Foundations of civil Rights
			12/5 Civil Rights & Race
			2/4 Civil Rights & Gender
			3/18 Civil Rights & Immigration
			4/29 Civil Rights & the Supreme Court
Corey Vandiver	Guidance	Demystifying ELL Data	March 23 <sup>rd</sup> , 24 <sup>th</sup> , and April 2 <sup>nd</sup>
Frank De Angelis	Special Education	Organizational skills for students	March 25 <sup>th</sup>
Anthony Balone	English	Writing Institute for Teachers of ELLs	March 26 <sup>th</sup> , April 8 <sup>th</sup> , and May 5 <sup>th</sup>
Justo Leon	Math	Integrated Algebra	April 1 <sup>st</sup> , 22 <sup>nd</sup> and May 22 <sup>nd</sup>
Amy Dayao	Science	Building the Base	April 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> and May 6 <sup>th</sup> , 7 <sup>th</sup>
Angeleke Lymberatos David Benz	Science	Science symposium for ELLs	May 6 <sup>th</sup>
Pooran Dyalram	Math	Differentiating Math Instruction with Dynamic Geometry Software	May 11 <sup>th</sup> , 18 <sup>th</sup> and 22 <sup>nd</sup>
Winston Cooper	Math	Unlocking the Potential of Mathematics Instruction for ELLs	May 13 <sup>th</sup>

**In addition to the professional development listed above, our math teachers have been working with a math consultant from the NYSED to improve students' skills and close the achievement gap. We provide professional development through Kaplan for our**

**earth science teachers. Several teachers from different disciplines attend professional development focusing on literacy skills through the Center on Urban Education.**

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. **One guidance counselor is assigned to work with our ELL students. We have recently developed a LAP Team of professionals who will meet monthly to discuss and plan for this group of students. We also offer additional academic services to our ELL students through our Learning Strategies for Success Program, individual guidance meetings, and lunch tutorial sessions. We outreach to bilingual community organizations for students and families who require counseling, medical and other support services.**
- 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. **We do not have a bilingual program.**

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

**School Building:** Queens Academy High School

**District 28**

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	
	1					1

\* 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.

# SAMPLE STUDENT SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:   28  

School Building: Queens Academy Flushing

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8: 40 To: 9:25	Subject (Specify)  Economics	Subject (Specify)  Economics	Subject (Specify)  Economics	Subject (Specify)  Economics	Subject (Specify)  Economics
<b>2</b>	From: 9:28 To: 10:13	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.
<b>3</b>	From: 10:16 To: 11:01	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.	Subject (Specify)  ESL Int.
<b>4</b>	From: 11:04 To: 11:49	Subject (Specify)  Earth Science II	Subject (Specify)  Earth Science II	Subject (Specify)  Earth Science II	Subject (Specify)  Earth Science II	Subject (Specify)  Earth Science II
<b>5</b>	From: 11:52 To: 12:37	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH
<b>6</b>	From: 12:40 To: 1:25	Subject (Specify)  US Histry Regents Prep	Subject (Specify)  US History Regents Prep	Subject (Specify)  US History Regents Prep	Subject (Specify)  US History Regents Prep	Subject (Specify)  US History Regents Prep
<b>7</b>	From: 1:28 To: 2:13	Subject (Specify)  Government	Subject (Specify)  Government	Subject (Specify)  Government	Subject (Specify)  Government	Subject (Specify)  Government
<b>8</b>	From: 2:16 To: 3:00	Subject (Specify)  Living Env. II	Subject (Specify)  Living Env. II	Subject (Specify)  Living Env. II	Subject (Specify)  Living Env. II	Subject (Specify)  Living Env. II
<b>9</b>	From: 3:05 To: 4:05	Subject (Specify)  Earth Science Lab II	Subject (Specify)  Earth Science Lab II	Subject (Specify)  Earth Science Lab II	Subject (Specify)  Earth Science Lab II	Subject (Specify)  Earth Science Lab II

## SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

**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: 8:40 To: 9:25	Subject (Specify) Economics	Subject (Specify) Economics	Subject (Specify) Economics	Subject (Specify) Economics	Subject (Specify) Economics
<b>2</b>	From: 9:28 To: 10:13	Subject (Specify) Eng. Regents Prep	Subject (Specify) Eng. Regents Prep	Subject (Specify) Eng. Regents Prep	Subject (Specify) Eng. Regents Prep	Subject (Specify) Eng. Regents Prep
<b>3</b>	From: 10:16 To: 11:01	Subject (Specify) Physical Ed.	Subject (Specify) Physical Ed.	Subject (Specify) Physical Ed.	Subject (Specify) Physical Ed.	Subject (Specify) Physical Ed.
<b>4</b>	From: 11:04 To: 11:49	Subject (Specify) Earth Science II	Subject (Specify) Earth Science II	Subject (Specify) Earth Science II	Subject (Specify) Earth Science II	Subject (Specify) Earth Science II
<b>5</b>	From: 11:52 To: 12:37	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>6</b>	From: 12:40 To: 1:25	Subject (Specify) ESL Adv.	Subject (Specify) ESL Adv.	Subject (Specify) ESL Adv.	Subject (Specify) ESL Adv.	Subject (Specify) ESL Adv.
<b>7</b>	From: 1:28 To: 2:13	Subject (Specify) U.S. Hist .II	Subject (Specify) U.S. Hist .II	Subject (Specify) U.S. Hist .II	Subject (Specify) U.S. Hist .II	Subject (Specify) U.S. Hist .II
<b>8</b>	From: 2:16 To: 3:00	Subject (Specify) Int. Alg.1C	Subject (Specify) Int. Alg.1C	Subject (Specify) Int. Alg.1C	Subject (Specify) Int. Alg.1C	Subject (Specify) Int. Alg.1C
<b>9</b>	From: 3:05 To: 4:05	Subject (Specify) Earth Sci. Lab II	Subject (Specify) Earth Sci. Lab II	Subject (Specify) Earth Sci. Lab II	Subject (Specify) Earth Sci. Lab II	Subject (Specify) Earth Sci. Lab II

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

**Form TIII – A (1)(a)**

Grade Level(s) 10-12 \_\_\_\_\_ Number of Students to be Served: 33 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1 Other Staff (Specify) \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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**Based on the NYSESLAT scores, ELL students are programmed into an advanced or intermediate course of instruction. Students who receive services in our Intermediate English as a Second Language program receive a block period of 90 minute mandated instruction. Students in Advanced ESL program receive 45 minutes of ESL instruction and 45 minutes of ELA instruction. Both these classes receive instruction five days per week. The language of instruction is English and native language support is provided through peer support and translation dictionaries in the classroom. We are looking to provide additional support to students by using native language materials.**

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

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**Our ELL teacher has conducted in-house professional development to content area teachers working with ELLs. We have also sent teachers to outside professional development, specifically QTEL so they could learn and implement ELL strategies in the classroom.**

See Appendix 2 Section IV

**F Form TIII – A (1)(b)**

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

<b>Allocation: \$15, 000</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)	\$9351.83	An after school journalism/publishing class will be established taught by the ESL teacher, and a content area teacher. The class will meet twice a week for 90 minutes, approximately 19 weeks. The literacy coach and AP of Supervision will assist once a week. Four hours each of planning time will be allotted to the teachers, literacy coach and supervisor.
Purchased services such as curriculum and staff development contracts	\$2,648.17	Teachers will attend QTEL and various professional development sessions geared towards differentiating instruction for our ELL population.
Supplies and materials	\$3,000.00	Since we are a transfer school where academics and attendance is of great concern, we are planning this journalism class to give our students a voice and ownership over their learning and writing. We also believe by offering this course, using the NYS Career Development and Occupational Studies standards, we hope to prepare our students for a future in journalism where their bilingual skills will be an asset. In order to accomplish this mission, we will need the following supplies: <ol style="list-style-type: none"><li>1. One document camera (\$386.82) to quickly be able to share with the class an example of student work.</li><li>2. Three notebook computers (\$443.38 each) for student use to allow for differentiation in the classroom.</li><li>3. Ten USB flash drives (\$12.98 each) to allow the students to save their work.</li><li>4. One color laser printer (\$379.55) for printing student work.</li><li>5. Dictionaries written Spanish, Haitian-Creole, Korean, and Mandarin-Chinese (\$400).</li><li>6. Composition notebooks (\$373.69).</li></ol>

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
**We use the home language information and student information to determine the best way to communicate with parents. Our parent coordinator has used the DOE translation services to translate newsletters, letters to parents and other important documentation so parents are aware of school activities.**
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.  
**Based on the Home Language Report, 62% of families in our school are English speaking, 28% of families are Spanish speaking, and 10% of families speak one of 25 languages with no more than 1% in any one category.**

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.  
**We have two staff members who speak Spanish and one who speaks Haitian-Creole who make phone calls and translate for parents. We have used the translation service offered by the DOE to provide written information to parents.**
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.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**The school will make available to parents a translated copy of Chancellor's Regulations A-663 so that parents are aware of their rights.**

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_\_\_ **\$191,329** \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_\_\_ **\$1,913. 29** \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_\_ **\$9,566.45** \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **85** \_\_\_\_\_ % \_\_\_\_\_
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.

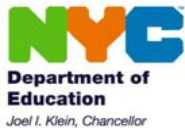
**Any teacher who was identified as not being highly qualified on the BEDS survey was notified. Teachers were informed about the use of title I funds to become highly qualified.**

**Any teacher who is not highly qualified is offered tuition reimbursement to become highly qualified. Teachers are also informed of HOUSSE.**

## 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.



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#### PARENT INVOLVEMENT POLICY

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.

- Parents will serve as active members of the School Leadership Team and help establish school-based policies and recommendations.
- Parents will receive a monthly newsletter and the principal’s newsletter which keep them apprised of school activities, meetings and events.

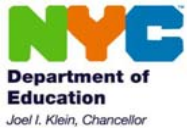
**UPDATED – OCTOBER 2008**

- Parents will receive communication from the school regarding College and Career Workshops, Barbershop, ELL information to maintain an open line of communication between the home and school.
- Parents will receive information about the school's standing on the Quality Review, Progress Report and meeting AYP. The Parent Coordinator will be available to further communicate with parents and through the Parents' Association, meeting will be held to further explain these data and accountability systems.
- Parents will be provided with a copy of the Chancellors' Regulations code and have students adhere to its principles.
- Parents will attend Parent Conferences at least twice a year to learn about their child's academic performance.
- Parents will receive information about their child's state exam schedule and strongly encourage students to take these exams when scheduled.
- Parents will meet with counselors to understand and keep apprised of their child's graduation schedule.
- Parents are encouraged to participate in the PTA, School Leadership Team and/or volunteer for special events.
- Parents will provide their child with the necessary instruments (paper, pens, binders, loose-leaf paper, etc) for school success.
- Parents will avoid removing students from school or class for appointments, vacations, child care which can interfere with the student's education.

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

**UPDATED – OCTOBER 2008**

**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.



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### **SCHOOL/PARENT COMPACT**

Queens Academy High School and the parents and students agree that this Compact outlines how the parents, the entire school staff and the students will share collective responsibility for improved student academic achievement.

#### **School Responsibilities**

- Provide a challenging and rigorous standards-based academic curriculum.
- Assign students to classes based on graduation requirements and prerequisite courses.
- Provide teachers with ongoing professional development that will enhance their teaching skills.
- Hold parent conferences twice a year.
- Provide parents and students with information about progress six times a year through report cards.

**UPDATED – OCTOBER 2008**

- Provide students with information about their academic progress and next steps for improvement through the use of portfolio assessment conferences.
- Inform parents about their child's attendance.
- Provide additional academic support when needed.
- Assess the social/emotional growth of the student.
- Provide additional outreach to parents via Parent Coordinator

### **Parent Responsibilities**

- Parents will make every effort to ensure that students arrive at school on time and prepared with the appropriate tools for school.
- Parents will monitor attendance.
- Parents will participate in conferences regarding their child's education.
- Parents will support the Chancellor's Discipline Code by being aware of the school discipline policy.
- PTA will encourage parental involvement through participation in the School Leadership Team, Parent Association activities, or volunteering for special events.

### **Student Responsibilities**

- Students will come to school prepared to learn and participate in class discussions and activities.
- Students will demonstrate personal responsibility for their learning by creating learning goals and working toward accomplishing the goals.
- Students will take steps toward graduation by studying for tests and assignments, completing assignments and taking class exams and State Regents examinations.
- Students will follow the school rules and Chancellor's Regulations.
- Students will make every effort to attend school daily and arrive at school on time.
- Students will follow the dress code.

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**Principal**

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**Parent**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

**See Section IV/Needs Assessment**

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

**School-wide reform strategies include: Instituting a zero period class to focus on AIS for students who have academic deficits; lunchtime tutoring; Saturday School which offers students support in test-taking strategies; after school program for enrichment and for credit acceleration; piloted program to offer science labs during student lunch hour to increase attendance and on-time performance in science. PLATO classes are offered for credit accumulation or acceleration; independent studies courses; PSAL athletic programs; male-based advisory group known as Barbershop facilitated by staff role models; individual counseling; family group advisory period once a week; college and career awareness workshops.**

3. Instruction by highly qualified staff.

**Teachers who are not highly qualified are offered tuition reimbursement funds.**

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

**See Section VI/Action Plan Professional Development**

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

**Cabinet members' attendance at teacher recruitment fairs highlighting school's qualities. Overhaul of interview process to include more in-depth review of candidates including use of rubrics for interview process and demonstration lessons.**

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

**Parent Coordinator reaches out to parents to increase involvement in special activities and events.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- 8.

**Not Applicable**

9. 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.

**In-house professional development was facilitated by literacy coach using the DOE sponsored assessment tools. The Inquiry team utilized these assessments to assist in choosing a school-wide focus. Furthermore on going professional conversations revolving around student assessment has led to the creation of student assessment binders which are a work in progress.**

10. 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.

**Assessment team and guidance review report cards, Learning Strategies for Success attendance to determine academic needs of students, parental and student notification of LSS recommendation; progress reports mailings, and guidance intervention.**

11. 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.

- 12.

**Not Applicable**

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – NOT APPLICABLE**

**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.*

**NCLB/SED Status:** SINI Year One **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.

**We were identified as SINI Year One due to not making AYP for school year 2006-07 in the area of participation in Math for Black/African American student population. We did not make AYP in this category by 1%.**

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.

**All students who are required to take the Math Regents have been identified. Each math teacher is given a list of students who are required to take the Math Regents. Students and parents receive written notification, including a calendar of exam dates. Students will receive a reminder phone call the day before and the morning of the exam. The school provides Saturday Regents Prep to support students in preparation of Regents exams.**

### **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 = \$191,329; 10% of Title I allocation = \$19,132.19.**
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

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<sup>1</sup> School Under Registration Review (SURR)  
**UPDATED – OCTOBER 2008**

**The 10 percent of the Title I funds has been allocated to provide our teachers with professional development on differentiated instruction which will better prepare them for content instruction which addresses the needs of individual students. As a result, students' confidence will increase; hence, participation rate will also increase. In addition, a math consultant from the New York State Department of Education is working with our math department to align curriculum and assessments with standards.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**At the present time we have one first-year teacher that is being mentored in house using the New York City Department of Education's New Teacher Induction Mentoring System.**

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.

**Parents will be notified by mail that the school is in need of improvement status for participation rate in mathematics for Black and African American students. Notification to parents and all stakeholders will occur through principal's newsletter, school leadership team meetings and translated correspondence.**

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

*All SURR schools must complete this appendix.*

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

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

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

<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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

– **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. **Invested members of the school community assembled together to assess whether Finding 1A correlated to our school's educational program. The group consisted of the principal, assistant principal I.A., literacy coach, English teacher, and the data specialist. We met formally and informally, to analyze our data and discuss the findings. We looked at the school's report card, student transcripts, schedule of the students, student portfolios, lesson plans, teacher observations, and the school's ELA/ESL curriculum guide. We were looking for gaps in our reading, writing, listening, and speaking curriculum, the validness of our scheduling, the taught curriculum, and resources available. The findings of this assessment process were shared with the cabinet and faculty. We found that the Curriculum Audit findings were relevant to our school's educational program in all alignment issues.**

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? **The school's ELA/ESL curriculum addresses the ELA core curriculum and the ESL standards. It indicates what skills a teacher should be employing in the classroom to get the desired results, and it attends to learning strategies for literature and composition. Additionally, there is evidence in the lesson planning and observations that some of the NYS standards are being addressed, but they are not being addressed consistently in all the classes all the time, to the depth to which it should be taught. Upon reviewing student portfolios, there was no evidence of student writing that meet the standards. However, our student population being extremely verbal have had countless opportunities to improve their listening and speaking skills. This is also true in our ESL classes. One of our expectations in lesson planning is a clear learning objective for students including an application activity of that learning objective and an assessment of whether or not students learned what the teacher wanted students to learn in that lesson. This is not a consistent practice in our classrooms.**

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. **At the present time, we have additional support from the Office of Multiple Pathways. They are supporting the school with professional development from the Center for Urban Education and providing an FEI (Framework for**

Effective Instruction) coach. With the help of the FEI coach, along with our literacy coach, we are beginning to see the need for curriculum maps to help close the achievement gap on the ELA Regents exam. Therefore, one of the goals of the English department is to redesign the scheduling of the students to allow for in depth teaching of each standard, a given practice and assessment. Furthermore, teachers will attend professional development on literacy, the NYS standards, QTEL, and the new accountability systems. Also, resources will be allocated towards supplying sufficient amount of curriculum materials to meet the needs of our ELL population.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

**We have assessed whether the finding in question is relevant to our school's educational program based on the following: review of the Integrated Mathematics curriculum; review of class examinations, including midterm and final examinations; informal and formal partial period and full period observations of the teachers' lessons; review of mathematics department meeting agendas; and discussions with the mathematics teachers.**

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?

**The Integrated Mathematics program is separated into a three term sequence based on Regents level curricula. Students who have completed their mathematics requirement, but who have not passed the Integrated Algebra Regents, are place in an Integrated Algebra Regents Preparation class. Based on class observations, I have found that the material taught in the aforementioned classes is reflective of the written curricula. My review of the examinations given in class reveals that they are spiraled to include Regents level questions utilizing the Regents format. In addition, every examination, including the midterm and final examinations contain material that has been taught since the beginning of the semester. Discussions with the mathematics teachers and a review of the mathematics department agendas are consistent with this assessment.**

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.

**NA**

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## **KEY FINDING 2: INSTRUCTION**

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

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

## **2A – ELA Instruction**

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **Beginning with intervisitations among teachers, then formal and informal observations, and finally during learning walks, we agree with the deduction made by the audit that teacher lecturing, questioning, and explaining dominates the time in the classroom and more student engagement and independent seatwork is needed.**

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? **Honestly assessing teacher's lesson plans in conjunction with the teacher has lead to candid discussions on how to increase the level of student engagement and independent seatwork. Having stimulating best practices conversations at our newly instituted "Lunch & Learn" has been somewhat successful in opening up discussions of educationally relevant activities. Moreover, giving teachers immediate feedback after a learning walk or informal snap shot observation has had an impact on classroom instruction.**

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. **At the present time, we will not require additional support from central. However, in consultation with each other, English teachers will distribute a multiple intelligence inventory to all their students to determine in which direction they will differentiate their instruction. Teachers will work together in teams during their department meetings, and be responsible**

to produce exemplar lesson plans that include best practices, differentiated instruction, metacognition, and research-based instruction. The lesson plans will also include a distinction between practice and application, and will be student centered. To prepare the thought process behind writing these lesson plans, the following questions should be addressed:

- a) What should students learn?
- b) How should they learn it? Are the students engaged?
- c) Is there a “big idea” or significant skill that students ought to learn?
- d) How will we know whether our students are learning at optimum levels?

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### **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. **We are currently working with a math consultant from The NYSED to assist us with instructional practice, curriculum mapping, and assessment of students.**

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? **NA**

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<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.

**NA**

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**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.

**We have developed a hiring practice which includes a team who interviews teaching candidates. In addition to the interview, all candidates are expected to conduct a model lesson which is rated using a rubric. The team reviews the candidate's sample lesson plans as part of the interview process. Candidates also receive the expectations of the school before the interview which are reviewed at the interview.**

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

Applicable   x Not Applicable

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

**We hired only one new teacher last school year to replace a teacher who was promoted.**

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.

**NA**

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**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

**UPDATED – OCTOBER 2008**

the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**We have reviewed last year's professional development plan, and we can attest that 44% of our staff attended either QTEL or professional development revolving around the ESL standards. Moreover, teachers have turn-keyed their experience during staff development days.**

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?

**Although our faculty has had the opportunity to attend ELL professional development, we are still not seeing best practices being implemented on a daily basis. Therefore, this year's professional development plan will be a continuous effort to send more people to QTEL, and various PD's offered from OELL.**

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.

**NA**

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#### **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.

**UPDATED – OCTOBER 2008**

**A review of our ELL Program, we recognize that teachers have not been made aware of their students' NYSESLAT scores and other data. Professional development will have to be provided to teachers on testing data, how to interpret the data and the impact the data has on instruction practices.**

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?

**Content area teachers do not seem to know how to best serve this population of students. There has not been an ongoing discussion of how data can be used to assist teachers in the classroom. We have been working with our ELL liaison to develop a clearer understanding of ELL policies and procedures to help us better service this group of students.**

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.

**Our school will need assistance in this area. We will continue to work with OELL, conduct in-house professional development, and send staff to outside professional development programs. We are beginning to look at ELL testing data more carefully so we can disaggregate the information to make it useful to all teachers.**

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#### **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.

**With a small population of special education resource students, our general education teachers are learning about IEP reviews and interviews when they are a part of these processes. Teachers and administrators are not fully aware of the full range of instructional approaches that would be beneficial for student support. We are looking for professional development for high school**

**teachers and administrators. Our teachers are developing skills in the use of differentiated instructional practices which will aid them in supporting special education students.**

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?

**Content teachers are not fully aware of how to modify materials that would support students in their classrooms.**

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.

**We have begun this process by including regular education teachers in the IEP process, so that they have a clearer understanding of what the IEP is and how to use it to support students in the classroom. The special education teacher has made sure that all regular education teachers received copies of the IEP of students in their classroom. However, teachers could benefit from professional development on how to best use the information in the IEP to help in content area classes. The special education teacher works with classroom teachers to support and modify materials to help students.**

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#### **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.

**At case conferences, teachers have asked for the best way to academically support specific students in their classrooms. The goals of an IEP do not generally help the content teacher with specific strategies on how to address teaching and learning of content material.**

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 7.1**

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

**We will address this issue through case conferencing on our resource room students whereby we will have our content and special education teachers present to discuss and provide information specific student information. In addition, professional development for content area teachers which provides specific strategies that could be used in the classroom to support students would be useful. We would like some assistance in obtaining this type of PD.**

## CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 21, 2008**      Email address: **bshort@schools.nyc.gov**

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

School DBN	28Q540
School Name	Queens Academy High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 156,327
Principal Name	Beverly Short
Principal Email	bshort@schools.nyc.gov
Principal Phone	718463311107183223580

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

- Yes  
 No

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

- Yes  
 No

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

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 52,921
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- 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)	\$ 0
Professional mentoring for beginning teachers and principals	\$ 0
Instructional coaches for teachers	\$ 93,405
School leadership coaches for principals	\$ 10,000

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 teachers 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 teachers (e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

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

development across all curriculum areas)?

- Yes
- No

Please describe the program.

Students will participate in an extended day program in core subjects of English, math and science to supplement classroom instruction. C twice a week after school.

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 existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

We will be able to increase the number of courses offered over the school year, and we will offer core subject courses to focus on students

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No