



**ACADEMY FOR YOUNG WRITERS
14K404**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)

ADDRESS:

TELEPHONE:

FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14K404 **SCHOOL NAME:** Academy for Young Writers

SCHOOL ADDRESS: 183 South Third Street, Brooklyn, NY 11211

SCHOOL TELEPHONE: 718-388-1194 **FAX:** 718-388-3380

SCHOOL CONTACT PERSON: Carolyn Yaffe **EMAIL ADDRESS:** cyaffe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tanisha Brown

PRINCIPAL: Carolyn Yaffe

UFT CHAPTER LEADER: Meredith Saladis

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) Bianca Agron and Essence Draper

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 **SSO NAME:** Empowerment Network 20

SSO NETWORK LEADER: Terry Byam

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	Carolyn Yaffe
	*UFT Chapter Chairperson or Designee	Meredith Saladis
	*PA/PTA President or Designated Co-President	n/a (we have no PA President at this time)
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Essence Draper Bianca Agron
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Academy for Young Writers is a 4th year high school located in Williamsburg, Brooklyn. We are built in partnership with the Institute for Student Achievement and the Student Press Initiative at Columbia University. Our mission is to use the vehicle of writing to develop our students' critical thinking skills, thus enabling our students to be agents of power and direction over their own lives. We believe the core of college readiness lies in the ability to think critically, write competently and actively direct your own learning process.

We have three foundational building blocks that guide our work here at the Academy for Young Writers: End of Year Portfolio Presentations through the lens of our Habits of Mind, Exhibition Based Instruction, and an Advisory Program that provides personalization to the academic experience at AFYW. Our teachers organize units of instruction around exhibitions (or projects) that ask students to practice and demonstrate mastery over our Habits of Mind (Viewpoint, Evidence, Relevance, Connections and Supposition). At the end of each year, all grade level of students collect their most relevant exhibitions in a portfolio and undergo an intensive reflection and writing process that leads to portfolio presentations in Advisory. Besides providing the space for the Portfolio Process, our Advisory program is organized around curriculum that focuses on the affective issues that affect academic success for our student population. Advisory is also the place where college awareness and college exposure takes place. Through our Advisory program, we seek to support the whole child towards realizing the mission of our school.

We have several important strategic partnerships. The first is the Institute for Student Achievement; ISA helps us to organize around and stay focused on principles such as Distributed Counseling, Inquiry Based Instruction and Continuous Organization improvement that help us work towards our mission. We also have a partnership with the Student Press Initiative, who work with our teachers to create and implement a grade - wide student publications through our ELA classes in our Junior Institute (9th and 10th grade). NCREST at Columbia University supports us in the creation and implementation of our periodic assessments, which we design ourselves and use as a tool to analyze and improve instruction in our school community. We also have a strong partnership with El Puente, a neighborhood CBO; we currently work with their Artists' Collective to provide after school programs to our students and to develop a Senior Institute project that integrates art with ELA objectives.

We seek to create a school community that is organized for staff and students alike around community values of respect, teamwork and high expectations.

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.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Academy for Young Writers						
District:	14	DBN:	14K404	School BEDS Code:	331400011404		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		88.7	86.0	85.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		87.9	93.6	97.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		60.0	81.0	72.3
Grade 8	0	0	0				
Grade 9	106	110	121	Students in Temporary Housing - Total Number:			
Grade 10	0	97	101	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	79		3	1	13
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	106	207	301	(As of October 31)	2006-07	2007-08	2008-09
					12	0	0
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	26	34	50
# in Collaborative Team Teaching (CTT) Classes	0	0	7	Superintendent Suspensions	5	7	9
Number all others	1	2	21				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	7	14	22
# receiving ESL services only	14	10	9				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	3	4	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	1	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	9.1
				% more than 5 years teaching anywhere	14.3	21.4	18.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	71.0	71.0	73.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	92.5	100.0
American Indian or Alaska Native	1.9	1.0	0.0				
Black or African American	28.3	50.7	57.1				
Hispanic or Latino	63.2	44.4	40.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.5	0.7				
White	5.7	3.4	1.7				
Male	45.3	33.3	30.2				
Female	54.7	66.7	69.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	1	1	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	NR	Overall Evaluation:	√
Overall Score:	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	NR	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	NR	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

AFYW's Strengths and Accomplishments

- As a school, we are rigorous in collecting an extensive range of data to understand student performance
- We have a clearly articulated instructional vision built around Understanding by Design and Habits of Mind.
- We have developed a strong culture of teamwork and collaboration and we have a staff who believes in and is invested in our instructional vision
- We have high expectations for academic success that is shared across all members of our school community
- We have created a positive learning environment built on trust and respect
- We have a clear vision of where we want to be, a clear understanding of where we are, and a clear plan for how to move towards our vision collectively
- We use our partnerships, in particular our partnership with the Student Press Initiative, to provide highly engaging instruction and exciting exhibition based instruction to our students
- We have systems and structures in place for identification and support of struggling students
- We have a clearly articulated vision of professional development and support for teachers at all levels

AFYW's Challenges

- Differentiating instruction more skillfully in all classrooms
- Parental involvement
- Attendance
- Space and Budgeting Constraints
- Creating additional structures to support our Special Education, ELL and lower performing populations
- Supporting a relatively new and inexperienced staff towards being able to design and implement exciting, exhibition-based instruction

and more effectively move our student population forward in terms of achievement

- Acculturating staff and students to a community culture where we are all accountable to one another for the school we want to have

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal #1

To increase parental involvement through the use of our online Edline system, which allows parents to log in to access real time grades, assignments and communicate with teachers via email. Progress towards this goal will be measured at each quarter and will be captured by the Edline system itself, which tracks traffic on its website.

After conducting our needs assessment, we determined that there is a much greater need for parental involvement in our school. It is our intent to increase parental involvement through the use of our new online system, Edline, which allows parents to log in to access real time grades, assignments and communicate with teachers via email. The number of parents who log in to and utilize the system is captured by the Edline system itself, which will make it easy to measure the success of this initiative.

Goal #2

To use our Design Your Own Assessment (DYO) Program as a tool to raise student proficiency and achievement in the area of writing. Progress towards this goal will be measured at each administration of the DYO (October, January and May) and will be captured by the OARS database.

After conducting our needs assessment and looking specifically at our course pass rates and Regents' pass rates for our first graduating cohort, we decided that we wanted to focus a goal around the writing skills of our current 11th graders, as writing seemed to be foundational in either the success or failure of students' ability to pass Regents' Exams.

Goal #3

To expand our current DYO program (Math, English, Science and History) into all subject areas, including electives. The purpose of this is to create a school-wide system that can accurately measure student progress toward skill mastery in all areas of our school. Progress towards this goal will be measured at each administration of the DYO (October, January and May) and will be captured by the OARS database.

After conducting our needs assessment, we decided that we needed to expand our DYO system into all subject areas to increase rigor and accountability across all subject areas and grade levels. Because our DYO process asks teachers to identify core skills at the beginning of the year/semester that will be woven through the course, and the DYOs measure progress on these skills throughout the year, it is important that this level of measurement and accountability is taking place across the school community.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1 To increase parental involvement through the use of our online Edline system, which allows parents to log in to access real time grades, assignments and communicate with teachers via email. By January, 2010, 25% of parents will have logged onto the Edline system. By June, 2010 50% of our parents will have logged into Edline. This is captured by the Edline system itself.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use of staff development time to set up Edline and train teachers and faculty in its use • Use of grade team meetings to establish expectations and protocols for teacher updates • Families will receive introductory letters before Family Conferences and Advisors will go over Edline features in one on one Family Conferences • During October Family Conferences there will be a training session for parents • During April Family Conferences there will be a training session for parents • Parent Coordinator will coordinate two other workshops (one per semester) over the course of the year to train parents unable to attend on Family Conference night • Whenever a parent comes in for any type of conference, we will determine if they are on Edline yet and train them accordingly.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Staff Development time will be used to train staff members on Edline and make expectations clear for updating • The Assistant Principal of Organization, the Parent Coordinator and the Grade Team Leaders will be the organizers of this initiative. • Fair Student Funding will be used to fund this initiative
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • After October Family Conferences, we will take a snapshot of how many families have logged into Edline • After February Family Conferences we will take a snapshot of how many families have logged onto Edline after our offered workshop

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal #2</u></p> <p>To use our Design Your Own Assessment (DYO) Program as a tool to raise student proficiency and achievement in the area of writing for our 11th grade Cohort. We chose this grade level because the 11th grade year is a crucial year to focus on student achievement in the area of writing because of Regents’ Exams, SATs, and because it is the year that colleges scrutinize most closely when considering applications. This will be measured by data in OARS database. Cohort 2011 students (11th graders) will increase a minimum of 5% in meeting or exceeding benchmarks in each of the following rubric criteria on their ELA DYO’s in June, 2010.</p> <p>Identifies Key Information –Increase from 75% to 80% Understanding of Literary Elements- Increase from 79% to 84% Constructing Meaning- Increase from 70% to 75% Writing Focus- Increase from 46% to 51% Organization and Format- Increase from 65% Conventions- Increase from 67% to 72%</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Use of staff development time to use an established AFYW protocol to receive feedback on DYO drafts and Units of • DYOs administered and graded 3X a year • Use of an established AFYW protocol to examine data and identify areas to revise or refine instruction based on that data • Use of DYO data to identify students who are struggling in areas of writing for targeted intervention
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Dedicated DYO money and Fair Student funding will be used to fund this initiative. Per session monies will be set aside for DYO work that takes place outside of the school day • Department Chairs appointed to oversee process of DYOs in each subject area • 8 Faculty Gatherings and Election day dedicated to sharing, norming, scoring and analysis of data.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Interim Evidence</u></p> <ul style="list-style-type: none"> • Growth in rubric areas from 1st DYO to 2nd DYO • Copies of DYO reports • Copies of DYOS before and after (tuning) • Agendas from meetings where data is analyzed by teachers and instructional strategies identified • Attendance lists from all meetings connected to preparation, grading and analysis of DYO data <p><u>Final Evidence</u> Cohort 2011 students (11th graders) will increase a minimum of 5% in meeting or exceeding benchmarks in each of the following rubric criteria on their ELA DYOs in June, 2010.</p> <p>Identifies Key Information –Increase from 75% to 80% Understanding of Literary Elements- Increase from 79% to 84% Constructing Meaning- Increase from 70% to 75% Writing Focus- Increase from 46% to 51% Organization and Format- Increase from 65% to 70% Conventions- Increase from 67% to 72%</p>
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Subject/Area (where relevant): All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal # 3 To expand our current Design Your Own Assessment program (Math, English, Science and History) into all subject areas, including electives. The purpose of this is to accurately measure student progress towards skill mastery in all areas of our school. In all subject areas DYOs will be created, administered, graded and entered into OARS 3x a year.</p> <p>The OARS database will be used.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • DYO Coordinator meets with elective teachers to determine a unified elective approach to creation and measurement of core skills in elective areas • Elective teachers identify Core Skills and submit to Principal and Assistant Principal for review • Elective teachers will function as a “department” in terms of all sharing and review DYO protocols • DYO data will be reviewed after each quarter.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • DYO funding and Fair Student funding will be used to fund this initiative. • 8 Faculty Gatherings this year dedicated to DY0 Process
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Indicators of interim progress will happen at each DY0 administration period (October, January and May) during the tuning protocols and the administration of the DY0 itself. • Each elective teacher will produce and administer 3 DY0s a year • Data will be entered into OARS Database • Data will be analyzed and teachers will produce instructional reflections

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	48	47	n/a (9 th graders don't take Science at our school)	76	10			
10	17*	30*	14*	14*				
11	n/a (haven't taken ELA exam yet)	44	27	41				

12	0 for Regents 8 for support	6	4	18	7			
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Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- *Because our 10th grade students do not take Regents' Exams by the end of the year, we use class failure data to designate them for morning tutoring
- 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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Morning Tutoring is provided for those Junior Institute students identified through Advisors and/or Academic Alerts. The delivery is in small group or one to one. It occurs 2x a week. • Additional after school AIS services are on an as-needed basis for Junior Institute students. Delivery is small group or one to one. • Senior Institute Students attend homework center on M, T & Thursdays from 3:30-5:00. Delivery is in small group or one to one. Delivery is 3X a week
Mathematics:	<ul style="list-style-type: none"> • Morning Tutoring is provided for those Junior Institute students identified through Advisors and/or Academic Alerts. The delivery is in small group or one to one. It occurs 2x a week. • Additional after school AIS services are on an as-needed basis for Junior Institute students. Delivery is small group or one to one. • Senior Institute Students attend homework center on M, T & Thursdays from 3:30-5:00. Delivery is in small group or one to one. Delivery is 3X a week
Science:	<ul style="list-style-type: none"> • Morning Tutoring is provided for those Junior Institute students identified through Advisors and/or Academic Alerts. The delivery is in small group or one to one. It occurs 2x a week. • Additional after school AIS services are on an as-needed basis for Junior Institute students. Delivery is small group or one to one. • Senior Institute Students attend homework center on M, T & Thursdays from 3:30-5:00. Delivery is in small group or one to one. Delivery is 3X a week
Social Studies:	<ul style="list-style-type: none"> • Morning Tutoring is provided for those Junior Institute students identified through Advisors and/or Academic Alerts. The delivery is in small group or one to one. It occurs 2x a week. • Additional after school AIS services are on an as-needed basis for Junior Institute students. Delivery is small group or one to one. • Senior Institute Students attend homework center on M, T & Thursdays from 3:30-5:00. Delivery is in small group or one to

	one. Delivery is 3X a week
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Mandated Counseling Students attend mandated group or individual counseling sessions according to IEP directives. These schedules are designed and carried out by each grade level counselor • In addition, at risk students are served by inclusion in a mandated counseling group, Advisory, drop in sessions or regular sessions as deemed by the grade level guidance counselor
At-risk Services Provided by the School Psychologist:	1. We share a Psychologist with the other school in our building and she supports us in evaluations and services for our Special Education students on an as needed basis
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	Identified by guidance counselors and referred accordingly/appropriately.

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 to this CEP.

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

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Carolyn Yaffe	<i>ESL Teacher:</i>	Pamela Casna
<i>Assistant Principal:</i>	Courtney Winkfield	<i>IEP Teachers:</i>	Malcolm Purnell David Zaretsky Will Johnson
<i>Guidance Counselor:</i>	Tamara Holzer	<i>Literacy Coach:</i>	
<i>Content Area Teacher:</i>	Alex Cuff/ELA	<i>Math Coach:</i>	Joe Walter (ISA)
<i>Content Area Teacher:</i>	Jeff Mihok/History	<i>Parent Coordinator:</i>	Maribel Munoz

II. Teacher Qualifications

The Academy for Young Writers has a committed staff servicing our ELL population. In our school of 400 students and 4 grade levels (9-12 currently, with our first graduating class in June of 2010) we have permanently licensed teachers in the 4 core subject areas at each grade level.

Our one full-time ESL teacher is fully certified with a permanent and dual license in both ELA and ESL.

III. ELL Demographics and School Description:

The Academy for Young Writers is located in Williamsburg, Brooklyn. We share a school building with JHS 50. The schools stand separate in terms of organization and instruction. We share the cafeteria and the gymnasium. Both schools fall under the umbrella of the Universal Lunch Program so all of our students receive free lunch. We serve an underserved population of students.

Approximately 4% of our student population requires ESL services. Our 12th Grade has 5 ESL students, our 11th grade has 2 ESL students, our 10th grade has 2 ESL students and our 9th grade has 2 ESL students. All but one of these 11 students comes from a Spanish-speaking home. We also have three students, in the 10th, 11th, and 12th grades, who have tested out of ESL but still receive extended services. The Special Education population has 2 students who are also ESL. One is a 10th grader and one is a 12th grader.

IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An

entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make effective educational decisions as to which program best meets the needs of their child, parents are provided with a description of the different programs and also told what currently exists in the school. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages.

We communicate regularly with the parents of our ESL population to them updated on Family Conferences, before and after school support and updates in terms of credits, Regents' Exams and Regents' Review.

V. Current English Language Learners Instructional Programs

The Academy for Young Writers has a Freestanding English as a Second Language (ESL) Program. The primary goal of this programs is to assist students in achieving English Language proficiency within 2 years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas and to graduate from high school with the appropriate Cohort

English Program

Freestanding English as a Second Language Program

In our ESL program we have 11 students across our 4 grade levels. They range from Intermediate to Advanced Proficiency levels. Depending upon their needs, students receive additional language acquisition instruction from between 180 to 500 minutes a week. At the 9th through 12th grade level, because all ESL students are Advanced or Intermediate, we use pull-out as the sole method of support.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA/History/Science teachers for materials and texts used for classroom instruction.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond ESL pull-out, we emphasize language acquisition and writing across all core subject areas. We are also especially mindful to mandate and/or recruit our ESL students for all additional services our school offers for academic success, including:

- Morning Tutoring 2X a week

- Homework Center 3X a week
- Saturday School
- ESL Reading Group 1x a week
- SAT Prep courses

Instructional Materials:

We do not use a particular text in our ESL program. In order to support our ESL students across the content areas, our ESL teacher works with content area teachers to help them find texts in home language (when appropriate) and texts at more appropriate grade levels if needed. Our ESL teacher also works with subject area teachers to develop scaffolding materials for texts that all students are reading.

Supplementary Programs

We provide additional support in the following ways:

- Morning Tutoring
- Homework Center
- ESL Push in/Pull out
- ESL Reading Group (after school)
- Credit Recovery and Regents Review
- Saturday SAT courses
- Translation and Interpretation Services through our Parent Coordinator and Guidance Counselor

VI. Assessment Analysis

NYSESLAT

We only have NYSESLAT data from the 2006-2007 and 2008-2009 school years because our 2007-2008 data was lost in transit to the state. Such as it is, we can only track progress through the NYSESLAT for the 7 ELL students who entered our school during the 2006-2007 school year. From 2006-2007 to 2008-2009, 2 students moved from intermediate to advanced level, 3 students remained at intermediate level but raised their overall score by approximately 20 points, and 2 students passed out. Other important ways that we assess movement in language acquisition and proficiency with our ELL students are through scores on our English Periodic DYOs and on the rate of Credit Accumulation for our ELL students

DYOs

The DYO data on our current 12th graders shows that they are making strong growth in the areas of expressing viewpoint and evidence and are making incremental growth in the areas of organization and conventions.

Credit Accumulation

With the exception of one ELL student, our ELLS accumulate credit at the same rate as their non-ELL peers. Of our 12th graders who are currently ELLs, all of them are in good credit standing in our school and we received extra credit on our Progress Report in this area.

Implications for Instruction

The implications for instruction, based on the current data we have on our ELL students include:

- Continue to target vocabulary across all grade levels and subject areas
- Creating additional spaces for ELL students to come together to review material from their subject area classes
- Continue to use school-wide writing projects as an entry point for engagement and practice across our Junior Institute (9th and 10th grade)
- Continue to work on building supportive language-scaffolded environments in both History and English to build language acquisition in every grade level.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that administration works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals

- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that our ISA Math coach works closely with teachers to support rigorous instruction

VII. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- A needs assessment (1st DYO of year given in each core subject area)
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

VIII. Plan for SIFE

We do not currently have any SIFE students at AFYW but if any enter the school, we will:

- Make an individualized student needs assessment in reading and math
- Conduct an interview with student to determine frequency and quality of any formal education received
- Creation of an AIS plan for the student focus on the literacy and math component
- Identify grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

IX. Plan for Long Term ELLs

We do not currently have any Long Term ELLs

Our plan for Long Term ELLs includes:

- Push-in support in History and English 3X a week
- A freestanding ESL class to learn/deepen understanding of materials 150 minutes a week
- Additional pull-out as needed (determined through collaboration between subject area and ESL teacher)
- Regular Conferencing with students and parents to assess what is being learned and identify plan of action for determined needs
- For students who take 4 or more years to graduate, we will conduct formal meetings with families and students to make plan

X. Plan for Special Needs Students

We have 2 students (9th and 12th grades) who require both ESL and Special Education Services. One is self-contained and one is SETTS. Our plan for our SETTS student includes the following: Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

- Collaboration and communication between the ESL teacher and IEP teacher
- Focus on push-in support in as many subject areas as possible (currently English, History and Math)
- Regular conferencing with both student and parent

Our plan for our self-contained student includes the following:

- Double-period ELA classes taught by a Special Education teacher and a dual-certified ELA and ESL teacher.
- Additional pull-out support with collaboration between the ESL and IEP teacher.
- Regular conferencing with both student and parent

XI. Professional Development:

Within the schools Professional Development program, the focus is on:

- Whole staff works on identifying the different components of differentiated instruction (assessment, materials, access to learning styles, etc) and review of lessons and unit plans within this contest
- Whole staff work on language acquisition and language objectives alongside skill and content objectives across subject areas
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible
- Regular (1x a month) protocols dedicated to the review and refinement of unit plans so that they offer entry points to all students and are clearly scaffolded towards final product
- Regular (1X a month) meetings dedicated to looking at essential skills in student work from target populations.
- Quarterly professional development to support the creation and analysis of data from DY0 assessments looking at cohort trends and specific subgroup progress.

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

Type of Program: ___ Bilingual X ESL ___ Both **Number of LEP (ELL) Students Served in 2008-09: 12**

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

The instructional program of our 12th grade ELL students is constructed as follows:

- We have 5 ELL students, testing at intermediate and advanced levels
- We have one 12th grade students who do not require ESL but who we have continued ESL services for one year
- These students have 135 minutes a week of freestanding ESL class with a certified ESL teacher
- These students have push-in 3X a week each in History and English with a certified ESL teacher, amounting to 500 minutes a week of push-in support
- Our instruction is project-based to allow entry points for all
- We have a focus on differentiated instruction, not in terms of product, but in terms of level of scaffolding and choice of materials
- Our ELL students take the full range of courses that is offered to/required of their non ELL peers including Advisory, History, Math, ELA,

11th Grade

- We have 2 Advanced ELL students
- These students has 100 minutes a week of push-in into History and English
- These students has 150 minutes a week of pull-out with ESL teacher
- Our instruction is project-based to allow entry points for all
- We have a focus on differentiated instruction, not in terms of product, but in terms of level of scaffolding and choice of materials
- Our 11th grade ELL students takes the full range of courses that are offered to/required of his non-ELL peers including Advisory, Global History, Geometry, Spanish 2,

10th Grade

- We have 2 Advanced ESL students
- These student are supported with 250 minutes a week of ELA instruction in a small class setting
- These students have 200 minutes a week of Freestanding ESL Instruction
- These student has an additional 190 minutes a week of Advisory, which focuses heavily on writing and language acquisition. This class is co-taught to maximize support
- Our instruction is project-based to allow entry points for all
- We have a focus on differentiated instruction, not in terms of product, but in terms of level of scaffolding and choice of materials

- Our 10th grade ELL students takes the full range of courses that offered to/required of their non-ELL peers including Advisory, Drama, Art, Global History, ELA, Environmental Science and Integrated Algebra.

9th Grade

- We have 2 9th grade ESL students; one Advanced and 1 Intermediate
- Our Intermediate Student has 200 minutes a week of Freestanding ESL Instruction
- Our Advanced Student has 150 minutes a week of Freestanding ESL Instruction
- Both students have 100 minutes a day of English instruction
- Our 9th Grade ELL students take the full range of courses that are offered to/required of their non-ELL Peers including Advisory, Drama, Art, Global History, ELA

II. Parent/community involvement:

-Families are made aware of program choices through an orientation process

-We hold Family Conferences twice a year to go over academic progress and supports offered. Parents are made aware of how their students are being supported in language acquisition and are also made aware of all before and after school activities that support this work.

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

To our knowledge, we do not have students who qualified for this in the 2008-2009 school year.

IV. Staff Development (2008-2009 activities):

- A workshop will be run by our ESL teacher in order for teachers to gain awareness of and incorporate language development into daily objectives for a classroom
- As a staff, we have developed (at the grade level) unified approaches to introducing and applying new and/or content specific vocabulary
- We conduct on-going protocols where we look at the design of instruction for scaffolding and differentiation that will support all students (including ESL students)
- We conduct on-going protocols where we look at student work, particularly student writing, to identify areas of support

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09 A-2

School District: District 14 **Type of Program:** ESL Bilingual _____ Both _____
 (Check one only)

School Building: Academy for Young Writers/ 14K404

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2008-09)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)							2	2	2	3	2	3	5	6	2		2				
Vietnamese (VIE)																					
SUB TOTALS →																					

Total Number of LEP students in grades 7-12 and Special Ed.-K-12 **Identified** in the Building in 2008-09
 (Do not include long-term LEPs)

Total Number of LEP students in grades 7-12 and Special Ed.-K-12 **Served** in the Building in 2008-09

Bilingual

ESL

12 Identified

15 Fully Served

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations - for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use BESIS information, ELL reports and Advisors to collect information regarding home language. We do a home language survey for students who are new to the United States or the New York City Public School System.

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

The major findings of our information are that about 5% of our student population requires Spanish translation services and .6% of our student population requires Mandarin translation services.

Part B: Strategies and Activities

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

It is our goal to send all important documents from our school and all DOE documents home in English, Spanish and Mandarin.

Translation from English to Spanish will be provided in-house through our Parent Coordinator (written documents) and our many Spanish-speaking staff members. For translation of documents into Mandarin, we need to seek outside assistance from the Department of Education.

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.

Same as above.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- 1) Continuing to use our bilingual Parent Coordinator and bilingual staff members to translate all written documents and conduct oral translations as needed
- 2) Use the many translated documents that the DOE already has created to communicate important DOE information to our Mandarin speaking families

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	314, 659	66,485	381,144
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,146		3,146
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		648	648
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15, 733		15,733
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,242	3,242
6. Enter the anticipated 10% set-aside for Professional Development:	31, 466		31,466
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6, 485	6,485

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____ 100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Academy for Young Writers’ Parental Involvement Policy

- Parents will be involved in the planning, implementation, evaluation and continuous improvement of programs funded through Title I SWP money in the following ways:
 - Collaboration with the School Leadership Team and Parents’ Association in terms of options and decisions regarding the use of Title One Money.
 - Communication, through monthly newsletters and other material sent out to families, that is pertinent to the planning, implementation and outcomes of programs funded with Title One monies.
 - An End of the Year Survey conducted with both students and parents asking them to evaluate the success of programs funded through Title One monies
- Parents and schools will share responsibility for student achievement in the following ways: quarterly family conferences around progress reports, portfolio defenses twice a year. By participating in each of these benchmark events jointly as a school-family partnership, the school and parent are joined in raising student achievement student by student
- An annual meeting will be convened for parents of participating students (which, in our case, because we are a SWP school, is all of our parents, within the first two weeks of school in September. An annual meeting will also be convened in June in order to review and evaluate the content and effectiveness of our parental involvement policy.
- Although Parents’ Association Meetings are held monthly at a designated time, a flexible schedule on both the principal’s part and on the part of each child’s Advisor is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child’s Advisor at a time that is mutually convenient to both parent and Advisor. Concerns and issues will be communicated with the principal on an as-needs basis.

- Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, quarterly progress reports, and quarterly family conferences, Interim Assessment reports generated by a database we use called Salesforce. In addition to this, we have a system of academic alerts that allows teachers to alert a child's academic advisor electronically so that a home contact can be made. We also have the following events to ensure that parents understand curricular goals in each classroom: Curriculum Night and Exhibition Night.
- All concerns regarding the use of Title One Funds should be directed to our Parent Coordinator and will then go through the proper channels to reach the principal of the school and, if necessary, the Network Leader
- The school is committed to providing all written and oral communication in home language

The annual review for the Parental Involvement Policy takes place each September, before the policy is disseminated to students and families.

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

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

Academy for Young Writers School-Parent Compact

At the Academy for Young Writers we believe that in order to effectively impact a child's life, schools and families must work together to provide the expectations for student achievement and the foundation needed in order for children to meet those expectations.

We have organized around school around two important systems: Exhibition Based Instruction and Advisory. Through these two systems, we believe we can provide rigorous, college preparatory instruction and the social and emotional support students need in order to excel at that level of instruction.

On our end, we pledge the following:

Your child will have an Academic Advisor that he or she meets with on a daily basis and who is responsible for being the initial point of home contact

Each of your child's classes is designed to meet the criteria of the state academic standards and our own standards of Exhibition based instruction

Your child will be offered academic enrichment and targeted instruction opportunities such as morning tutoring, peer tutoring, Credit Recovery (if necessary) and lunchtime tutoring.

Your child always has the option of speaking to his or her guidance counselor, Advisor or other trusted adult in a time of need

We will provide structured opportunities to review progress and address needs in the form of quarterly family conferences and an open door policy with Classroom Teachers and Advisors

We will provide you with structured opportunities to celebrate student achievement and talent twice a year in Exhibition Night and Portfolio Presentations

We need families to support their child in the following areas:

- Ensuring that your child comes to school on a daily basis
- Ensuring that your child arrives to school on time on a daily basis
- Ensuring that your child is prepared with the necessary materials to learn
- Reviewing the Academy for Young Writers discipline policy and contract with your child and signing to indicate your understanding of and agreement to those terms
- Making yourself available for family conferences to review progress on a quarterly basis
- Supporting your child by coming to as many school events as possible, such as Curriculum Night and Exhibition Night

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

We have performed needs' assessment in the following ways

- a. Periodic assessments in English, Math, Science and History
- b. Quarterly Progress Reports/Scholarship Reports from HSST/Regents Data from HSST
- c. Analysis of ARIS data for heterogeneous programming
- d. Data gathering around credit accumulation and need for credit recovery
- e. Behavior Incidents logged in Salesforce

- f. Case conferencing led by our guidance counselor
- g. Mock Regents' Examinations in classes leading towards a Regents' Exam

2. Schoolwide reform strategies that:

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

We provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in the following ways:

- i. Designing rigorous exhibition-based courses informed by state standards
- ii. We provided an enriched an accelerated curriculum by working in partnership with the Student Press Initiative to develop a curriculum that led to the publication of a text
- iii. Designing a morning tutoring and credit recovery program designed to help students meet state criteria for movement from one grade to the next (9th to 10th, in this case)
- iv. 9th Grade Students take a double period of ELA
- v. We designed professional development that focused on raising student achievement in the areas of Exhibitions and writing
- vi. We developed a school-based periodic assessment system for all 4 core academic subject areas
- vii. We designed a schedule that has each of our classes meeting for 250 minutes a week
- viii. We designed an Advisory program that has as one of its goals, career and college awareness
- ix. We designed a community service program that all students participate in; each Advisory takes 6 community service trips a year
- x. We provide Mandated Tutoring and provide additional support through grade level homework centers

3. Instruction by highly qualified staff.

We have a highly qualified staff at the Academy for Young Writers

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

We use the Student Press Initiative at Columbia University

We have developed a highly articulated system of professional development where we work collectively to develop school policies, give feedback on each other's instructional plans, build our portfolio assessment system and share best practices in a structured manner

We have a highly articulated and supportive grade team professional development structure that focuses on the use of assessment data as a tool to drive the revision and refinement of instruction

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

We seek to create a community where staff feels respected, engaged and committed to our vision of instruction and a vision of our school community. To that end, we have a rigorous hiring process that includes an observed group interview, student interviews, demo lessons with feedback from students and a committee interview process.

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

At present, our goal for increase parental involvement includes:

- Using our highly motivated Parent Coordinator and Parents' Association President to run regular and small get togethers that bring the community together. We hope that this will create a sense of investment and excitement.
- Running workshops of high interest and high need to our family population
- Requiring parent attendance at Family Conferences (by not giving our Progress Reports unless a family member is present).
- Planning 2 Exhibition Nights Per Year
- Inviting families to Portfolio Presentations at the end of the year
- Using Easy Grade Pro Web/Edline so that all families can have private and real time access to their child's grades

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

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

AFYW Teachers are highly involved in decisions around both the design and implementation of their curriculum and with the assessments we use to measure progress. Teachers in all 4 core academic subject areas design and implement their own periodic assessments to measure student progress against the goals set for the class. In addition to this, we have created a focal point around 3 types of data that we will strategize around and measure in each classroom and for each quarter.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Credit Recovery for students who do not capture credit at the appropriate pace
- Regents' Review for students who need to re-take the Regents' Exams
- SAT Prep led by AFYW teachers
- Homework Center/Peer Tutoring
- DYOs to pinpoint areas of strength and need
- Regular protocols to look at student work
- Family Conferences/Goal Setting

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- We have Peer Mediation
- We have group counseling

We have partnerships with CBOs in the area who offer support to families and students

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

n/a for AFYW

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

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

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
Design Your Own Assessment (DYO) at each grade level for ELA.	Further professional development and data collection to track student progress with the established scope and sequence..
Four year scope and sequence for, informed by the state standards, designed within the ELA discipline team supported by semester curriculum maps.	Continued assessment and revision of the four year scope and sequence.
Inquiry team project looking closely at skill performance of SPED students and struggling target population. Inquiry team project looking closely at target group of ELL students' overall performance.	Use semester data and DYO data to assess performance in target populations (SPED and ELL).

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?

- We have an articulated scope and sequence for ELA for the 3 grade levels we currently serve; this is organized around enduring understandings, knowledge and skills
- We use Understanding by Design as a curricular model in our school
- We use DY0 assessments to periodically assess skills and content articulated in the scope and sequence.
- Members of the ELA discipline meet periodically to share, review and revise unit UBD plans.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations.

The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

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

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
Design Your Own Assessment (DYO) in grades 9-11 for mathematics instruction.	Further professional development and data collection to track student progress with the established scope and sequence.
Four year scope and sequence, informed by the state standards, designed within the Math discipline team, supported by semester curriculum maps.	Continued assessment and revision of the four year scope and sequence.
Discipline team meet periodically to develop curricula using the UBD model to align process strands at each grade level.	Further assessment and revision of planning documents.

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

Applicable Not Applicable

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

- We have an articulated scope and sequence for Math for the 3 grade levels we currently serve; this is organized around enduring understandings, knowledge and skills
- We use Understanding by Design as a curricular model in our school
- We use DYO assessments to periodically assess skills and content articulated in the scope and sequence.

- Members of the Math discipline meet periodically to share, review and revise unit UBD plans.
- Members of the Math discipline meet for an extended period each summer to revise curriculum in an effort to align skills and content with the state standards as well as build vertical alignment from 9-12.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

What we have done to assess the finding’s relevance	What we plan to do to assess the finding’s relevance
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Formal observation tool designed with an emphasis on differentiation, student engagement and student-centered planning and facilitation.	Continued use of formal observation rubric.
Peer intervisitation process designed at each grade level with a focus on differentiation and student engagement.	Continued refinement of the peer intervisitation process with emphasis on best practices.
Exhibition-based instruction across all grades and disciplines creates student-centered classrooms.	Continued refinement through grade team and discipline team vetting of exhibition planning.
Informal mentoring with teachers in need of extra support.	Continued development of mentoring process.

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?

- Weekly professional development with an emphasis on best practices (modeling, differentiated instruction, scaffolding, exhibition design, and small group work)
- Peer intervisitation at each grade level assessing best practices.
- Unified school wide vision of student-centered instruction and planning (exhibitions and Habits of Mind).
- Formal observation tool (designed in collaboration between teachers and administrators) places an emphasis on student-centered facilitation and planning.
- Opportunities for other student-centered best practices are provided each June and throughout the year by Institute for Student Achievement.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
Formal observation tool designed with an emphasis on differentiation, student engagement and student-centered planning and facilitation.	Continued use of formal observation rubric.
Peer intervisitation process designed at each grade level with a focus on differentiation and student engagement.	Continued refinement of the peer intervisitation process with emphasis on best practices.
Exhibition-based instruction across all grades and disciplines creates student-centered classrooms.	Continued refinement through grade team and discipline team vetting of exhibition planning.
Informal mentoring with teachers in need of extra support.	Continued development of mentoring process.

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

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

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?

- Weekly professional development with an emphasis on best practices (modeling, differentiated instruction, scaffolding, exhibition design, and small group work)
- Peer intervisitation at each grade level assessing best practices.
- Unified school wide vision of student-centered instruction and planning (exhibitions and Habits of Mind).
- Formal observation tool (designed in collaboration between teachers and administrators) places an emphasis on student-centered facilitation and planning.
- Opportunities for other student-centered best practices are provided each June and throughout the year by Institute for Student Achievement.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
Learning Environment Survey reported overall satisfaction with the school environment.	Continued reflection from formal teacher satisfaction surveys.
Teachers can voice concern and participate in shaping school decisions at grade team and larger school wide meetings.	Continued involvement of teachers with decision making committees.
Principal and Assistant Principals practice an	Continue the practice of good communication

open-door policy.	between administrators and teachers.
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3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

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

- Although we have experienced staff growth as our school moves to its final 9-12 capacity, the vast majority of our staff has remained.
- A comprehensive hiring committee vets applicants through a three-part process—group interview, demo lesson, and individual interview.
- An intensive orientation process gives incoming teachers a chance to familiarize themselves with the norms, tools, documents and methods used school wide.
- New and struggling teachers are assigned a teaching mentor in addition to formal observation assessment by the Principal.
- A peer intervisitation process is designed to provide low-stakes feedback and support for teachers working on best practices.
- Teachers set individual goals and are formally assessed in relation to those individual goals.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
A 2006-2007 Inquiry Project led to ELL focused best practices professional development.	Continued professional development focusing on ELL differentiation.
A focus on differentiation within professional development led to ELL planning strategies, especially within the context of literacy.	Expansion of ESL-certified team teaching where appropriate.
Team teaching in the ELA and Social Studies classrooms.	

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?

- Our 2006-2007 Inquiry Team Project looked closely at the successes and struggles of our ELL population in the 2006 cohort. This study led to staff wide professional development in the area of ELL modifications and differentiation.
- An ESL teacher team plans and teaches our 2006 cohort in the ELA and Social Studies classrooms.
- A 2007-2008 school wide professional development focus on differentiation led to best practices in the area of literacy to be used with ELL students.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
A 2006-2007 Inquiry Project collected and shared both affective/anecdotal data as well as numerical/statistical data on our ELL population.	Use data to inform Regents preparation for ESL students.
DYO data in OARS is disaggregated by ELL status during the three assessment periods throughout the year.	Use DYO ELL data to plan for ELL students' Regents preparation.
ESL teacher has access to NYSESLAT data and uses it to inform planning for ELL students.	

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?

- DYO assessment ELL data collection in Math, Science, Social Studies and ELA across all three grades.
- Regents pass rate data collection for ELL students.
- ELL planning informed by multiple data sources.
- 2006 Cohort of ELL students' progress tracked through a 2006-2007 Inquiry Project.
- 2006 ELL Cohort performing alongside peers in Regents' Examinations and credit accumulation

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
Weekly case-conferencing meetings often focus on SPED students, which give teachers a chance to share academic and behavior information about students while the grade team's Special Education teacher is able to share important information about the student's IEP.	Build on success of case conferencing by embedding strategies in suggestions from the IEP.
IEPs are formally shared with teachers at the grade level. Our Special Education teachers run professional development to help teachers interpret and implement mandates in the IEP.	Create and develop a more streamlined system for accessing and interpreting information in students' IEPs.
Special Education teachers team teach with general education teachers to support and differentiate curricula.	

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?

- Special Education department works closely with counseling and teaching staff to inform teachers of the contents of students' IEPs and help to strategize best practices for these students.
- Case conferencing is used to support the mandates and modifications in students' IEPs.
- Special Education teachers push in/team teach and help to modify curricula when appropriate.
- We have designed a highly articulated grading policy and rubric for our IEP students at each grade level

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

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

What we have done to assess the finding's relevance	What we plan to do to assess the finding's relevance
Case conferencing is used to discuss and design behavioral plans for students with documented behavioral concerns.	Track students with behavioral issues and concerns on a more regular basis.
Ongoing professional development focus on best practices in classroom planning and facilitation.	Professional development on strategies for modified grading.
DYO data in OARS is disaggregated by SPED status during the three assessment periods throughout the year.	Development of alternate assessments according to students' IEPs.

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?

- Team teaching in the cohort between special education and general education teachers to support large number of special education students.
- Case conferencing is used as a forum to discuss best practice strategies for students with academic modifications and behavioral plans.
- DYO data is collected three times per year and disaggregated by SPED status.
- Special education teachers work closely in conjunction with counseling and teaching staff to ensure that modifications are met in and out of the classroom.

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

According to our data, we have 11 students who currently reside in Temporary Housing at our school.

2. Please describe the services you are planning to provide to the STH population.

Initial consultation with guidance counselor and follow up counseling sessions as needed.
Close communication with families to ensure that transportation to and from school remains intact.

Part B: FOR NON-TITLE I SCHOOLS

2. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
3. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
4. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.