

FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19K502

ADDRESS: 400 PENNSYLVANIA AVE. BROOKLYN, NY 11207

TELEPHONE: 718-922-0389

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TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	6
SECTION IV: NEEDS ASSESSMENT	11
SECTION V: ANNUAL SCHOOL GOALS	13
SECTION VI: ACTION PLAN	15
REQUIRED APPENDICES TO THE CEP FOR 2009-2010.....	23
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error! Bookmark not defined.	13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	29
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	Error!
Bookmark not defined.	24
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.....	25 Error! Bookmark not defined.
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error!	Error!
Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!
Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 502 SCHOOL NAME: FDNY High School

SCHOOL ADDRESS: 400 Pennsylvania Ave Brooklyn, NY 11207

SCHOOL TELEPHONE: (718) 922-0389 FAX: (718) 922-0593

SCHOOL CONTACT PERSON: James Anderson EMAIL ADDRESS: Janders@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Anderson

PRINCIPAL: James Anderson

UFT CHAPTER LEADER: Kilder Fuentes

PARENTS' ASSOCIATION PRESIDENT: Mr. Mohammed

STUDENT REPRESENTATIVE:
(Required for high schools) Anthony Gadison, Jeani Goolman

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (PSO) INFORMATION

DISTRICT: 19 PSO NAME: New Visions for Public Schools

PSO NETWORK LEADER: Chad Vignola

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
James Anderson	*Principal or Designee	
Kilder Fuentes	*UFT Chapter Chairperson or Designee	
Rudolph Mohammed	*PA/PTA President or Designated Co-President	
Ms. Lebron	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jeani Gooliman Anthony Gaddison	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stacy Palmer	Member/Teacher	
Simone English	Member/Teacher	
Katherine Soverall	Member/Teacher	
Ms. Seymour	Member/Parent	
Ms. Settles	Member/Parent	
Ms. Boyd	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

FDNY High School for Fire and Life Safety works in collaboration with the New York City Fire Department to offer an exceptional educational institution while introducing the occupational benefits of the Fire and Emergency Medical Services. The partnership that exists between the FDNY and the school is extremely strong and visible. Some of the courses in the school curriculum are designed to teach the job responsibilities of NYC Fire Fighters and how they serve the public. In addition to that, the students study the many sciences involved with fighting fire in all types of settings and take a technology sequence to prepare them for the various occupational opportunities in these fields. In the twelfth grade sequence, a student will take the NYS EMS Certification course taught by FDNY personnel. When a student passes this exam and is eighteen at graduation, they may be employed full time with the FDNY.

While the students learn all the necessary skills for this full time employment opportunity, academically they are being prepared to go on to further college studies. We have a complete college preparation program that assists students with their SAT and college applications, have formed a relationship with John Jay to provide a College Now program, purchased a college readiness curriculum called College Summit that is implemented through the twelfth grade English courses, and have started preparing students for college as early as the ninth grade through the 2013 New Visions College Readiness goal. All of these pieces help our children strive and prepare to succeed at the college level.

As a school, we have extra curricular opportunities and special field trips to enhance the program. It begins with a series of special incentive field trips where the students visit major FDNY facilities to observe the real operations of the organization. We are an official FDNY Explorer's Post for the students of our individual school and campus. This program is designed to help students participate in community service activities and provide internship positions within the FDNY organization. Recently we have partnered with Brooklyn College to create an internship program designed to educate students in the media field. The group meets twice a week and works with students to create videos and music. In addition to that, they learn how to use the proper technology to edit and produce a finished product. In the Spring semester, the FDNY works with school staff to conduct our Saturday Boot Camp. The program is designed to assist with literacy and academic enrichment while encouraging the students to participate in similar training exercises FDNY personnel do on a daily basis. Each summer, FDNY personnel work with school staff to conduct the Summer Leadership Academy. During this program, the students receive academic assistance while learning necessary work skills. These students return to the school as the peer leaders for the following school semester.

In conclusion, the FDNY High School prides itself on providing the best education for our children while opening the door to their occupational dreams. The FDNY also has a vision of investing in the East New York Community by working with our young people of the neighborhood. Together, we provide a complete program for preparing children for every opportunity in their near future.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	FDNY High School for Fire and Life Safety							
District:	19	DBN:	19K502	School BEDS Code:	331900011502			
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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10	
Pre-K	0	0	0		73.0	79.9	TBD	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10	
Grade 2	0	0	0		88.7	90.3	TBD	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10	
Grade 5	0	0	0		84.7	73.5	TBD	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10	
Grade 8	0	0	0		3	7	TBD	
Grade 9	164	184	181	Recent Immigrants - Total Number:				
Grade 10	99	107	111	(As of October 31)	2007-08	2008-09	2009-10	
Grade 11	89	74	79		3	2	0	
Grade 12	33	31	49	Special Education Enrollment:				
Ungraded	1	0	0	(As of October 31)	2007-08	2008-09	2009-10	
Total	386	396	420					
				Suspensions (OSYD Reporting) - Total Number:				
				(As of June 30)	2007-08	2008-09	2009-10	
				Principal Suspensions	43	43	TBD	
				Superintendent Suspensions	34	23	TBD	
				Special High School Programs - Total Number:				
				(As of October 31)	2007-08	2008-09	2009-10	
				CTE Program Participants	N/A	0	0	
				Early College HS Program Participants	0	0	0	
				English Language Learners (ELL) Enrollment:				
				(As of October 31)	2007-08	2008-09	2009-10	
				# in Transitional Bilingual Classes	0	0	0	
				# in Dual Lang. Programs	0	0	0	
				# receiving ESL services only	14	14	9	
				Number of Staff - Includes all full-time staff:				
				(As of October 31)	2007-08	2008-09	2009-10	
				Number of Teachers	24	25	TBD	

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	1	5	Number of Administrators and Other Professionals	5	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	16	17	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	20.8	36.0	TBD
				% more than 5 years teaching anywhere	45.8	48.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	67.0	76.0	TBD
American Indian or Alaska Native	0.3	1.0	0.5		83.0	81.1	TBD
Black or African American	80.6	79.3	79.8				
Hispanic or Latino	18.4	18.2	18.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	1.0	0.7				
White			0.0				
Male	72.3	73.2	78.8				
Female	27.7	26.8	21.2				
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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		X	
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**	Progress Target
All Students				√sh	X	√	57
Ethnicity							
American Indian or Alaska Native							
Black or African American				√sh	X		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial						-	
Students with Disabilities							
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				2	0	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C			Overall Evaluation:	√		
Overall Score:	49.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.9			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:	9.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	30						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?
-

One area where our school showed major improvement was student attendance. When comparing the 2008-2009 school year to the year prior, we had an increase of 7.1% (from 73% to 80.1%). This was due to the formation of an attendance team made of the guidance counselors, attendance aide, parent coordinator, principal, New Visions support staff, and home visit attendance teacher. Student attendance is an ongoing priority for our students, especially for our community. Student attendance in the East New Community is a challenge. Despite this obstacle, our team is striving to increase our students' daily attendance rate to 85% by this June 2010.

When looking at our students' academic data, we see areas of improvement and need. One of the major increases was in our Global Studies Regents scores and English Regents scores. Last year, we asked for assistance from New Visions with curriculum and professional development with our Global Studies teachers. They were able to provide an expert, retired Social Studies Assistant Principal to work with the teachers for most of the school year. As a result, the amount of students passing the Global Studies tripled from the prior year. We had 58 students pass the exam in 2008-2009 as compared to 18 the year before. As for the ELA results, we had the best scores in the history of the school. We had 16 students score an 85 or better on the exam. This moved them up to a level 4 ELA rating. This is the first time FDNY HS has level 4 students for ELA in the school. Some of these students even increased their rating by two levels.

When reviewing Regents data for deficiencies, we noticed that the Science and Math disciplines are our trouble areas. Only 30% of our students passed the Earth Science Regents while only 35% of our students passed the Living Environment Regents exam. When looking at our Integrated Algebra scores, only 28% passed the exam. To address these areas of concern, our math department has teamed with our support organization (New Visions) with an intense inquiry study that is developing a new curriculum, looking at instructional practices, and analyzing student achievement through a sequence of assessments. In addition to that, we have modified our school schedule to program all ninth graders in a double period Integrated Algebra class. Lastly, the students will take this Regents exam at the end of this 2009-2010 school year rather than January 2010. As for the sciences, we are looking at addressing the needs in Earth science first. This will help us with the current sophomores and juniors that are lacking the minimum graduation science Regents requirement. Over the summer, we were able to hire an experienced, licensed Earth Science teacher. During the course of the school year, we will analyze the students' achievement data, implement the teaching strategies presented through our professional development series for the year, communicate data with the parent/guardians at home, maintain accurate lab records of the students and ensure they meet the mandated session hours, offer Earth Science courses in PM School as well as during

our Holiday Program, and hire a science administrative consultant to work with curriculum and teacher development.

Our graduation rate increased by 5% from the school year prior (50% to 55%). As we are moving forward with the rebirth of FDNY HS, we are aiming to increase that rate by 10% by the end of the 2009-2010 school year. Our senior guidance counselor will analyze the transcript of every senior to look for credit and Regents deficiencies. We will use our Lunch Class Program, Holiday Program, and PM School classes to help seniors regain credits from past failures and receive necessary Regents preparation for upcoming exams.

Credit Accumulation is another area that we have seen significant improvement. It is also an ongoing area of concern that needs to be addressed. At least 60% of each of our underclassmen grades earned 10 credits or more for the 2008-2009 school year. For the tenth and eleventh grade levels, this was double digit increases from the year before. However, as we are striving to meet the 95% graduation expectations from the 2013 NCLB regulations, we are striving to increase these targets over this 2009-2010 school year. Our goal is to have at least 70% of the students on these three grade levels earning 10 credits or more over the 2009-2010 school year. In order to do this, we will look at curriculum, grading policies, student data, and teaching strategies.

For our educational belief system here at FDNY HS, we acknowledge the need to increase student engagement in the classroom. We have recognized that our demographic of students need more hands-on educational options to achieve at their fullest potential. The administration has created a professional development team made of New Visions staff, an additional assistant principal, and the liaison for the UFT Teacher Center. The focal points for professional development this year will be around supporting staff with differentiated instruction strategies, goal setting processes for the students, and the use of technology in the classroom. The main piece of technology staff will begin to use this year will be Smart Boards.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By June 2010 the ninth grade student group will demonstrate progress towards achieving state standards as measured by a 10% increase in students passing Integrated Algebra classes. The percentage of ninth grade students passing their Integrated Algebra classes for the 2008-2009 school year was 52.23%. The percentage of students passing their ninth grade Integrated Algebra classes in 2009-2010 will be 62.23%. After conducting Inquiry on the mathematics content, the SLT found that the student group has under performed for the past 3 years. As a result, we have made progress for our ninth grade cohort a priority goal for the 2009-2010 school year.
2. By June 2010 the tenth grade student group will demonstrate progress towards achieving state standards as measured by a 15% increase in students scoring at Level 3 & 4 on the NYS Earth Science Regents examination. The percentage of tenth grade students that passed the Earth Science Regents examination in June 2009 was 30.77%. The percentage of students passing their tenth grade Earth Science Regents examination this June 2010 will be 45.77%. After conducting data analysis, the SLT found that the tenth grade cohort under performed for the past 3 years. As a result, we have made progress for our tenth grade cohort a priority goal for the 2009-2010 school year.
3. By June 2010 the student body will demonstrate progress in increasing their attendance rate as measured by a 5% increase. By accomplishing this goal, the overall attendance rate will reach 85.1% as compared to 80.1% of the previous year, 2008-2009.
4. By June 2010 the ninth grade student group will demonstrate progress towards improving overall student performance as measured by an 8% increase of students earning 10+ credits during the 2009-2010 school year. After conducting a data analysis of credit accumulation and student diagnostics, the SLT found that the previous ninth grade cohorts under performed for the past 3 years. As a result, we have created a professional development plan to differentiate classroom instruction to improve overall student performance. The percentage of ninth grade students that earned 10+ credits this past 2008-2009 school year was 62%. The percentage of ninth grade students who will pass 10+ credits this 2009-2010 school year will be 70%.
5. By June 2010 the four-year graduation rate for the 2009-2010 school year will increase as measured by 10% increase. By accomplishing this goal, the overall four-year graduation rate will reach 65% as compared to 55% the previous year, 2008-2009.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Math/Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the ninth grade student group will demonstrate progress towards achieving state standards as measured by a 10% increase in students passing Integrated Algebra classes. The percentage of ninth grade students passing their Integrated Algebra classes for the 2008-2009 school year was 52.23%. The percentage of students passing their ninth grade Integrated Algebra classes in 2009-2010 will be 62.23%. After conducting Inquiry on the mathematics content, the SLT found that the student group has under performed for the past 3 years. As a result, we have made progress for our ninth grade cohort a priority goal for the 2009-2010 school year.</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"> • All classes will take diagnostic tests to determine the students' skill level in mathematics. (September) • Differentiated instruction will be used to meet different learning styles and academic levels (ongoing PD support through Teacher Center, Assistant Principals, and St. John's University). • We will implement the New Visions Integrated Algebra math curriculum (on site support once a week to work with AP and teachers). • The curriculum will be covered in one year with double periods. • New Vision will provide staffing support in creating inquiry study involving curriculum, assessments and data collection, as well as professional development. (Math instructional expert will work in our school one day/week). • Teachers will meet weekly during common planning time to discuss instructional strategies and review student work according to standards-based, consistent rubrics and align products with students' needs. • All ninth grade math teachers will be trained in Smart Board technology to engage and motivate students through an integration of technology into the curriculum (UFT Teacher Center – ongoing). • Class and exam data will inform instruction. Teachers will use periodic assessments, Scantron, and analysis of data, including previous Regents exams, to develop strategies and implement solutions for targeted student improvement.

	<ul style="list-style-type: none"> • Tutoring will be provided after school to all students that still need to pass the Integrated Algebra Regents exam. • Teachers will provide ongoing communication with parent/ guardians through phone calls, marking period progress reports, and email/letters regarding students' progress in class and in meeting their individual goals. • Teachers will do at least two Mock Regents exams to familiarize students with this assessment. • Additional, targeted support will be available through after-school tutoring. • Collect and review the monthly course calendar topics to ensure that topics are standard based and relevant to the Integrated Algebra Regents exams
<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>	<p>The Title I 10% and Title I 5% allotments of funding will be used to finance the contract with St. John's University's Education Department and salary of the UFT Teacher Center. These funds will also be used to compensate teachers training salaries during the sessions. Title I ARRA funds will be used to provide the tutoring sessions created for the students. Lastly, TL Fair Student Funding will be used to pay for our PSO contract with New Visions.</p>
<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"> • Review the teacher scholarship report at each marking period and the end of the year course scholarship report. • Review the Regents Exam Report Summary from HSST. • Review data collected in the New Visions Snap-Shot and Student Tracker Report. • Review of students' progress report. • Review ARIS to track students' progress in Integrated Algebra.

Subject/Area (where relevant): Earth Science/Regents Scores

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 the tenth grade student group will demonstrate progress towards achieving state standards as measured by a 15% increase in students scoring at Level 3 & 4 on the NYS Earth Science Regents examination. The percentage of tenth grade students that passed the Earth Science Regents examination in June 2009 was 30.77%. The percentage of students passing their tenth grade Earth Science Regents examination this June 2010 will be 45.77%. After conducting data analysis, the SLT found that the tenth grade cohort under performed for the past 3 years. As a result, we have made progress for our tenth grade cohort a priority goal for the 2009-2010 school year.</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"> • Replace an uncertified teacher with one who has the proper certification and experience in teaching Earth Science. • The content and CTT teachers will use assessments, and analysis of assessments, including previous and mock Regents, to provide targeted solutions for student improvement. • Teachers will receive professional development and support in using Differentiated Instruction (from our Teacher Center, St. John's and AP) to meet the learning styles and ability levels of all students. • The teachers will create individual goals for each student based on ongoing assessment data. The teacher will review the NYS Earth Science curriculum with the Assistant Principal to identify the content topics and skills required for the examination and jointly create a calendar/ curriculum map for the year. • Collect and review the monthly course calendar topics to ensure that topics are standard based and relevant to the Earth Science Regents exams (AP). • Teachers and the AP will evaluate student's knowledge and mastery through ongoing assessments including mock Regents. • Review students' reading levels to see if students can access the information in the textbook without additional, scaffolded support and/or materials at an appropriate reading level (with AP). • Teachers will incorporate Regents questions in all lessons. • Students and families will receive information regarding the importance of labs and the regulations regarding labs as the gatekeeper for the Regents, as well as a calendar of regularly scheduled and makeup labs. (AP, Parent coordinator and Guidance Counselors) • Students and families will be notified when a student misses a lab and the makeup date(s) available (teacher). • Mock Regents will be administered to familiarize students with this assessment and item analysis done to target students' knowledge by content strand and skills (AP and teacher). • Additional, targeted support will be available through after-school tutoring.
<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>	<p>The Title I 10% and Title I 5% allotments of funding will be used to finance the contract with St. John's University's Education Department and salary of the UFT Teacher Center. These funds will also be used to compensate teachers training salaries during the sessions. Title I ARRA funds will be used to provide the tutoring sessions created for the students. Lastly, TL Fair Student Funding will be used to pay for our PSO contract with New Visions.</p>
<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"> • Review the Regents Exam Report Summary from HSST. • Track the timeliness of the completed labs. • Review data from the New Visions Snap-Shot Report and Student Tracker. • Review ARIS (for scholarship and 8th grade science performance) to track students' progress in Earth Science. • Collect and review the monthly course calendar topics to ensure that topics are standard based

	and relevant to the Regents science exams
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Subject/Area (where relevant): Attendance/School Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the student body will demonstrate progress in increasing their attendance rate as measured by a 5% increase. By accomplishing this goal, the overall attendance rate will reach 85.1% as compared to 80.1% of the previous year, 2008-2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Form an attendance team of several staff members: school aides, attendance teacher and attendance assistant, guidance counselors, parent coordinator, FDNY personnel, a New Visions mentor and the principal. • Weekly attendance meeting to review ATS and 407 reports, monitor the RYIS report from ATS, compare monthly Cognos statistics, discuss actions that have been taken and create plans for next steps. • The team will identify and target students that appear on the RRSA ATS report to have attendance rates between 60% - 85%. These groups of students will be separated into smaller target groups to manage more efficiently. Outreach and communication will be made with the parent/guardians through weekly phone calls and letters to the homes. Log books will be maintained for all outreach attempts. • The school will analyze Cognos to note historical trends in attendance by month. Outreach efforts and incentives will be done to increase attendance for those periods. • The parent coordinator will program the phone messenger system to call the homes of every absent student each night and following morning. The printed reports for these phone calls will be filed. • Attendance team members will each “adopt” students in specific attendance categories, identify their absence patterns, do Individual, daily phone calls when they are absent and conference with them when they return to school to co-create personalized, attendance goals. Logs of outreach will be kept for each of these students and periodic reviews of progress will be shared with the team.

	<ul style="list-style-type: none"> • The team will also identify absence patters of the students and conference with them when they return to school. • Incentive awards will be given out to students that have exceptional attendance or show positive improvements in front of their peers during our monthly grade meetings. • Students and their families will be acknowledged and attendance certificates awarded during PTA meetings. Photos taken with principal, student and family member at these meetings will be posted on the bulletin board and on our website as soon as it's developed. • Responsibility for attendance will be a school wide effort with classroom teachers as the first line of defense. Professional development will be provided to all staff in use of strategies that can increase attendance. • Teachers with high classroom attendance will share best practices for encouraging attendance and keeping students "hooked" on coming to class. • A bulletin board outside the Attendance Office will feature students' names and photos, highlighting those students with attendance rates above 90% and those with perfect attendance for the school year. Competition among cohorts will be encouraged with incentives for the cohort that has the highest attendance rate each month (COSA/Parent Coordinator). • Attendance will be included in grade and department meetings as a component of overall performance, as well as in student and parent meetings. Students and families will be informed that seat time (attendance) is a gatekeeper for earning course credit.
<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>	<p>We will use our TL Fair Student Funding and Title I funds to support the three guidance counselors we have on staff to provide assistance with the students in the targeted study groups. We also used TL Fair Funds to pay for the postage with all the notifications we send to parents regarding our attendance rates. The last piece of the plan involves an incentive program for student achievement. Title I and TL Fair Funding will be used for the ceremonies and rewards.</p>
<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"> • Agendas and minutes from the attendance meetings. • Use ARIS and ATS to identify students whose attendance and academic progress fall in the target range (60% - 85%) and evaluate their monthly improvement.

Subject/Area (where relevant): Professional Development/Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the ninth grade student group will demonstrate progress towards improving overall student performance as measured by an 8% increase of students earning 10+ credits during the 2009-2010 school year. After conducting a data analysis of credit accumulation and student diagnostics, the SLT found that the previous ninth grade cohorts under performed for the past 3 years. As a result, we have created a professional development plan to differentiate classroom instruction to improve overall student performance. The percentage of ninth grade students that earned 10+ credits this past 2008-2009 school year was 62%. The percentage of ninth grade students who will pass 10+ credits this 2009-2010 school year will be 70%.</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"> • The Title I 10% allocation will be used to fund the UFT Teacher Center liaison and Assistant Principals who will be responsible for planning and organizing the professional development plan for differentiated teaching and implementing the strategies with the teachers. • Using the allocated professional development days Faculty Conferences, Department Conferences, and observation conferences, we will cover the following topics: Classroom Routines that Support Differentiation, Tiering a Lesson (Instruction & Assignments), Techniques for Adjusting Instruction, Discovering Learner Needs-Assessment, Flexible Grouping (Small Group Learning & Cooperative Learning Strategies), Differentiating Strategies for Test Review, How do we Differentiate Content?- Readiness, Interest Learning Style, and Differentiate Instruction through the use of Teaching Aids- manipulatives (exit slip, learning logs, graphing organizers, Venn diagram, flip book). • All classes will give baseline assessments and a learning styles survey to assess student knowledge, learning style and comfort level in learning content. This information will be used to plan, pace and differentiate their lessons, assignments and types of assessment. • Teachers with expertise in this strategy will be encouraged to offer their classrooms as lab sites for inter-visitation to see best practices. As teachers become more comfortable in this practice, these lab site teachers will support novices by visiting their rooms and providing moral support, as well as suggestions. Best practices will be highlighted in a monthly newsletter.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The Title I 10% allocation will be used to fund the UFT Teacher Center liaison and Assistant Principals who will be responsible for planning and organizing the professional development plan for differentiated teaching and implementing the strategies with the teachers. The Title I 10% allocation will be used for the contract with St. John’s Educational Department to provide planning support and guest speakers for our professional development plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Formal and informal observations of teachers’ lessons. • Collect and review of samples of students’ work. • Review student report cards each marking period. • Review student transcripts at the end of each semester for credit accumulation. • Review student performance on the teacher created assessment tools.

Subject/Area (where relevant): Graduation Rate/School Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the four-year graduation rate for the 2009-2010 school year will increase as measured by 10% increase. By accomplishing this goal, the overall four-year graduation rate will reach 65% as compared to 55% the previous year, 2008-2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The transcripts of all seniors will be analyzed to ensure they are programmed for the necessary classes for credit completion and Regent deficiencies. • PM School classes and Holiday course will be created to provide extra assistance for seniors that are in jeopardy of graduation by June 2010. • Tutoring courses will be created to support the students that have not fulfilled their Regent exam requirements for graduation. • The senior guidance counselor will monitor and analyze the data on report cards each marking period and speak with teachers regarding student progress. • Teachers and the guidance counselor will reach out to the parent/guardians of all seniors to include them in the educational process and ensure their support from home with the students study habits. • Senior activities will be created as incentives to encourage the seniors' participation in the school and motivation to complete their work through the year. Consequences will be established for the senior trip, prom, and the graduation ceremony if progress or expectations are not met. • A grade team will be established for the cohort. Team members will be assigned students identified as those with the most risk. Conferences will be held individually and in group sessions to ensure their progress through the school year. The team will meet monthly to discuss and review plans. • Title I and TL Fair Student Funding will be used to finance the PM School classes, Holiday Courses, Tutoring Sessions, and incentive activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I, Title I ARRA, and TL Fair Student Funding will be used to finance the PM School classes, Holiday Courses, and Tutoring Sessions. In addition to that, the funding sources will also provide the incentive programs during the school year.</p>

Indicators of Interim Progress and/or Accomplishment

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

- New Visions Data Snap Shot
- New Visions Student Tracker
- HSST reports
- ARIS reports
- ATS reports
- Teacher notes from meeting sessions

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				
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	139	139			67	10	12	
10	36	20	40	40	53	7	9	
11	10	30	50	50	39	8	3	
12	12	7	24	17	41	4	0	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Double Period Classes • Ramp-up Curriculum • Wilson Curriculum • Reduced Class Sizes • Credit Recovery Classes • Special Education Teacher Support Services • Collaborative Team Teaching • Self-Contained Classes • Summer School • Tutoring • Regents Prep Sessions 	<ul style="list-style-type: none"> • All ninth grade students receive a double period of English in their program. • In the ninth grade curriculum, three teachers are trained in the Ramp-up curriculum. They have implemented the curriculum in the classroom lesson on a daily basis. With the use of the program, there is one-to-one and small group teaching. • The Wilson Reading curriculum is used in the ninth grade self-contained English class. The program has the teacher working on a one-to-one basis and using small group instruction. • The average class size in the school is set between 25 – 29 students per class. • We offer credit recovery classes for the students over the holiday breaks and PM school. • A SETTS teacher has the students in a pull-out environment and works with groups of 5-9 students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Self-contained classes are offered to those students requiring the need according to their IEP. The class size is limited to fifteen students. The teacher is able to work with the students in small groups or on a one-to-one basis. The classes are held during the regular school day. • Summer school gives a chance for the students to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August. • At the end of each semester, we offer Regents Prep tutoring for those students taking the English Regents exam. The sessions are held after school. • Students that still need to pass the English Regents exam are all scheduled for the ninth period tutoring session. This occurs during their regular day.

<p>Mathematics:</p> <ul style="list-style-type: none"> • Regents Prep Sessions • Credit Recovery • Tutoring • Special Education Teacher Support Services • Collaborative Team Teaching • Summer School 	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students taking the Math A and Integrated Algebra exams. The sessions are held after school. • Students that still need to pass the Integrated Algebra Regents exam are all scheduled for the ninth period tutoring session for the exam. This occurs during their regular day. • We offer credit recovery classes during the holiday breaks and PM school program. • A SETTS teacher has the students in a pull-out environment and works with groups of 5-9 students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Summer school gives a chance for the student to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.
<p>Science:</p> <ul style="list-style-type: none"> • Regents Prep • Credit Recovery • Tutoring • Special Education Teacher Support Services • Collaborative Team Teaching • Summer School 	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Living Environment Regents exam. • Students that still need the Living Environment Regents exam are scheduled for the ninth period tutoring sessions during the regular school day. • In order to make up credits, students are offered credit recovery classes over the holiday break and in PM school. • A SETTS teacher has the students in a pull-out environment and works with groups of 5-9 students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Summer school gives a chance for the student to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.

<p>Social Studies:</p> <ul style="list-style-type: none"> • Regents Prep • Credit Recovery • Tutoring • Special Education Teacher Support Services • Collaborative Team Teaching • Summer School 	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Global Studies or US History Regents exam. • Students that still need the Global Studies Regents exam are scheduled for the ninth period tutoring sessions during the regular school day. • We offer credit recovery classes during the holiday breaks and in PM school to help students recover from past failures. • A STEES teacher has the students in a pull-out environment and works with groups of 5-9 students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Summer school gives a chance for the student to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Group and individual counseling. • Needs based decisions. • Counsels students not meeting promotional or performance standards. • Counsel students experiencing behavioral, emotional, psychological, and family related issues during their academic studies. • Makes proper referrals to the supportive agencies according to student needs. • Monitors the attendance of at-risk students. • Conducts outreach to the parents and homes of at-risk students. • Provide family counseling when needed. • Counsels students that return from disciplinary actions or suspensions.
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • Evaluates the students' emotional and psychological capacities. • Evaluates students' intellectual abilities. • Makes recommendations to staff, students, and parents concerning the students' well being. • Provides individual students counseling. • Provides family counseling. • Conducts outreach to parent and homes. • Makes the proper referrals to supportive agencies.

At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Students are identified by staff according to the need. • Work with students displaying deficits in social skills. • Provide violence, conflict resolution, and decision making counseling with students. • Makes referrals to the parent and homes of the students.
At-risk Health-related Services:	<ul style="list-style-type: none"> • There is a Health Clinic with a licensed physician assistant on site. • Monitor the health needs of the students. • Monitor the immunization of the students. • Provides first aid when needed. • Makes referrals to the supportive agencies. • Provides informational presentation to the students in the classes.

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

NCLB/SED requirement for all schools

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

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:

Principal: Mr. James Anderson

ESL Teacher: Mrs. M. Ponce

Assistant Principal: Ms. Donata Scott

Parent Coordinator: Mr. W. Parks

Guidance Counselor: Ms. D. Vega

Content Area Teachers:

ELA Teachers:

Mr. T. Beneduce
Ms. S. English
Mr. B. Nordt
Ms. Montgomery
Ms. S. Williamson

Science Teachers:

Ms. C. McGibbon
Mr. E. Rostker
Ms. K. Soverall
Ms. M Reid

Math Teachers:

Ms. E. Rosario
Mr. E. SaintVil
Mr. C. Simpson

Social Studies Teachers:

Ms. J. David
Mr. B. Gissinger
Mr. R. Kucich

Foreign Language Teacher:

Ms. M. Then

Special Education Teachers:

Ms. S. Palmer
Ms. C. Canty
Mr. A. Kramser
Mr. M. McShane
Ms. S. Palmer

II. ELL Identification Process

When a newcomer to the New York City school system enters FDNY HS, their parent/guardian completes the Home Language Identification Survey after being interviewed informally. Surveys are available in English and the other DOE supported languages. Other oral language support includes the DOE telephone translation unit and teacher volunteers who speak other languages. If it is determined that the student is eligible for ESL, the family then attends an orientation session at which they view the ESL video that describes the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) to find out information about the FDNY HS ESL program, and complete the Parent Selection Form. The ESL teacher (Ms. Milene Toromoeno Ponce) then directs them to the ESL guidance counselor (Ms. Daisy Vega) for further informal student interviews and programming. Placement in ESL classes is determined by the score a student receives on the New York LAB-R placement test administered within ten days by the ESL teacher. Students who test out on the LAB-R are not eligible for ESL classes and are programmed for mainstream classes. Students advance in or exit from the ESL program based on their performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered annually in accordance with the NYSESLAT Test Administrator's Manual and guidelines each spring.

Every ELL parent/guardian whose student was in the ESL program the previous year receives an entitlement letter at the beginning of the new fall term. Letters are mailed directly to the student's home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. The Parent Survey and Selection forms are completed in the school during intake.

Students are placed in the ESL instructional program based on the cutoff scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency; Beginner, Intermediate or Advanced ESL. The ESL teacher and guidance counselor collaborate when needed on the placement. Parents are involved in these conversations either in person or by telephone. Native language support is offered to the parents. A review of Parent Selection Forms for the past two years indicates that all of FDNY HS parents select ESL for their children.

III. ELL Demographics:

According to the BESIS report, there are 14 students eligible for the program: 6 are ninth grade students; 4 are tenth grade students; 2 are eleventh grade students; and 2 are twelfth grade students. We have no SIFE, 1 Newcomer, 5 are ELL's receiving service 4-6 years, 5 of receive Special Education, and 8 Long-Term ELL's.

The table below shows the distribution of the native languages spoken by our students by grade in each language group.

<u>Languages</u>	<u>Grade</u> <u>9</u>	<u>Grade</u> <u>10</u>	<u>Grade</u> <u>11</u>	<u>Grade</u> <u>12</u>	<u>Totals</u>
Spanish	4	2	0	2	8
Haitian Creole	1	1	2	0	4
Other	1	1	0	0	2

Total	6	4	2	2	14
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IV. Instruction and Programming:

FDNY HS provides free-standing English as a Second Language Program. The English as a Second Language program at FDNY HS provides courses that meet the state requirements for ESL. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination. The levels are Beginner, Intermediate, and Advanced. Each proficiency level contains students from grades 9-12. All beginners receive 135 minutes (three 45-minute class periods) of daily English/Language Arts instruction, for a total of 450 minutes per week. Classes consist of a double-period literacy block where skills and grammar are emphasized. Intermediate level students receive 90 minutes (two 45-minute class periods) of ESL instruction daily, for a total of 450 minutes per week. In this setting, the four modalities of writing, speaking, listening and reading are emphasized. The second period emphasizes skills, grammar and vocabulary building. Advanced level students receive 90 minutes (two 45-minute class periods) of English/Language Arts instruction a day. They receive one class period of ESL instruction, and they are also programmed for their grade-appropriate mainstream English course, which meets 45 minutes a day, five days a week. Each level uses a pull-out model and all ESL courses address the National and New York State English as a Second Language Learning Standards. One certified ESL teachers service the ESL program. Native Language Arts instruction is supported through translated materials, dual-language materials, a new native language library in the classroom and a circulating native language library for both parents and students in the TJHS School Library.

ESL students are grouped in Social Studies and Mathematics courses according to the requirements of their individual programs. For the rest of their high school subjects, ELL's are encouraged to explore a wide variety of programs in a number of disciplines, including visual arts, communication and television production arts, ROTC, robotics, fire sciences, and forensic science. These programs are available to all ELL's.

In addition to the ESL teacher, the entire FDNY HS staff is encouraged to differentiate their instruction for the ELL students in their classrooms. Some strategies include scaffolding, pre-reading strategies, development of academic vocabulary, differentiated instruction, repetition, read aloud, read along, making connections and inferences, using graphic organizers, summarizing, visualizing and predicting. Our ESL staff is on call through intervisitations and as support for the content area teacher. In these ways, the content area teacher is able to better understand the needs of ELLs in their classrooms, to make content comprehensible, and to enrich language development.

The ESL certified teacher provided differentiated instruction based on the language level of students in the classroom and areas of weakness identified through the data. Students with 0-3 years of service (1 student in total) are organized in small group instruction at times to help with skill development in basic reading, writing, and listening. These students receive adapted and enriched materials across the curriculum, such as textbooks, tests, projects, and other assignments. Students with 4-6 years of service (5 students in total) are provide materials and given assignments at a more challenging level. These students participate in individual reading assignments, journal writing, and targeted classroom discussions to increase their development in these areas. These students set goals for themselves and take more responsibility for their academic achievement. The long term ELL students (8 students in total) continue to receive the instructional strategies outlined above to increase their skill development. There is an increase with guidance and individualized programming in order to help these students make the final strides towards graduation. Those students that qualify from their Regents results are scheduled for Component Retests in ELA and Mathematics. ELL students with special needs (5 students in total) are programmed according to their IEP's in either self-contained classes, mainstream with CTT, or mainstream with SETTS support. The instruction provided for these students is differentiated by the teacher as it would be for all students in the classroom. These

students are given the same opportunities to participate in extra school activities and tutoring sessions. All students receive targeted tutoring to prepare them for the NYSESLAT exam and ongoing communication is made with parents at home.

Academic Intervention Services are provided for all students who have demonstrated need in specific academic discipline or skills. These activities include tutorials during the school day, tutoring at the end of each day, reduced class sizes, PM School, and Holiday Class Sessions. The FDNY administration is looking at creating a Saturday School Program for this coming Spring semester. Classroom libraries will contain textbooks and additional literacy resources to help the ELL students with their work.

Professional development is an ongoing process for the staff at FDNY HS. The teachers are focusing their efforts on differentiated instruction. This will be helpful when they use the data for the ELL students sitting in their classrooms. The guidance counselors and parent coordinators will attend professional development sessions to update them on any of the new requirements or needs for their case load. The guidance counselor works closely with the ESL teacher to communicate to the staff who is progressing through the program. The records of all professional development for staff are collected in the file for the school.

Parents of ELL students receive all the communication letters with the entire school. Parents are invited to participate in PTA meetings and other parental activities that support the educational process at FDNY HS. The work the FDNY does with the school involves all parents in the school. The PTA works through the data recorded on the School Learning Environment Survey when it is published online. In addition to that, the parent coordinator sends around a parent survey at each PTA meeting. He uses these responses to help parents with their needs and questions.

V. Assessment Analysis

An assessment was conducted of the results of the 2009 NYSESLAT examination. It showed that the greatest number of ELL's showed evidence of scoring at the intermediate level of proficiency. The next largest group was advanced. An analysis of the modalities on the NYSESLAT shows that ELL's in both the intermediate and advanced levels require intensified instruction with reading and writing skills.

The data identified needs for ELL's in the following instructional areas: literacy for all ELL students, especially ninth and tenth grade intermediate level students. These students will also be identified for Academic Intervention services that will include, reading skills, writing skills, listening skills, note taking skills, and vocabulary skills. Instructional strategies that have contributed to overall improved student achievement in English, including interactive learning experiences, read aloud, shared reading, guided reading, literature circles, mini-lessons, cooperative learning, differentiated instruction, accountable talk, daily writing experiences, vocabulary building, and teacher modeling, will be continued.

A two-year study of results on the Regents examinations in ELA, Mathematics, Global History, American History and Science indicates a steady upward trend in the passing percentages for ELL's. Regents exams translated into the supported native languages are available for students at the time of the examination administration.

The passing percentages for ELL's in the 2009 Cohort in ELA, Mathematics and Social Studies examinations were a minimum of 23% points higher than in the previous year. In Global Studies, there was an 11% increase. Although ELL's' performance is higher than it was in the past, there are still additions to the instructional program that can assist more ELL's improve their performance. These will be addressed through increased rigor in the classroom, targeted tutoring and other academic interventions. Further alignment of literacy instruction and curriculum in ESL classes with State Standards in English will facilitate success for those students on New York State assessment examinations like the ELA Regents and the NYSESLAT.

School leadership is utilizing the results of the ELL Periodic Assessments to make instructional decisions regarding programming, academic intervention services, staffing for the ESL program, the identification of both at-risk and high-achieving ELLS, and the purchase of books, new reading and writing programs, and professional development for teachers and staff. Teachers are using the results of the ELL Periodic Assessments to plan curriculum, design lessons, formulate assessments, assist students with setting goals, and to differentiate instruction in order to promote success for all students in their classes.

Periodic Assessments have shown that ELL's continue to struggle with standardized tests, as they report to teachers that they often "guess" at or skip over the answers because a lack of vocabulary and reading fluency. The test results bear this out. The ESL teacher is working to instill in the students a sense that these tests are worthwhile and can assist a student in moving closer to the goal of graduating from high school.

The success of the ESL program is measured by increases in the passing percentages of ELL's in their courses, by increases in the passing rates on required Regents examinations, by increases in the number of ELL students who accumulate credits and the type of diploma ELL students earn for graduating high school.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Grade Level(s) 9-12 **Number of Students to be Served:** 14 **LEP** **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

At FDNY High School, 19k502, our mission and purpose is to assist students with their educational and occupational goals to become EMT's or Firefighters with the NYC Fire Department. The theme is evident throughout our curricular program and is offered to every student in the school.

When students enter the school, their data is assessed to ensure their educational needs are met. If a child is identified as an ELL student during **MAY 2009**

this process, the parents are contact to retrieve all necessary information and to share instructional options with them. If any other needs are discovered during the process, we make sure to plan with them so the child will have the same opportunities as all our students in the school.

As far as our instructional program for the ELL population, we use a Freestanding/Self Contained ESL model. We have a Permanent State Certified ESL teacher who is shared with another school on campus. The teacher services our students in morning, during periods 1-3., according to their levels which is indicated by their assessment scores and mandated time allotment. The ESL teacher uses the English curriculum from the General Education English classes when providing ESL instruction. Due to the needs outlined in the students' documents, the teacher also pulls out of some general education classes to work with students that need more time as far as their language needs, as well as to ensure they are complying with the necessary time allotment for ESL. Presently, there are fourteen (14) students altogether. The breakdown by level is as follows: two (2) beginners, seven (7) intermediate and five (5) advanced students. These students are programmed in classes during periods 1-3. Differentiated instruction is used and addresses the different levels of the English language.

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

Our school has an in-house Professional Development Office whereby all staff members including the ESL teacher is being provided with Professional Development Workshops and Conferences in all Content Areas as well as ESL to better instruct all students as well as our ELL student population. Compliance and Performance specialists closely work with the school to ensure that the ESL Teacher and Content Area Teachers are provided with the instructional support, professional development activities and resources needed to ensure that our ELL student population is being provided with the appropriate and effective instructional practices and methodologies needed for our students' academic success.

Form TIII – A (1) (b)

School: 19k502 BEDS Code: 331900011502

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

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 		
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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.

According to the data we have in ATS and responses from parents, our most commonly spoken second language used by our families is Spanish. Therefore, we use funds to pay a teacher to translate all notices and letters sent home into Spanish. Both letters get sent together. In addition to that, we have several staff members that speak fluent Spanish. When parents come to the school to conference for their children, these staff members are covered from their classes to help with providing translation.

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

We started by looking at the ethnicity designation of our students and the ELL population. Moving from there, we look at the responses and needs of parents according to the information gathered on emergency blue cards and lunch forms. Informal information is also gathered at PTA meetings. Parents are able to share their needs with the staff as we discuss the issues on the agenda.

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.

The letters and notices are given to the staff member designated to translate all written notifications. The translated notices are sent along with the English version.

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.

When a parent comes to the school for a conference and needs a translator, the school has one of the several staff members that speak the language to sit in the meeting and translate the conversation.

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

The school asks the parent to indicate on the emergency blue card the primary language used in the home. If it is not English, the student is flagged for all translated needs. Notices are translated to Spanish and sent along with the English version. When parents that speak Spanish as their home language come to the school for conferences, a staff member that speaks the language is provided for translation during the meeting. This information will also be asked for during PTA meetings and on our monthly newsletter.

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:	387,176	69,042	456,218
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,872		3,872
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		690	690
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,358		19,358
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,452	3,452
6. Enter the anticipated 10% set-aside for Professional Development:	38,717		38,717
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,904	6,904

- 8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 84%
- 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.

The school will advertise the opportunity for teachers to continue with their educational studies to meet the requirements. It will be announced at Faculty Conferences and in memorandums.

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.

Parental Involvement Policy

I. General Expectations

FDNY High School for Fire and Life Safety agrees to implement the following requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child ; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental information and Resource Center in the State.

II. Description of how school will Implement Required Parental Involvement Policy Components

FDNY High School for Fire and Life Safety will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of ESEA: (List actions).

- Cohort parent involvement program;
- Parent/Freshman Orientations are conducted for every incoming freshman cohort.
- At parent/Freshman Orientations parents are engaged in an activity to developing a School –Parent Compact unique to that cohort to reflect their input and our shared responsibilities as it relates to student achievement.
- A parent survey is conducted to assess the needs and interest of the incoming cohort of parents that the school may encompass in involvement initiatives.
- School will convene parent cohorts as often as necessary to ensure program follow through. Involvement initiatives will use student data to measure parent involvement as it correlates to student success.

2. FDNY High School for Fire and Life Safety will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- Parents will work side-by-side with members of the school community to conduct a mock Quality Review walk through in the Spring semester. The groups made up of parents, teachers, and students will observe the school practices and formulate a plan of action based on the data collected.
- Parents will know they are invited to schedule a visit at FDNY High School to attend classes with their children.
- Activities areas of focus will be the “key elements” of exemplary school:
 - Comprehensive Educational Plan (CEP) development
 - School Climate
 - Curriculum, Instruction, and Assessment
 - Staff Development
 - Support Services

- School Self Evaluation

3. FDNY High School for Fire and Life Safety will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - All parents of participating students are enrolled the Household Educational Linkage Program (H.E.L.P) designed to provide parents with information to build their capacity to provide social, emotional and academic support to their child.
 - Through H.E.L.P. parents are engaged in various workshops that focus on increasing their knowledge of local and state educational standards.
 - H.E.L.P also conducts information sessions for parents to explain report cards and transcript data, and how to use that data for either educational planning or academic interventions AIS.
4. FDNY High School for Fire and Life Safety will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - H.E.L.P as case management system utilizes professional school staff and referral services to effectively link parents to comprehensive service providers.
5. FDNY High School for Fire and Life Safety will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers that limit the participation by parents in parental involvement activities. The school will use the findings of the evaluation about its parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. FDNY High School for Fire and Life Safety will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - i. the state's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State's and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators; (List activities, such as workshops, conferences, classes , both in State and out of State, including any equipment or other materials tat may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.
- d. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.
- e. The parent coordinator will ensure that all parents are registered and trained to use ARIS (the NYCDOE data tracking system) so that they may be able to be part of the educational process from home. This will also make communication between the school and homes of our families more efficient to assist with the progress of our children.

III. Discretionary School Parental Involvement Policy Components

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

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

IV Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with parents of children participating in Title I Part A programs, as evidenced by the SLT meeting minutes. This policy will be adopted by the FDNY High School for Fire and Life Safety by October 30, 2009 and will be in effect for the period of 2008-2009 academic year. The school will distribute this policy to all participating Title I, Part A children on or before November 20, 2009.

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.

School Parent Compact

Note: Each school receiving funds under Title I, part 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.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School –Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent 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 FDNY High School for Fire and Safety, and the parents of the students participating in activities, services, and programs funded by title I, Part A of the Elementary and secondary Education Act (ESEA) (participating children), agree that this compact outlines how the students academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

The FDNY High School for Fire and Life Safety will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standard as follows:

FDNY High School uses the NYS Standards and curriculum for all of the regents-ending courses. In addition to that, all of the elective courses (the courses designed to implement the theme within the school) follow the NYS Standards for the given area. The school provides the teacher with professional development to increase student performance in the classroom. The school has allocated the necessary Title I funds for those teachers who need to meet the "highly qualified" status.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held :

We hold two Parent/Teacher Conferences each year. The first one was scheduled for October 29th and 30th of 2009. The second is scheduled for March 18th and 19th of 2010.

3. Provide parents with frequent reports in their children's progress. Specifically, the school will provide reports as follows:

At the mid-point of each marking period, teachers are required to send out progress reports to the homes. In addition to that, the parent coordinator sends out a monthly newsletter with the monthly PTA meeting schedule.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents are encouraged to make an appointment to visit the school at any time. They can call the parent coordinator to schedule the meetings. In addition to that, teachers can request a parent meeting scheduled through the parent coordinator to have a conference about a child's progress.

5. Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities, as follows:

Parents are encouraged to make an appointment at any time to visit classrooms or volunteer to work with the school. At the November 14th/18th PTA meetings, the parents will take a survey to ask where they would be able to serve at the school. Several opportunities were advertised for their assistance.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being Title I, Part A parent representative in the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school Advisory or policy groups.
- All parents will be expected to use the ARIS data system to monitor their child's academic work throughout the school year. They will be able to see their child's report card grades each marking period, credits earned each semester, and attendance rate.

Students Responsibilities

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

- Do my homework everyday and ask for help when I need to.
- Read at least 30 minutes everyday outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

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.

As an entire faculty, within separate departments, and as individual teachers, we have discussed goals based on the academic and cultural needs of our students identified in our data reports. We have identified our students deficiencies in regards to literacy, attendance, credits earned per year, and their Regents scores. The data comes from:

- ATS attendance reports
- Regents scores
- Intake scores
- Case study information
- Inquiry Team action research
- Progress Report data

- Student biographical data
- Student anecdotal data

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
 - Are consistent with and are designed to implement State and local improvement, if any.
1. Use curriculum that connects the theme of the program to the students' interest.
 2. Set high expectations and a curriculum that contains enough rigor to stimulate student performance.
 3. Utilize the New Visions Integrated Algebra pilot to re-write the curriculum for the subject area.
 4. Improve the school day schedule with eight equal periods of instruction that run for forty-five minutes.
 5. We will include a student paid internship program that will stimulate the students' involvement in the EMT certification course.
 6. Create incentives for academic progress and attendance improvement.
 7. Utilize the Acuity assessment programs for students taking ELA and Math Regents exams.
 8. Utilize the Inquiry Team process to develop a school wide writing standard.
 9. Provide staff development based on staff needs and requests.
 10. Create after-school clubs and internships based on students' interest.
 11. Creation of a common planning time series so teachers can discuss individual student issues, receive professional development, share productive teaching strategies with peers, and evaluate school data as the school year unfolds.

3. Instruction by highly qualified staff.

Those teachers that are still pursuing their licensing needs will be notified of the funding opportunities. They will also be notified through the NYCDOE system of non-compliance issues regarding their status.

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

Teachers will be supported with meaningful, requested, differentiated, and other professional development sessions throughout the school year. Days have been set aside in the common planning time sessions to provide opportunities as well as the scheduled sessions the NYCDOE has officially scheduled across the city. A partnership has been created with St. John's University to help provide the expert trainings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a. The principal has attended several teacher hiring fairs.
 - b. Developed a quality hiring process that requires teaching samples during interviews.
6. Strategies to increase parental involvement through means such as family literacy services.
 - a. Parent workshops are created and scheduled by the parent coordinator and senior guidance counselor.
 - b. Community activities such as Thanksgiving dinner and our toy drive.
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.
 - a. Through the common planning time sessions.
 - b. Through Faculty Conferences.
 - c. Through Department Conferences.
 - d. Through formal and informal observations.
 - e. During staff retreat sessions.
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.

All processes are described in the academic intervention section.

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.

This work is done through the collaborative work of the guidance counselors and parent coordinator.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS 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:

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.

The school did not participate in the audit last year.

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 looked at the curriculum through the analysis described above and found our English curriculum meets the same findings.

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.

We will have to look at the curriculum through the lense of the NYS Standards to see that they are in compliance. Our staff will require additional help from central to do so.

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.

The school did not participate in the audit last year.

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

Applicable Not Applicable

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

Our ninth graders who started school in September 2008 did the Integrated Algebra math course. The NYCDOE Pacing Calendar that was aligned to the 2005 standards was used along with the NYS Core Curriculum.

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.

We did not participate in the audit last year.

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

X Applicable Not Applicable

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

The evidence to the questions comes from formal and informal observations made by the school administrations. In addition to that, over the course of our professional development plan, the members of our support organization and professional development team found the same evidence in our classrooms.

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.

We are outlining a professional development plan where teachers will be trained in Differentiated Instruction and data driven instruction. This will hopefully help teachers tier lessons based on students learning levels and interest. This plan will in turn boost student engagement in the ELA classrooms.

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.

Our school did not participate in the audit last year.

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.

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

Applicable Not Applicable

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

The lesson plans used in the math department were mainly based on the workshop model. The format consisted of Aim, Instructional/Performance Objectives, Standards, Do Now/Warm –Up, Whole Group Mini-Lesson, Small Group Investigation, Whole Group Share-Out/Summary, Homework and Enrichment.

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.

Over the 2008 – 2009 school year, we hired two new teachers. This was down from the year prior where we hired twelve teachers (50%) of the staff.

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

Applicable Not Applicable

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

We only hired three new teachers this year. We had a teacher transfer to another school, had a Teacher Fellow (teacher with only a two year commitment to NYCDOE) leave the education profession, and the third teacher retired.

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.

We will survey our staff during the course of the year to see if we hear of teachers unhappy with the school and making plans to transfer.

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.

Our ELL teacher was hired late in the school year (Oct. 2008). She was also new and inexperienced to teaching ESL. Therefore, she went for several trainings offered by the central offices over the course of the year.

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?

The ELL teacher for FDNY HS last year went for several trainings regarding ELL instruction in the classroom.

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.

The school did not participate in the audit last year.

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

Applicable X Not Applicable

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

The ESL teacher has administered the NYSESLAT exam and uses the data for instruction. The teacher is fully aware of the student scoring data for the instruction that needs to be done.

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.

The school did not participate in the audit last year.

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?

Through classroom observations and meeting/conversations with general education teachers, many of them are unfamiliar with the accommodations/modifications of students' IEP's. Many of these teachers have stated that they never reviewed the IEP's of special education students.

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

As a school, we will discuss the issue and create a plan where general education teachers have access to special education students IEP's and are able to review them for instructional practices.

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.

Most of the IEP's that were sent to our school from junior high school were missing behavioral plans including behavioral goals and objectives.

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?

The IEP's for each special education student.

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

The school will need additional help 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.)

We currently have 11 students in temporary housing.

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

We utilize Title 1 funding to purchase these students schools supplies and coats (when needed). We offer these STH free uniforms and school supplies. In addition we offer them bi-weekly at-risk counseling and assist them with registration in our school based health clinic. These students are also supplied with contact information for Lifenet (1-800-Lifenet) in case they need additional services.

Part B: FOR NON-TITLE I SCHOOLS

1. 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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. 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.