



HIGH SCHOOL FOR GLOBAL CITIZENSHIP



2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 17K528

ADDRESS: 883 CLASSON AVE. BROOKLYN NY 11225

TELEPHONE: 718 230 6300

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K528 **SCHOOL NAME:** High School for Global Citizenship

SCHOOL ADDRESS: 883 Classon Ave, Brooklyn NY 11225

SCHOOL TELEPHONE: 718 230 6300 **FAX:** 718 230 6301

SCHOOL CONTACT PERSON: Steve Rau **EMAIL ADDRESS:** srau@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Veronica Coleman

PRINCIPAL: Steve Rau

UFT CHAPTER LEADER: Veronica Coleman

PARENTS' ASSOCIATION PRESIDENT: Ross Hargett

STUDENT REPRESENTATIVE: Cierra Waugh
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 **SSO NAME:** New Visions

SSO 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
Stephen Rau	*Principal or Designee	
Veronica Coleman	*UFT Chapter Chairperson or Designee	
Ross Hargett	*PA/PTA President or Designated Co-President	
Cheri Thomas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Courtney Killingsworth	CBO Representative, if applicable	
Cierra Waugh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yvonne Lewis- Moore	Member/Parent	
	Member/	
Caryn Davidson	Member/UFT	
David Ward	Member/UFT	
John Frame	Member/UFT	
Michelle Rochon	Member/CSA	
	Member/	

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

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We are looking for students to join our team and help us change the world. The foci of change are slowing global warming, ending poverty, achieving peace over war and choosing diversity over intolerance. Do you want to be part of the solution to these global problems? At the High School for Global Citizenship (HSGC), we are committed to exploring the global issues in and outside of the classroom while becoming more informed and involved in the world around us. We offer our students a challenging academic program in a personalized school environment. Become a part of the school that is producing the next generation of community leaders and global citizens.

What is Global Citizenship?

Global Citizenship describes individuals who share an awareness of and a concern for the health and well being of humanity and our planet. Global Citizens recognize that certain current issues and problems require global attention and action. These priorities include the promotion of:

- Peace – the non-violent resolution of conflict;
- Justice – the guarantee of a standard of living above poverty and basic human rights for all;
- Sustainability – the responsible development and protection of our natural environment and resources;
- Diversity – tolerance of and respect for differences across humanity; and,
- Democratic Participation – the right to participate and express an opinion in one's government and political process.

Global Citizens recognize that these goals have not yet been universally achieved in today's world. Global Citizens understand the connections between their local actions and experiences and what is happening in the rest of the world.

Global Citizens use this awareness and understanding to effect positive change in the world.

What is the mission of the High School for Global Citizenship?

- HSGC students will develop *skills and attitudes* necessary for success in college and in the 21st century economy, including constant and active learning, effective communication, problem solving skills, and effort/perseverance.
- HSGC students will acquire specific content knowledge and skills, will be able to meet New York State Commencement Learning Standards and requirements for graduation, and will demonstrate academic readiness for competitive colleges/universities.
- HSGC students will gain a heightened awareness of current issues facing our global community and will develop a global perspective (which includes a foundation of knowledge about global conditions and events, empathy/concern for condition of others, and recognition of their power to effect positive change in the world).

How will we achieve our mission?

HSGC achieves its mission:

- by creating a school culture based on high expectations for student learning and behavior;
- by designing our curriculum and core learning experiences around problems and questions;
- by making the curriculum interdisciplinary, interconnected, and focused on global issues;
- by providing opportunities for students to learn and experience their learning inside and outside the classroom;
- by offering multiple layers of support to our students.

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:	High School for Global Citizenship, The							
District:	17	DBN:	17K528	School BEDS Code:	331700011528			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		65.2 / 86	85.5	TBD	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		89.2	93.8	TBD	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		79.5	79.6	68.7	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		2	4	TBD	
Grade 9	143	137	158	Recent Immigrants - Total Number:				
Grade 10	102	118	136	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	78	77	66		1	4	1	
Grade 12	0	81	70	Special Education Enrollment:				
Ungraded	0	0	2	(As of October 31)	2006-07	2007-08	2008-09	
Total	323	413	432					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	1	8	10	Principal Suspensions	55	35	TBD	
# in Collaborative Team Teaching (CTT) Classes	5	6	12	Superintendent Suspensions	13	20	TBD	
Number all others	8	24	23	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	TBD	TBD	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	10	12	17	Number of Teachers	20	29	29	

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	4	6	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>	4	12	21	% fully licensed & permanently assigned to this school	100.0	100.0	100.0

				% more than 2 years teaching in this school	14.3	32.3	46.7
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Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	14.3	35.5	53.3
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	% Masters Degree or higher	76.0	65.0	80.0

American Indian or Alaska Native	0.9	1.4	1.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.8	90.6	96.3
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Black or African American	84.8	86.0	85.0				
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Hispanic or Latino	12.4	11.1	12.3				
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Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.5	0.2				
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White	0.9	1.0	0.7				
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Male	44.3	45.3	46.8				
Female	55.7	54.7	53.2				

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:			
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Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:

√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ____				
	School Requiring Academic Progress (SRAP) – Year ____				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		Pending	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	-
Ethnicity							
American Indian or Alaska Native							
Black or African American					√	√	
Hispanic or Latino					-	-	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White							
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	TBD	Overall Evaluation:	TBD
Overall Score:	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment:	TBD	Quality Statement 2: Plan and Set Goals	TBD
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	TBD
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	TBD
Student Progress:	TBD		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	TBD		

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.

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?
-

Sources of Data

1. Progress Report
2. Quality Review 2009
3. ATS
4. School Environmental Survey
5. New Visions Data Snapshots
6. Inquiry Team

Summary:

Upon reviewing the various sources of data, there are several identifiable academic trends at HSGC. Student credit accumulation peaks in the first and third years of a student's career, but drops dramatically during the second year. There is a direct correlation to that and our US History Regents exam scores. At HSGC, students take the US History Regents at the end of their sophomore year. Out of the 121 students in the tenth grade last year, only 62 received credit, while 16 attained a 65 or above on the US History Regents. Therefore, there is a disconnect between credit accumulation and Regents scores. From Progress Report, Inquiry Team data, and item analysis of exams, literacy and comprehension were identified as barriers to student progress. Furthermore, less than 55% of all of our tenth graders earned 10 credits last year.

HSGC achieved almost a 70% graduation rate for our first cohort of students and sustaining the rate has been a difficulty in the second cohort. As a member of the New Visions network, the goal is to have 90% of our students be college-ready. The 2010 cohort is already serve behind the 2008 cohort, therefore our resources need to be better utilized to assist in making more students college-ready.

Another trend of the data that has led to barriers in student achievement is parent communication. Only 27% of the Parent Surveys were returned last year. Also, the Quality Review identified that information regarding student progress was "not always recorded formally or disseminated to parents in a systematic way." Consequently, HSGC needs to create formal and informal methods to communicate student progress.

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. **Improve school culture to support student attendance, participation in classes and school activities, and preparation for post-secondary experiences**
 - a. Increase school-wide attendance rate (interim target [June 2010] = 87%, long-term target [New Visions 2013] = 92%) and class period attendance
 - b. Increase Learning Environment Survey ratings on Safety & Security from 6.3 to 7.0 overall grade.
 - c. Increase Learning Environment Survey ratings on Communication from 5.5 to 6.5
 - d. Increase Learning Environment Survey ratings on Academic Expectations 7.0 to 7.5

2. **Increase students' success in their courses as a component of progress toward graduation and college readiness**
 - a. Increase credit accumulation in years 2-3 in 2009-10 SY
 - b. Increase 10th grade percentage of students earning 10+ credits from 54% to 60.0% by the end of the school year June 2010
 - c. Increase 11th grade percentage of students earning 10+ credits from 53.4% to 60.0 % by the end of the school year June 2010

3. **Increase students' success on key assessments as a component of progress toward graduation and college readiness**
 - a. Increase overall pass rates on US History and Global History Regents
 - b. Increase Weighted Regents Pass Rate, Global History on the Progress Report from .89 to 1.00 by June 2010
 - c. Increase Weighted Regents Pass Rate, United States History on the Progress Report from .40 to 0.80 by June 2010

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve school culture to support student attendance, participation in classes and school activities, and preparation for post-secondary experiences</p> <ol style="list-style-type: none"> 1. Increase school-wide attendance rate (interim target [June 2010] = 87%, long-term target [New Visions 2013] = 92%) and class period attendance 2. Increase Learning Environment Survey ratings on Safety & Security from 6.3 to 7.0 overall grade. 3. Increase Learning Environment Survey ratings on Communication from 5.5 to 6.5 4. Increase Learning Environment Survey ratings on Academic Expectations 7.0 to 7.5
<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>	<ol style="list-style-type: none"> 1) Revise attendance policy to incorporate all stakeholders and make outreach more proactive, including <ul style="list-style-type: none"> • Have Parent Coordinator and school aides call homes for all students absent two days in a row • Develop and incorporate a new attendance policy outlining expectations and distribute to all staff in the staff handbook (p.74 of handbook) • Produce cut reports and have subject area attendance scanned daily • Increase the number of home visits before a student reaches 407 status • Develop and implement a detention policy for students who are late to school three days in a ten period • Use the phone messenger system to call homes for early morning wake up calls • Update contact information through school wide clearinghouse every marking period 2) Improve school culture through greater integration of school theme, including <ul style="list-style-type: none"> • Incorporate school cultural documents and mission into all curricula

	<ul style="list-style-type: none"> • Increase Global Kids, and Safe Horizons programs in each grade, expanding participation into 11th & 12th grade • Global Kids to work with each SAI team during CPT once every 4-6 weeks • To create and establish after school activities, such as a school wide mural projects, to improve daily attendance and school culture • Development of student government and its communication school wide incorporating the mission. <p>3) Improve school culture through more effective practices around safety & security</p> <ul style="list-style-type: none"> • Campus-wide assessment with Rose De Pinto and Marty Kopelowitz • Work with School Safety to Increase patrols and sweeps on Global Floors • Request from Mark Rampersand at the ISC to have SSA complete CPR training • Change Deans and redirect the focus from penalization to intervention • Work with COSA, CBO's and ISC to build a peer mediation program • Provide Gang Violence workshop for all staff members along with professional development • Monitor the bathrooms and patrol the hallways <p>4) Improve school culture through more effective two-way communication between administration and staff</p> <ul style="list-style-type: none"> • Reinstate monthly staff meeting • Work with school cabinet on planning and communication • Develop a protocol for school wide events and a school event calendar • Increase timeliness and specificity in written communication from administration to staff • Provide guidelines and accountability by identifying roles and responsibilities for school wide community and teams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use PSO New Visions personnel and retreat time to deliver professional development sessions • Utilize PSO New Visions help desk services to train personnel • Professional Development workshop – gang relations, mediation and interventions • Addition pay for deans to attend out of building workshops and training • Use parent coordinator to call the parents of students who have been absent or cutting • Family Para is provided with additional pay for generating daily cut reports, weekend home visits and parent outreach • Purchasing additional workshops from Global Kids for the purpose of professional development around school culture and academic support

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Daily attendance data , ARIS, Annual Learning Environment Survey, Annual Progress Report, a school developed school wide survey and weekly OORS reports</p>
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Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase students’ success in their courses as a component of progress toward graduation and college readiness</p> <ol style="list-style-type: none"> 1. Increase credit accumulation in years 2-3 in 2009-10 SY 2. Increase 10th grade percentage of students earning 10+ credits from 54% to 60.0% by the end of the school year June 2010 3. Increase 11th grade percentage of students earning 10+ credits from 53.4% to 60.0 % by the end of the school year June 2010
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1) Restructure the 9th grade US History curriculum and develop 10th grade cross-curricular Humanities program</p> <ul style="list-style-type: none"> • The 10th grade teacher meets with US History teachers during Common Planning Time • Develop cross curricular 10 grade project that support common skills <p>2) Support inquiry process based in SAS teacher teams, including</p> <ul style="list-style-type: none"> • Institute regular marking period reviews of data (pass rates & grades) for students within cohort (SAS teams) • SAS and SAI Teams conduct analysis of student needs, develop individual plans for progress toward graduation including the lower third and do collaborative problem-solving • Review existing grading practices with teachers in SAI teams to ensure alignment with standards and school-wide grading guidelines • Implementation of more effective goal setting for students in critical groups through the use of the school’s PPT and SAS teams • Professional Development to support goal-setting with students through the use of

	<ul style="list-style-type: none"> rubrics in planning and instruction • IEP PD's to share out existing goals for special education students • Teachers use APE to assess students in pilot groups, followed by conferencing with student to set goals and determine next steps • Teachers incorporate APE benchmarks for pilot groups into their curriculums to help evaluate the students' progress • Student contracts will be used as an intervention for students who are failing a class after the first marking period <p>3) Increase parental knowledge of and ability to support their children's success in their courses</p> <ul style="list-style-type: none"> • New Visions parent workshops implemented by our parent coordinator and Caissa Douwes from New Visions. • Provide Aris training for parents • Investigate the development of a an online school wide grading program for SY 2010 to allow parents to review student's progress • Parent – Guidance Conferences to review progress and set yearly goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Purchase a literary library to reflect the “course” style syllabus to be housed in the teacher workroom. • Utilize New Visions retreat time and professional development to identify student literacy needs and strategies from various data sources. • Purchase Read 180 Flex program to service our lower 25% in ninth grade. • Incorporating in the schedule support and enrichment classes in the ninth thru twelfth grades. • Purchase outside trainers in literacy • Use PSO New Visions support for running professional development session on the use of data and instruction • Use PSO to analyze school schedule to determine the best use of teaching resources thereby creating smaller class sizes
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Marking period scholarship data, ARIS, course self evaluations and exam to determine and predict student progress. • History Regents results in January, June, and August. • School Progress Report and New Visions Snapshot and Student Trackers • Performance Series and Acuity test results every eight weeks. • Teacher Observations of PD practices

US History and Global History

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase students' success on key assessments as a component of progress toward graduation and college readiness</p> <ol style="list-style-type: none">1. Increase overall pass rates on US History and Global History Regents2. Increase Weighted Regents Pass Rate, Global History on the Progress Report from .89 to 1.00 by June 20103. Increase Weighted Regents Pass Rate, United States History on the Progress Report from .40 to 0.80 by June 2010
<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>	<ol style="list-style-type: none">1) Restructure the 9th grade EPP (Economics and Participation) curriculum<ul style="list-style-type: none">• Aligning the 9th grade curriculum with the 10th grade US History curriculum.2) Support inquiry process based in SAI teacher teams, including<ul style="list-style-type: none">• Regular marking period reviews of departmental data on course grades and Regents scores,• Review of student work to inform planning and assess effectiveness of unit & lesson planning to support skills and knowledge required for Regents Work• Teachers in SAI teams review grading philosophy/policy and assessment practices w/respect to alignment with Regents3) Provide professional development on differentiation and literacy across the disciplines4) Improve effectiveness of supervisory classroom observations and departmental planning.<ul style="list-style-type: none">• Incorporate the Teacher expectation's document during pre-observation meetings• Intervisitations amongst the staff to help set teacher's overall goals5) Increase parental knowledge of Regents standards and their ability to support their children's success in the exams<p>College readiness workshops for ninth graders and during Parent Association meeting</p>

	<p>Review Graduation requirements with parents at PA meeting Mail Regents exam tickets and schedule home 8 weeks prior to exams Aris Training for Parents Work towards developing a school wide parental email data base.</p> <p>6) Incorporate Constitutional Law Classes for the 10th grade students to support US History curriculum</p> <p>7) Interdisciplinary curriculum development between ELA and Social Studies Departments</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use 37.5 minutes small group instruction for 2 day a week Regents Assistance • Purchase from Global Kids professional development for workshop model and individual departmental curriculum development • Persession for Staff to develop and implement after school and weekend Regents preparation classes. • Common Planning time for ELA and Social Studies departments 3 hours per week as teacher administrative assignment • Administration, PSO and CBO assisting teachers during common planning time
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Marking period scholarship data, ARIS, course self evaluations and Midterm exams to determine and predict student progress. • History Regents results in January, June, and August. • Attendance in Regents Prep courses • Performance Series and Acuity test results every eight weeks. • Teacher Observations of PD practices

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	4	44	10	19	7			
10	10	95	23	40	7			
11	12	31	10	48	8			1
12	13	12	8	31	3			

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.).
ELA:	Small group instruction provided during the 37.5 minutes; one-to-one tutoring provided by teachers after school everyday. One-to-one peer tutoring is provided every day. ELA Regents Saturday prep program will begin December 2009. 9th grade students receive two periods of instruction
Mathematics:	Small group instruction provided during the 37.5 minutes; one-to-one tutoring provided by teachers after school everyday. One-to-one peer tutoring is provided every day. 9th grade students receive two periods of instruction.
Science:	Small group instruction provided during the 37.5 minutes; one-to-one tutoring provided by teachers after school everyday. One-to-one peer tutoring is provided every day. Lab support is given every Friday from 3:15 – 5:00 and Regents prep beginning in December and May.
Social Studies:	Small group instruction provided during the 37.5 minutes; one-to-one tutoring provided by teachers after school everyday. One-to-one peer tutoring is provided every day. Regents prep classes begin December. Saturday support twice a month.
At-risk Services Provided by the Guidance Counselor:	One-to-one counseling as well as group counseling is provided on a weekly basis. Additional counseling is provided by Partnership With Children and Safe Horizons.
At-risk Services Provided by the School Psychologist:	All IEP mandated students are required to receive services first if the providers have time and space available they offer: School Psychologist---educational testing
At-risk Services Provided by the Social Worker:	Social Worker---home visits, counseling, and family background documentation
At-risk Health-related Services:	Speech Therapist---speech evaluations and therapy

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.
Language Allocation Policy for High School for Global Citizenship
2009-2010**

HSGC's LAP Team Composition

The LAP Team is composed of the following staff members: Principal; Guidance Counselor; two General Education Teachers (including ESL teacher); the Parent Coordinator and the Testing Coordinator.

The LAP Team meets a minimum of four times every year (at the start of each term and after the first marking period each term) to review the academic progress of ELL students, to reflect on the design of our school's programs for ELLs, to plan professional development around the needs of ELL students, to compile and interpret data on the specific needs of ELL's based on NYSESLAT results and to plan for the dissemination of that data amongst the General Education teachers. During these meetings, plans for ordering native language Regents Examinations and providing appropriate testing modifications shall also be discussed.

Teacher Qualifications

Our teaching staff has the following qualifications related to teaching ELL students:

- 1 teacher certified to teach ESL;
 - 0 teachers certified to teach bilingual classes;
 - 3 teachers certified to teach foreign language/native language arts;
 - 0 content area teachers with bilingual extensions;
 - 0 special education teachers with bilingual extensions;
 - 0 teachers of ELLs without ESL/NLA certification.
-

Parent Program Choice

Given our small student population, we do not anticipate offering transitional bilingual or dual language classes in the 2008-2009 school year. In the event a student and parent seek enrollment at our school and are in need of a different program, we refer them to schools within our campus (International High School at Prospect Heights) or in our neighborhood (Clara Barton High School) with whom our school has good relationships.

Assessment Analysis

The chart above that details the performance of each student on the four modalities of the NYSESLAT assessment indicate that speaking is a relative strength while the other three literacy modalities are areas of weakness. This data has clear implications for instructional decisions. While our ESL teacher uses this data to create individualized plans for each student, the trends indicate that additional emphasis should be placed on reading, writing, and listening.

Program Description

Because of the small size of our ELL population, because almost all of our ELL students are currently performing at the advanced level, and because our ELL students are in multiple grades, we currently only have a free standing homogeneous ESL program. We offer one period of pull-out ESL every day. As per CR Part 154 requirements, all students are scheduled for 195 minutes of ESL instruction every week (3 days per week/65 minutes per day). This format will continue until our ELL student population changes in number or composition (i.e. too many students for a single period, students at beginning or intermediate levels, etc.). In addition to our ESL program, we also offer a literacy support course in which most of our ELL students are enrolled. We plan to experiment with pushing our ESL teacher into this class as an additional program support.

Lessons and units in the ESL classes are tiered to accommodate multiple levels in the same classroom. Students are taught using a wide range of literacy building instructional tools aligned with the ELA standards. Some examples include: pre-reading activities in which students are asked to make personal connections to the reading, targeted academic and content vocabulary, use of visual aids in presenting new material, use of graphic organizers, such Venn diagrams, T-charts, and web charts for both pre-reading and pre-writing and outlining for pre-writing. Alternative assessments, including oral presentations, visual presentations, creative projects, group projects and portfolios are used to allow students multiple formats in which to show that they have met lesson objectives.

The ESL teacher will coordinate with the Special Education teachers to provide resources and support to students with special needs. Special Education Teachers will meet with the ESL teacher 2 weeks into the school year to discuss students with IEP's and make recommendations for Academic Management, such as allowing ELL students to give verbal responses in addition to or, where possible, in place of written responses. ELL and Special Education teachers will then meet with content area teachers during common planning time to discuss strategies for these students, including giving extended time for students to process instructions in two languages, giving instructions in smaller chunks to allow for processing, and using pre-reading, pre-writing and organizational strategies across content areas

Resources & Support

Instructional Materials: The ESL curriculum is based upon the New York Standards for the Teaching of Language Arts to Limited English Proficient/English Language Learners. Classroom materials are created by the ESL teacher for the most part, although resources such as works of literature are available through the English Department.

Professional Development: We plan to implement a professional development session in September that will focus on the needs of our ELL students. During the session, we review the ELL identification and placement processes as well as the requirements regarding parental communication and input. Every participant is provided with a copy of our LAP, as well as with additional data on ELL students.

In this introductory session we also model, practice, and discuss instructional strategies that can be used in general education classrooms to support ELL students. The LAP Team helps plan and facilitate this PD session and provides ongoing support throughout the year.

Ongoing professional development throughout the year will address the specific needs of ELL's in the content areas. This includes training in the use of visual aids and graphic organizers to support the delivery of content, the use of alternative assessments for ELL's as they work to develop their academic language proficiency, and literacy support across the content areas, including the direct teaching of classroom and content vocabulary.

Native Language Support: Students are encouraged to continue building literacy in their native language in the ESL class. Students are given the opportunity to analyze works of literature in their native language. Students are encouraged to connect content to their native language and culture. Students are encouraged to use each other as resources in the native language for classroom support.

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

Type of Program: ___ Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2009-10: 15
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- The High School for Global Citizenship offers a free standing heterogeneous ESL program. We do not have any beginner level students. Intermediate and advanced students receive the required units of ESL instruction during the school day by a certified ESL teacher. Students and parents are interviewed upon registration and the home language survey is used to determine student eligibility.
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
- Prior to the start of the after-school program, Regents and NYSESLAT scores will be analyzed and tabulated. The program will be assessed by using attendance records, student work, and teacher created rubrics. Assessments will include performance-based assessments, such as writing samples that illustrate different genres, solutions to math problems that show problem-solving ability, lab reports that demonstrate an understanding of a scientific approach, and social studies research reports that show the ability to use multiple sources. The overall outcome of the program will be assessed by the students' scores on the Regents exams. One certified ESL teacher will provide instruction to fifteen students. This program will integrate Regents

preparation through literacy development using the four modalities, and will provide authentic discourse and negotiation, at levels where language is comprehensible yet challenging for our English language learners.

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

- All students have the opportunity to participate in Global Leadership, Photovoice, HRAPP, and Radio Rookies to name a few of our programs. Furthermore there is ELA Regents prep twice a week and Kaplan SAT prep on weekends. Many of the ELL students have participated in Photovoice over the other programs.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

- In the evenings and on weekends (dates and times to be determined), all ELL parents will be invited to participate in workshops that focus on academic and social/health issues: test preparation support (Regents, AP, PSAT, SAT, classroom tests etc.); college application process; homework – help with content; medical advice: dental clinics, immunizations services for families: counselors, social workers (including contact with professionals in a field); employment opportunities, working papers; and education and politics.

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

- High School for Global Citizenship does not have Project Jump Start.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

- Professional development is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2009 – 2010, three of our 85 minute professional development sessions will focus on our English language learners and Special Education Students and how to provide language support through academic content.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

- One-to-one tutoring by teachers after school every day; one-to-one peer tutoring after school every day.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

- Not applicable

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: HS for Global Citizenship District 17

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

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	One					One

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 17

School Building: 528

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15 To: 9:20	Subject (Specify) French	Subject (Specify) French	Subject (Specify) Chemistry	Subject (Specify) French	Subject (Specify) Chemistry
2	From: 9:25 To: 10:30	Subject (Specify) Chemistry	Subject (Specify) Technology	Subject (Specify) Gym	Subject (Specify) Technology	Subject (Specify) Technology
3	From: 10:35 To: 11:40	Subject (Specify) Chemistry	Subject (Specify) English	Subject (Specify) English	Subject (Specify) Gym	Subject (Specify) English
4	From: 11:45 To: 12:15	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 12:20 To: 1:25	Subject (Specify) Math	Subject (Specify) Global History	Subject (Specify) Math	Subject (Specify) Global History	Subject (Specify) Math
6	From: 1:30 To: 2:35	Subject (Specify) Global History	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) ESL
7	From: 2:40 To: 3:18	Subject (Specify) Small Group	Subject (Specify) Small Group	Subject (Specify) Small Group	Subject (Specify) Small Group	Subject (Specify) Small Group
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

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

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.
 - a. Upon interviewing the parents/guardians and students, HSGC is able to determine if translators and translated documents are necessary for our families. At this time, only two percent of our families need translations.
 - b. All incoming students have been provided the home language survey.
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.
 - HSGC's families have reported that providing translation and oral interpretations are helpful. These findings were done through surveys at various school events. Findings were reported during SAS time and at PTA meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. School documents not provided through the DOE are translated as necessary by staff and mailed home.
 - b. Documents provided through the DOE that have translations are given to families through school mailings.
 - c. DOE documents/links have been placed on school's website.
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.
 - a. Oral translation services are provided through contracted DOE vendors when necessary or when requested and on Parent Teacher conferences.

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>.
- Information regarding translation services is provided to families through mailings; upon interviewing with the guidance counselors, school secretary or administration.
 - Through Use of the Home Language Survey materials that are sent home are translated and phone messengers are completed in alternative language.

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

8. Enter the anticipated Title I allocation for the school for 2008-2009: 364,134
9. Enter the anticipated 1% allocation for Title I Parent Involvement Program 3,647
10. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified__18,233
11. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 96% (30/31)
12. 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 BEDS report identified three teachers as less than Highly Qualified due to the fact that they were teaching out of license or a new subject area. They were offered training in their new areas and one staff member accepted.

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.**
HSGC PARENTAL INVOLVEMENT POLICY

The High School for Global Citizenship agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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 (LEP), parents with disabilities, and parents of migratory children. This will include

providing information and school reports required under *Section 111- State Plans* 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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- Parental Involvement of the ESEA.*

1. The High School for Global Citizenship will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

Representatives of HSGC Parents Association will attend district/regional meetings at which the district/regional plans are discussed and debated

HSGC's Parent Coordinator will help distribute district/regional information to HSGC parents.

2. The High School for Global Citizenship will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

Parents are elected to serve on the HSGC School Leadership Team. SLT members participate in needs assessment activities (such as SQR visit) which are used to create school improvement plans.

3. The High School for Global Citizenship will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under other school programs by:

The Parent Coordinator will work in conjunction with members of the Parent Association and New Visions for planning and implementing parent workshops.

4. The High School for Global Citizenship 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 the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents

who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

HSGC's Parent Association will conduct an annual evaluation of the school's strengths and weaknesses with regard to parental involvement (in the form of a survey). The findings of the survey will inform priorities for the following year and will be reflected in the school's CEP, Principal's Quarterly meetings and SLT.

5. The High School for Global Citizenship will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- 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 --
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.

Workshops, both a part of and apart from, Parent Association meetings that specifically address academic standards, HSGC's reporting of academic progress, and communicating with staff.

- 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, by:

Presentations and workshops conducted by parent coordinator, guidance counselor, subject teachers, CBO, SBO and principal.

- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 in how to implement and coordinate parent programs and build ties between parents and schools by:

1. Training of all faculty on effective parent communication strategies

2. Creation of school-based communication tools (templates) to facilitate positive communication with parents including Web based and guidance templates

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

1. *Parent workshops that inform parents about instructional programs or support services in which their children participate.*
2. *Faculty presentations on specific programs and support services (as part of PA meetings)*
3. *CBO will assist with social emotional programs for parents*

- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I 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:

1. *Parent calendars listing school programs, parent events, etc. mailed monthly*
2. *Parent newsletter composed and mailed quarterly.*
3. *Letters mailed to parents and distributed to students to inform parents about specific school events.*
4. *Telephone calls to parents made by faculty, parent coordinator and PA members*
5. *Post information in all above correspondences on HSGC website*

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

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

HSGC SCHOOL-PARENT COMPACT

The High School for Global Citizenship (HSGC) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This School-Parent Compact is in effect during school year 2009-2010.

The High School for Global Citizenship will:

- 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 standards.

HSGC will provide students with an academically rigorous curriculum that will prepare them to meet and exceed NY State standards in the major subject areas (ELA, Math, Science, Social Studies, and Foreign Language). HSGC will provide students with a comprehensive web of support services, each designed to assist students in their progress toward meeting state standards.

- hold parent-teacher conferences and parent-faculty conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as follows:

Parent-teacher conferences will be held following the close of the first marking period in both the fall and spring terms.

Parent-faculty conferences can be held following the close of the second marking period in both the fall and spring terms.

- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will receive report cards from the school six times during the school year – three times per academic term.

Parents will receive progress reports from individual teachers at the mid-point of each marking period.

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

Parents are welcome to attend parent-teacher and parent-advisor conferences to discuss the academic and social-emotional progress of their children.

Parents are welcome at any time to schedule an appointment with specific HSGC staff to discuss issues relating to their child's academic progress, social-emotional development, etc.

- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

HSGC has an open door policy. Parents are welcome to visit any class on any day. Parents are encouraged to participate in school events, such as field trips.

We, as parents, will support our children's learning by adhering to HSGC's "Expectations of Parents & Families" community document.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See Needs Assessment Section IV page 10.
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The school has curriculum team leaders (SAI) and grade level team leaders (SAS) whose purposes are to examine the needs of the students, their academic achievement and standing, current course offerings and the state standards to create an alignment that services both the students and the schools success. The funding for these teams comes directly from Title I SWP in the form of per session. These teams are using the inquiry team model to investigate student data to raise the level of academic achievement by setting individualized goals.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. The two major programs that are funded through SWP monies are Kaplan SAT test preparation

which takes place on Saturdays and Global Kids workshops/seminars which occur three times a week after school.

- Help provide an enriched and accelerated curriculum. Three ELA teachers and a coach are funded through SWP which allows the school to provide enrichment courses for incoming ninth graders, tenth graders and a College Summit teacher for the twelfth graders. Furthermore by supplementing two Math teachers to support struggling students. This allows HSGC with the ability to provide an Advanced Placement course in calculus and ELA.
 - Meet the educational needs of historically underserved populations. Students receive regents prep and we purchased more computers to give students the opportunity to do internet research.
 - 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. One Guidance Counselor is partially funded through SWP money.
 - Addresses the needs of teacher instruction and observation with supplementing an assistant principal's salary.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff. Seven staff members are partially funded by SWP money and are designed to be supplementary staff to provide for either smaller class sizes or enrichment programs.
 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. The use of Global Kids professional development program is not only incorporated in our mission but is part of the instructional learning community of the school. They implement workshops and professional development for all staff members on incorporating the workshop model in the classroom. This raises the critical thinking approach in the classroom thereby helping students approach situations, which include the Regents, with a more analytical lens. New Visions continues to supply HSGC with professional development geared around the use of data and adjusting classroom practices to meet the needs of the students. This process is for all staff members including teachers, paraprofessionals, guidance staff and administration.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools. When an opening at HSGC is created we seek professionals from NYC Open Market System, New Visions Hiring Fairs and The Fellows program. We have filled positions in the past with Teach for America teachers too.

6. Strategies to increase parental involvement through means such as family literacy services. Increasing the number of workshops developed with our SBO
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. Does not apply to our High School.
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. Using the aforementioned SAI and SAS teams to help design and implement periodic assessments other than and including acuity. These assessments provide additional data to determine strategies to help student needs and progress to academic success. .
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. The purchase and implementation of a Read 180 program and READ 180 FLEX to help students who read well below high school level can increase their reading effectiveness. There are multiple assessments through out the program that are designed to adjust the curriculum to the individual student's needs.
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. As a Title I universal school breakfast and lunch program all students are provided with the opportunity to have two meals a day in the school cafeteria. The one supplemental guidance counselor is responsible for all students in temporary housing and to provide an academic and emotional plan fro those students. This may include referring students student to Partnership with Children an onsite youth development organization. Funding for our advisory curriculum which incorporates components of anger management, sexual and violence prevention and career training based activities.

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. During curriculum common planning time teachers will reflect and examine their current course outlines and curriculum maps to align them with state standards. Currently the maps are designed to various Regents sections and components, which have a direct relationship to state standards but not a clear listing of standards.

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

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The ELA department is in the process of refining our four year curriculum map (plan) that will incorporate differentiation activities for all students not just ELLs

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. Update schools curriculum maps to reflect an incorporation of state standards. Post standards in ELA classrooms and bring in leveled for differentiated instruction classroom libraries.

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. Examine the practices in all mathematics classrooms for their alignment to the state standards. Utilize our common planning time as professional development time with a math mentor to look at the practices in the classroom in relationship with core curriculum standards. This includes weaving the process strands with the content strands in both the new algebra II and geometry curriculums.

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?

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.

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

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Although the sharing of this information takes place during common planning time the students' products still have not risen to the expectations of the assignments. Data from ELA exams and periodic assessments have shown limited mobility from one grade level to another.

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. Professional development with focuses on Cooperative learning, multiple intelligences, balanced literacy and differentiation will help the teachers prepare better. Read 180 can help address differentiation for lower level readers while 9th and 12th grade enrichment courses help the higher level reader.

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.

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

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

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Many of the teachers in the math department are using Smartboard technology in the class along with laptops that contain geometry sketchpad.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We are planning to send staff to more workshops designed to support technology in mathematics.

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. As a fairly new school we have had limited turn over in the mathematics department and limited turnover in the ELA department dues to leaves and sabbaticals. Yet the core content and curriculums have established through out the foundations of the school.

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? This year we have only two first year teachers who are being mentored by their respective department leaders. There are no first year teachers in math or ELA this year and only one new teacher to the school in those departments.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

- HSGC English language learners are taught by our ESL certified Foreign language teacher. She has shared the LAB-R and NYSESLAT scores with staff, and has ensured that instruction is differentiated across the content areas.
-

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? HSGC’s ESL certified teacher provides the mandated instruction to the school’s English language learners. She is responsible for identifying, testing and reporting her findings to staff. Furthermore she assisted in a professional development for the staff regarding test modifications

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.

- HSGC's ESL certified ELL teacher provides the mandated instruction to the school's English language learners. In addition, she is responsible for monitoring their academic progress, identifying students, testing and reporting her findings to staff.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? HSGC uses several methods to inform general education teachers of ELL needs including ARIS, SAS team support meeting and professional development sessions.

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.

- In October, the general education teaching staff was given a professional development session outlining their responsibilities in the IEP process. They were also given a list of students with testing modifications. In addition, all staff has received and secured copies of their students IEPs. At this time, a minimum of two general education teachers are present during EPC and Annual Review meetings. The HSGC staff has been given professional development on how to read an IEP and understanding its contents. The special education coordinator is responsible for ensuring that instruction is differentiated.

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? See above response – HSGC is increasing general education teachers awareness and professional obligation through in house professional development

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

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

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

Please respond to the following questions for Key Finding 7:

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

- The IEPs that were received from the middle schools do not clearly specify academic and behavioral goals and objectives. Our special education department has been aggressive in contacting families to have their child's IEP updated to accurately reflect their child in the 9th grade

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?

- IEPs that were completed in the middle schools are either incomplete or inaccurate. In many cases, signatures are missing and inaccurate data has been entered in to both ATS and CAP. HSGC's assistant principal of special education has reconciled discrepancies in both systems. The special education department has contacted parents/guardians and has held both EPC and

Annual Reviews. A minimum of two general education teachers is present at these meetings, along with the special education teacher, assistant principal of special education, school psychologist, the parent and the student.

- Any IEP for a student recommended for Collaborative Team Teaching has been modified to reflect the specific subject area CTT is required.

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.

- As a result of identifying discrepancies and updating our school's IEPs it is clear that we need to hire another special education to be in compliance with our collaborative team teaching program. However, the Department of Education will not provide any additional funding.

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.)

Fourteen students are in Temporary Housing who currently attend High School for Global Citizenship

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

We supply our STH population with school supplies on a need basis, such as pens, paper, calculators, and uniforms. Additionally, we have offered clothing, additional meals, and the opportunity to have a late schedule. Additionally we have 200 dollars set aside for incidentals that a STH student might need.

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.