



BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 17K547
ADDRESS: 883 CLASSON AVENUE, BROOKLYN, N.Y. 11225
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K547 **SCHOOL NAME:** Brooklyn Academy of Science & the Environment

SCHOOL ADDRESS: 883 Classon Avenue

SCHOOL TELEPHONE: (718) 230- 6363 **FAX:** (718) 230 - 6370

SCHOOL CONTACT PERSON: Veronica Peterson **EMAIL ADDRESS:** vpeters@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pam Fishman

PRINCIPAL: Veronica Peterson

UFT CHAPTER LEADER: Michael Klingler

PARENTS' ASSOCIATION PRESIDENT: Patrick Parks

STUDENT REPRESENTATIVE:
(Required for high schools) Francine Camacho & Jelanie Deshong

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

SSO NETWORK LEADER: Derek Smith

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
Veronica Peterson	*Principal or Designee	
Michael Klingler	*UFT Chapter Chairperson or Designee	
Patrick Parks	*PA/PTA President or Designated Co-President	
Jarvon Baird	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Grecea Noel	DC 37 Representative, if applicable	
Francine Camacho Jelanie Deshong	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Pam Fishman	CBO Representative, if applicable	
Elyssa Arnone	Member/ CBO Representative	
Hayward Aaron	Member/teacher	
Diana Boyer	Member/teacher	
Miko Jones	Member/parent	
Giordine Downes-Mayers	Member/parent	
Allison Isaac	Member/parent	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Brooklyn Academy of Science and the Environment (BASE) is a New Century High School located in the Prospect Heights section of Brooklyn. BASE opened in September 2003, and is currently in its sixth year of existence with an enrollment of 470 students. The Principal and staff work in close partnership with the two lead partners, Brooklyn Botanic Garden and Prospect Park Alliance. Both organizations played an integral part of the planning of the school, and are very involved in its curriculum and daily life. BASE also has partnerships with the Brooklyn Museum, Medgar Evers College, Brooklyn College, Ifetayo Cultural Arts Center, and Safe Horizon. BASE's instructional program is designed as a three-campus model. Instruction takes place at the Prospect Heights Campus, the Brooklyn Botanic Garden, and Prospect Park.

BASE offers a rigorous and engaging curriculum in all subjects, with Spanish as the foreign language. Class sizes are small – a maximum of 30 with most classes being between 20 and 25. Students are required to take four years of math and science, and academics are geared toward college as well as four-year graduation. Advanced placement classes are offered in English, Biology and Chemistry.

Students who enter BASE below grade level in English and Math are placed in classes that offer additional time in math and the Ramp-up to literacy program for English. Special Education teachers work with students individually as well as in collaborative team teaching classrooms.

BASE, working closely with its lead partners, Prospect Park Alliance and Brooklyn Botanic Garden, offers many opportunities for students to study science and the environment. In their freshman year, BASE students take the Living Environment class, culminating in a Regents examination in June. Students are also enrolled in a unique course entitled Field Studies which is the cornerstone of the BASE curriculum. Once a week, each Field Studies class performs an investigation at either the Park or the Garden. Students are taught and practice the basics of scientific inquiry, resulting in conducting a controlled experiment in the winter and a comparative field research study in the spring. During these investigations, students work closely with scientists and educators from the lead partners to conduct authentic research. Interested 10th graders can enroll in a science research class. Qualified 11th and 12th graders are offered for-credit internships in a variety of science and environmental studies settings: Prospect Park; Brooklyn Botanic Garden; New York League of Conservation Voters; South Street Seaport Museum River Keepers and others. 11th and 12th grade science research students work on individual projects studying DNA, global plant behavior and tree species' role in pollution, among other topics.

Student Support

In order to offer students every opportunity for academic success, BASE runs an After-School Learning Center and Saturday School. Subject area teachers are available for homework help, tutoring and Regents Preparation four days a week and on Saturday mornings.

BASE Ambassadors are a group of students chosen to help develop and support a positive school culture. Ambassadors are trained in leadership skills and conflict resolution, helping incoming 9th graders to make the transition from middle school to high school. 11th and 12th grade Ambassadors are trained to help themselves and their classmates in the transition to college and beyond.

BASE is a small school where staff knows the students well. Over the course of the first two years of the school's existence, we began to differentiate between students concerns and issues which can be addressed within the school's realm of influence and those which need additional resources. Through the lead partners (Prospect Park and Brooklyn Botanic Garden) a Partnership Director develops external resources to support the school, its staff and students. These resources are both academic and non-academic. Through the partners, BASE has been able to find science research and summer internships for a number of students and to bring projects such as a Groundswell Mural Project to the school.

Margaret's Place/ Safe Horizon is a program, funded by the Torre Foundation that focuses on domestic and community violence and abuse and their effects on student lives. The program adds a tremendously supportive element to the guidance counselor offerings already on campus by providing the school with a full-time social worker.

The Partners have developed a number of out-of school learning opportunities for students called Learning Expeditions. Activities have included a spring break trip to the Florida Everglades, daytime museum visits, community service projects, walking tours around the city (Coney Island id-town, DUMBO) and the like.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Brooklyn Academy of Science and the Environment						
District:	17	DBN:	17K547	School BEDS Code:	331700011547		
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		84.2	82.5	84.4
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		97.3	95.1	96.0
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		73.9	69.4	64.7
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		4	1	13
Grade 9	132	142	138	Recent Immigrants - Total Number:			
Grade 10	150	151	142	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	83	89	89		1	4	1
Grade 12	88	85	90	Special Education Enrollment:			
Ungraded	1	0	1	(As of October 31)	2006-07	2007-08	2008-09
Total	454	467	460		1	4	1
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	43	70	27
# in Collaborative Team Teaching (CTT) Classes	33	43	50	Superintendent Suspensions	26	15	20
Number all others	1	1	0	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	N/A	N/A	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		23	31	33
# receiving ESL services only	11	14	14	Number of Teachers	23	31	33

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	5	9	9
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	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	8	23	25	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	39.1	41.9	54.5
				% more than 5 years teaching anywhere	21.7	29.0	33.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	77.0	73.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.4	94.5	87.0
American Indian or Alaska Native	0.4	0.4	0.9				
Black or African American	86.6	85.2	82.8				
Hispanic or Latino	10.4	11.4	12.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.5	1.5				
White	0.9	1.5	1.7				
Male	50.7	52.2	55.9				
Female	49.3	47.8	44.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C	Overall Evaluation:		NR			
Overall Score:	52.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student performance trends:

- o The attendance rate for 2008 – 2009 was 84.4% which is a 1.9% increase over the previous year. Although this is an increase, it is not a significant one. According to the ATS 407 report, we averaged between 47 and 57 407's for the year. The most recent Quality Review cited a need for improved attendance procedures.
- o According to the New Visions Data Tool and the preliminary Progress Report results, there is a need for increased credit accumulation across grade levels and subjects especially in the area of Global History.
- o According to the Learning Environment Survey for 2008 – 2009, the overall communication score was 5.8. Student survey results indicated the color was red (poor), Teacher results indicated pink while parents were gray.

The school's greatest accomplishments:

- o The 6th year graduation rate of the first graduating class is 77.2%. This is a 12.5% increase over the 4 year rate.
- o The school continues to excel in science as evidenced by the preliminary Progress Report and the New Visions Data Tool.
- o The schools' weighted diploma rate in the Progress Report increased from 103.7 the previous year to 144.7.

Significant barriers to the school's continuous improvement:

- o Budget cuts resulting in fewer resources

Significant aids:

- o The school's partnership with Prospect Park and Brooklyn Botanic Garden has continually proven to be outstanding as noted in the Quality Review

SECTION V: ANNUAL SCHOOL GOALS

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

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

GOAL #1 – By May 2010 the overall communication score on the Learning Environment Survey would have increased by one point from 5.8 to 6.8.

GOAL #2 – By June 2010, the attendance rate would have increased by 3 percentage points from 84.4% to 87.4%

GOAL #3 – By June 2010 the percentage of students earning 10+ credits in 2nd and 3rd years will increase by 5% as measured by HSST data.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Learning Environment & Culture

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1 By May 2010 the overall communication score on the Learning Environment Survey would have increased by one point from 5.8 to 6.8.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategy 1 – Continuation of the Staff Weekly and Parent Weekly (September 2009 – June 2010) and establishment of a BASE FACEBOOK group page for student information to be disseminated. Strategy 2 – Introduction of SnapGrades which enables students and parents to view grades, attendance, comments, assignments and more as the data is updated. Strategy 3 – Establishment of Grade Teams which meet twice weekly. This provides teachers and counselors with a forum to discuss student work and to conduct interventions with students and their parents. Strategy 4 – Establishment of weekly Pupil Personnel Team meetings to communicate about students with IEPs. Strategy 5 – Use of a new web-based School Messenger System for communication in multiple languages.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent communication – Paper - \$484.10 Postage \$1164. Title I General supplies SnapGrades access - \$2,000. NYSTL software funds School Messenger System - \$1,400. NYSTL software funds</p>

Indicators of Interim Progress and/or Accomplishment

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

January 2010 – Interim surveys to assess constituents’ perceptions regarding communication
April 2010 – Learning Environment Surveys distributed to Parents, Teachers and Students and submitted to DOE for analysis

SECTION VI: ACTION PLAN

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

Learning Environment & Culture

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2 - By June 2010, the attendance rate would have increased by 3 percentage points from 84.4% to 87.4%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Appointment of a .6 Attendance Coordinator position ○ Extensive professional development will be provided for the Attendance Coordinator ○ Attendance coordinator, attendance teacher and Principal will review 407 lists continuously to ensure that these cases are addressed and closed. ○ Community Assistant will work alongside the Attendance Coordinator and will be responsible of calling parents when students begin showing a pattern of being absent. ○ Attendance Incentive initiatives will be implemented to improve attendance ○ Parent coordinator will create and update the perfect attendance bulletin board ○ College readiness assemblies will be held to make students aware of the need for at least 92% attendance. ○ Use of SnapGrades for parents to monitor students' attendance to period classes. ○ Daily analysis of ATS attendance reports
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>.6 Attendance Coordinator \$38,350. Tax Levy Funds</p>

Indicators of Interim Progress and/or Accomplishment

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

The Attendance rate will increase by 2.5% by January and another 2.5% by June.
Analysis of attendance patterns will be done monthly

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Student progress

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3 – To increase credit accumulation in all grades and subjects, especially Global History by 5%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Grade Team Leaders will lead 4 Inquiry Grade Teams (one for each grade) in selection of a target group for instructional and social emotional interventions. ○ Weekly professional development for Grade Team Leaders ○ Establishment a 5th Inquiry team to focus on students who are struggling academically and who came in at level 1 in reading and math. ○ Professional development on cooperative learning, differentiation and use of Bloom’s Taxonomy to increase course pass rates ○ Student progress will be monitored through SnapGrades, review of mid-marking period progress reports, low-inference observation, report cards, and analysis of student work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Inquiry Team per session - \$7,256. TL Children First Inquiry Teams SnapGrades - \$2,000. NYSTL software money</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By January 2010 credit accumulation will increase by 2.5%. By June 2010 credit accumulation will increase by 5%. There will be constant review of SnapGrades by the Principal and guidance counselors as well as review of marking period data</p>

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.**

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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

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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	56	25	29	45	10		12	
10	26	55		25	12		30	
11	29	25			16		30	
12					9		13	

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: Reading/writing intervention</p>	<p>a. RAMP-UP for 9th grade students performing in Level 1 or 2 on NYS ELA assessments Delivery includes one-to-one intervention, small group and whole class with extended time. b. Grade 10 writing class in addition to ELA class d. BASE After School Learning Support Center and Saturday Support Center e. Educational Paraprofessional to support one-to-one intervention</p>
<p>Mathematics: Math Intervention</p>	<p>a. Math classes with extended time b. BASE After School Learning Support Center and Saturday Support Center c. Educational Paraprofessional to support one-to-one intervention.</p>
<p>Science: Science skills Intervention</p>	<p>a. Science class with extended time b. Team teaching c. BASE After School Learning Support Center and Saturday Support Center d. Educational Paraprofessional to support one-to-one intervention</p>
<p>Social Studies: Global studies and US History Interventions</p>	<p>a. Team teaching b. BASE After School Learning Support Center and Saturday Support Center c. Educational Paraprofessional to support one-to-one intervention</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>a. Related services counseling – one-to-one and small group b. Peer mediation c. Anger Management counseling d. conflict resolution</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	<p>a. Violence prevention and intervention workshops and sessions with individuals and small groups b. Peer leadership c. Crisis intervention d. Conflict resolution</p>

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

NCLB/SED requirement for all schools

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

The BROOKLYN ACADEMY of SCIENCE and the ENVIRONMENT LANGUAGE ALLOCATION POLICY September 2009

The LAP Team at BASE HS consists of:

- Mrs. Veronica Peterson, Principal
- Dr. Jerald Tsekas, Assistant Principal
- Mr. Mervyn Roach, Guidance Counselor
- Ms. Juanita Fraser, Guidance Counselor
- Ms. Yannick Guercy, ESL Instructor
- Ms. Karen Johnson, Parent Coordinator

The general enrollment at BASE is 442 students which includes **18 ESL students**.

9 th grade	9	students (5 males and 4 females)
10 th grade	5	students (2 males and 3 females)
11 th graders	2	students (1 males and 1 females)
12 th graders	2	students (2 females)

Of the 18 ESL students, there are **8 SIFE students** (4 males and 4 females)

Although our ELL student population is small, several languages are represented. They include Arabic, Bengali, Fanti, French, Fulani, Haitian Creole, Servo-Croatian, Spanish, and Yoruba. We are fortunate to have a fully licensed and experienced ESL instructor for our program. Our beginner and intermediate students receive 360 minutes of ESL instruction in a self contained classroom with a leveled English language library and appropriate instructional materials. Our advanced students receive 180 minutes of ELL instruction.

Our students are placed in ESL classes as indicated by their score on the previous spring's NYSESLAT or their entry LAB-R.

Initial screening and administering of the LAB-R (if necessary) is done by our ESL instructor, Ms. Guercy. If the LAB-R results indicate a need for services, our Parent Coordinator conducts an orientation for the parent(s) to inform them of ELL programs that exist; however, BASE only offers an ESL program. A translator is present at the orientation. The Parent Survey and Program Selection Form are collected by the pupil personnel secretary. The NYSESLAT is administered in the spring. The ESL teacher administers the test to her students. The speaking section is administered between April 14th and May 25th. The reading, writing, and listening parts are administered between May 17th and May 25th.

The school's overall NYSESLAT proficiency results from the spring 2009 administration of the exam are as follows:

Proficiency levels by gender are as follows:

8 males (1 Beginner, 7 Intermediate)

10 females (1 Beginner, 5 Intermediate, 2 Advanced) 2 female students who are currently taking the LAB-R

In the 9th grade students did well in the listening and speaking section of the NYSESLAT. Three passed this section, 4 scored at the advanced level and only 1 student scored at the intermediate level. The same was not true for the reading and writing section of the exam. None of the students passed. One student scored at the advanced level, 2 scored at the beginner level and the remaining students scored at the intermediate level. In the 10th grade 1 student passed the listening and speaking section of the exam, 1 scored at the advanced level and the remaining students scored at the intermediate level. All of the 10th grade students scored at the intermediate level for the reading and writing section of the exam. The 11th grade students scored at the intermediate level in both sections, and 12th graders scored advanced in both sections. It is clear that most students are having more difficulty in the reading and writing section of the test.

Ms. Karen Johnson, the parent coordinator, makes outreach specifically to the ELL parents several times a year as well as providing the families of new students with Home Language Surveys and parent choice letters and an introductory orientation. As we have such a small population, and no one predominating language, our ELL services are all intensive ESL with no dual or bilingual classes. Ms. Johnson has instituted a Freshman Academy for 9th grade students and their parents; she runs parent institutes such as The Parenting Journey, and workshops for all parents. Translation services are available. Parents' needs are evaluated through surveys.

Teachers confer with the ESL teacher, when they believe there is a problem with a student's ability to do well in an English dominant class. As BASE has a rigorous college preparatory program and a science based curriculum it is important that every opportunity be afforded a student to complete course work in a thorough and complete fashion. Whenever possible core subject teachers have offered exams and study materials in a student's home language and personnel fluent in those languages have aided in interpreting and correcting the exams and projects.

Intensive test preparation is also offered by content area teachers including the ELA staff.

In order to make content more completely accessible to all students, Ms. Peterson has authorized the examination of several content rich leveled texts and learning materials, in the hopes of further making learning acquisition more easily available for all our students.

Professional Development workshops dealing with issues of language learning and cultural understanding will be offered to the faculty including the Assistant Principal. Among these are workshops in vocabulary acquisition for students who may know subject content in a language other than English so that advanced academic language may be attained. The faculty receives a minimum of 7.5 hours of training on instructional strategies that enhance the learning of ELLs and Special Education students. These strategies include the use of concept mapping and other graphic organizers, cooperative learning, differentiating instruction, and more. Agendas, attendance rosters, and copies of handouts are maintained in a binder. Ms. Peterson encourages her ESL and LOTE personnel to attend the many workshops offered by the OELL.

Ms. Peterson constantly oversees the programming and academic issues of the ELL students in conference with the classroom teachers, Mr. Roach the guidance counselor and Guercy, the ESL teacher. This also includes discussion with the Spec Ed team, to develop a specific LAP, when a student with an IEP needs ESL instruction.

Though small our program is rigorous and comprehensive.

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

Form TIII – A (1)(a) NOT APPLICABLE

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Form TIII – A (1)(b) NOT APPLICABLE

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Written translation needs are determined through ATS and through Home Language Surveys that are distributed to all BASE students. The survey asks each student to identify the primary language spoken and read at home. The information received does not always match that of ATS. The Parent Coordinator was responsible for outreach to the homes of the few students who failed to return their surveys.

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

We have entered data from 442 Home Language Surveys. Languages spoken at home include Arabic, Bengali, Fanti, French, Fulani, Haitian Creole, Servo-Croatian, Spanish, and Yoruba. Twenty families prefer written translation and oral interpretation. The findings are shared with the guidance counselors, parent coordinator and community assistant.

Part B: Strategies and Activities

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

The yearly calendar, letters to parents and all other written documents will be translated into the languages identified by the needs assessment. We will utilize the translation services of the DOE. The Parent Coordinator will e-mail the Translation Unit, using the cover sheet provided by them. She is the point person for all correspondence with the Translation Unit.

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.

The school has purchased Talk System transmitters and receivers for translation during parent association meetings and other events. Selected parents and staff members will wear portable transmitters to transmit their translations to the parents. There are 8 receivers for each transmitter. Information such as communicating absences to parents will be provided via the web-based phone messenger. It instantly translates the message into the desired languages.

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

The school has purchased Talk System transmitters and receivers for translation during parent association meetings and other events. Selected parents and staff members will wear portable transmitters to transmit their translations to the parents. There are 8 receivers for each transmitter. Information will be provided to parents via the phone messenger. Messages in Spanish will be translated by our Guidance Counselor.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$393,794	\$63,928	\$457,722
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,937		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$640	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,645		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,204	
6. Enter the anticipated 10% set-aside for Professional Development:	\$39,373		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,392	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____87%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The school has refined its recruitment and screening practices for hiring teachers. The Hiring Committee selects candidates based on credentials and certifications as well as on proven performance.

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

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

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

Brooklyn Academy of Science and the Environment
2008 – 2009
PARENT INVOLVEMENT POLICY

I. General Expectations

BASE agrees to implement the following statutory requirements:

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

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

II. Implementation of the Required Parental Involvement Policy Components

1. BASE will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - The Parent Coordinator will disseminate all information from the ISC (Integrated Support Center) to the Executive Board of the Parent Association. They will in turn disseminate all information to the parent body at large.
 - Parents will be encouraged to utilize printed and electronic media to obtain ongoing parent planning information ex. The Parent Weekly. Department of Education website for parent information.
 - The Executive Board of the PA will attend all Citywide and Regional meetings
2. BASE will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - The School Leadership Team is involved in a yearly internal PASS (Performance Assessment in Schools System-wide) visit that assesses every aspect of the school in order to develop the CEP.
3. BASE will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - The Parent Coordinator will support the Parent Association ‘s plans for parental involvement
 - The Parent Coordinator will organize a curriculum night for parents to become participants in their children’s academic lives.
 - The Parent Coordinator will support the development of the Ninth Grade Advisory Parent Leaders Group that will carry out the College Readiness campaign.
 - The school will provide the Parent Association with space (if available), computer, storage cabinets and any other requests to support them in parental involvement activities.

4. BASE will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
 - RAMP-Up to literacy
 - RAMP-UP mathActivities include: inviting parents to visit the RAMP-UP classroom, to attend the Back to School Curriculum Night, to attend the Parenting Journey, Building Assets in Youth, parent leadership workshops, etc.

5. The BASE Parent Coordinator will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - 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.
 - The school has updated its school messenger service to include messages in foreign languages

6. BASE will build the schools' and parents' capacities for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - 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 workshops and PA presentations.
 - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to

implement and coordinate parent programs and build ties between parents and schools, by: Inviting parents to participate in retreats, professional development, school committees such as the Attendance Committee etc.

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 other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: conducting the Parenting Journey Workshop

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 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:

- The school will follow its translation plan for parents who speak other languages for all letters, flyers and other forms of communication.
- The school will use the school phone messenger service to communicate daily with parents.

III. Discretionary School Parental Involvement Policy Components

In consultation with its parents, BASE will undertake the following discretionary activities to build parents' capacity for involvement in the school and school system to support their children's academic achievement:

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions
- Adopting and implementing model approaches to improving parental involvement
- Developing and enhancing community-based organization roles in parent involvement activities
- Providing other reasonable support for parental involvement activities

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PA compact attendance sheet. This policy will be adopted by the BASE on 11/19/09, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 12/17/09 and again in 9/10.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the

means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

BASE SCHOOL-PARENT COMPACT

BASE, 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 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

BASE will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: by attracting and developing highly qualified teachers, using cutting edge instructional technology school-wide, providing students with advanced placement courses in the sciences and the humanities and other rigorous curricula, etc.
2. Hold parent-teacher conferences semi-annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and the spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide parents with mid-marking period progress reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointment as needed, by phone and by email.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities by teacher invitation or by parent request.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that their child adheres to the uniform policy

The annual review of this policy was done on November 2, 2009.

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.
 - **The school conducts a mock Quality Review to assess these areas.**
 - **The School Committee and School Leadership Team look at school-wide data to assess needs of the school.**

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

3. Instruction by highly qualified staff.
 - The school has set aside Title I money to provide coverage of fees for courses geared toward teachers becoming highly qualified. The majority of BASE teachers teach within their certified areas.

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.

Professional development will be provided, for teachers and paraprofessionals which focus on cooperative learning, differentiation of instruction, and use of Bloom's taxonomy to differentiate instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **Posting on Craig's list**
 - **The Daily News published a positive article about the CBO partnerships and available programs in the school in June 2007.**
 - **Offering a rigorous curriculum**
 - **Providing staff and students with an abundance of resources including state-of-the-art technology for instruction**
 - **Celebrating staff accomplishments**

6. Strategies to increase parental involvement through means such as family literacy services.
 - **We will continue our Parenting Journey Program.**
 - **We will conduct workshops on computer literacy at P A meeting**
 - **We will continue to develop the 9th Grade Academy parent leaders**
 - **We will offer a family literacy program for CTT students as well as for ELL's**
 - a. **We will frequently celebrate student achievement at parent association meetings.**

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

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **BASE has its BASE School Committee as part of its governance structure. One teacher from each department sits on this committee along with the Principal, Assistant Principals, guidance counselor, parent coordinator, school secretary and a social worker. Shared decision-making occurs during the meetings.**
 - **Teachers will use data provided in ARIS and from periodic assessments to inform their instruction**
 - **Teacher led Inquiry teams will be established to look at data in order to improve student achievement**

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
 - **Periodic assessments will be used to identify difficulties**
 - **Classroom assessments will be done in the beginning of the term to identify difficulties that students are experiencing.**
 - **After school and Saturday learning support centers will be made available to the students.**
 - **Peer tutoring will be used.**
 - **Self-pacing computer programs will be used for individualizing instruction**

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.

Margaret's Place/Safe Horizon

Margaret's Place/Safe Horizon houses a full-time social worker in the school. This social worker teams up with the two guidance counselors and parent coordinator to form a student support team. The services of the team are combined to fully support the child.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The English Department engaged in a review of the ELA curriculum and its alignment with NYS ELA Standards. The teachers engaged in the vertical alignment of reading materials through the grade levels. They created pacing calendars and timeframes. ESL teacher was aware of and adhered to the NYS Learning Standards for ESL.

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

X 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? **There is still a need to create a written curriculum that scaffolds the skills taught both horizontally and vertically. Student outcomes must be spelled out more precisely.**

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.

The ELA Department will address these issues during department meetings and common planning. The school will seek the assistance of New Visions for Public Schools, the School Support Organization.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The Math Department explored math curricula to choose one that is aligned with the New York State Learning Standard for Mathematics. They chose one written by the Association of Math Assistant Principals. The curriculum references the performance indicators.

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

X 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?

Although the AMAPs curriculum references the performance indicators, the math teachers still emphasize the content strands more than the process strands.

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.

The Math Department will receive professional development during meetings and common planning.

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.

The Principal and Assistant Principal conducted classroom observations and learning walks.

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

X Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **There is a need for teachers to differentiate instruction.**

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

Professional development opportunities will be provided.

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:

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

2B.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 Principal and Assistant Principal conducted classroom observations and learning walks.

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

X 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?

There is a need for teachers to differentiate instruction.

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.

Professional development opportunities will be provided.

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.

The Principal and the lead partners have reviewed the data on teacher turnover.

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

X 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?

The turnover rate for teachers is relatively high, but is decreasing. It went from 24% in June 2007 to 22% in June 2008 and to 14% in June 2009. The turnover rate is definitely on the decline.

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.

. **The school is working on the learning environment. Communication is the target for this year.**

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.

Data collected from conversations with teachers who teach beginner ELLs indicates that the finding is relevant.

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

X 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?

Teacher data

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.

There must be more professional development provided to the teachers.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

The Principal has found that NYSESLAT yearly scores are not disseminated to all teachers involved in ELL instruction.

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

X 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?

This is a small school and the Principal is aware of which data gets disseminated. Special Education IEP data is disseminated, but ELL data is not disseminated in the same way. This issue will be addressed this year.

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. **This issue will be addressed through professional development.**

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.

All teachers in this school are familiar with the content of the IEPs of their students. They are also familiar with the accommodations and modifications. A Special Education teacher was charged with the task of disseminating this information to the staff.

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

X 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?

However, the finding is relevant because professional development is still needed to increase the range and types of instructional approaches. This needed was evidenced through observations and classroom visits.

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.

There will be on-going professional development, especially in the area of differentiating instruction and use of a full range of instructional strategies.

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 Special Education teachers checked for alignment.

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

X 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?

Testing accommodations and/or modifications are not consistently adhered to in the classroom environment. There has been a lack of alignment between modified promotion criteria and the way that the students are assessed.

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.

A Pupil Personnel Team consisting of the Assistant Principal of Special Education, guidance counselors, special education teachers and school psychologist, will be established to ensure alignment. Professional development will be provided by support personnel from New Visions for Public Schools.

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.)
There are three students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - **Non-perishable foods are stored by the pupil personnel secretary to address the nutritional needs of these students**
 - **Uniforms are purchased for students in temporary housing who cannot afford the cost of uniforms.**

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.