



A

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

School: 32K552

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 32K552 **SCHOOL NAME:** Academy of Urban Planning

SCHOOL ADDRESS: 400 Irving Ave Brooklyn NY 11237

SCHOOL TELEPHONE: 718.381.7100 **FAX:** 718-418-0314

SCHOOL CONTACT PERSON: Monique A. Darrisaw **EMAIL ADDRESS:** mdarrisaw@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Janet Rose

PRINCIPAL: Monique A Darrisaw

UFT CHAPTER LEADER: Cassandra Evans

PARENTS' ASSOCIATION PRESIDENT: Janet Rose

STUDENT REPRESENTATIVE:
(Required for high schools) Rayniel Estrella, Tiana Lall

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 32 **SSO NAME:** Empowerment Schools Organization

SSO NETWORK LEADER: Terry Byam

SUPERINTENDENT: Ainslie Cumberbatch,

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Monique A. Darrisaw	*Principal or Designee	
Cassandra Evans	*UFT Chapter Chairperson or Designee	
Janet Rose	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Rayniel Estrella, Tiana Lall	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kristy Lebron	Member/ UFT Member	
Carin Pinney	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

Based in the Bushwick High School Campus, the Academy of Urban Planning helps students develop and apply leadership skills while achieving academic success. The Academy's urban planning theme-based curriculum draws students out of the classroom and into their communities to develop skills that will move them toward higher education and professional careers. With New York City as a laboratory, students tap into their innate curiosity for the world around them.

We strive to maintain high academic standards for all students including English Language Learners, Special Education students and those in need of Academic Intervention Services. We accomplish this by providing regular professional development to staff in all curricular areas. We also develop curriculum and assessments that are aligned to the New York State Regents examinations and expose students to four-year college opportunities and a variety of career and professional opportunities through workshops, seminars and trips.

Our lead partner is the Center for the Urban Environment (CUE). Brooklyn Center for the Urban Environment was founded in 1978 with the mission to redefine environmental education in New York City. They provide us with professional development, technical assistance, as well as student programming and curriculum development services.

Academy of Urban Planning is a new school that opened in 2003. We have developed an exemplary theme integration program in our school that includes class projects, elective courses, service learning opportunities and student internships. We are the only high school in the country to offer a full-time, year-long GIS course. AUP students have presented their urban planning work at conferences in New York, Chicago, New Orleans and New Bedford.

In addition, we have developed a capstone course entitled "Senior Seminar on Democracy and Leadership", which engages students in discussions and analysis of democratic foundations and current community issues.

In addition to our theme integration program, we have a variety of engaging student events and extra-curricular activities that have become tradition at our school, such as Black History Celebration, Latino Heritage Celebration, Campus Field Day, Poem in Your Pocket Day and Career Day. We also provide a week-long summer bridge program for incoming students and their families as well as an annual overnight retreat for freshmen.

AUP works to provide positive experiences for our students through a number of collaborative partnerships and an independent advisory board. Collaborating partners come from the public and private sector and work in the classroom, provide learning experiences outside of the classrooms, provide internships for our students, advise curriculum development and provide resources for projects and activities. Many of these partners have made invaluable contributions in helping to integrate our school's Urban Planning theme into every day life at AUP.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Academy of Urban Planning							
District:	32	DBN:	32K552	School BEDS Code:	333200011552			
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		81.3	78.8	79.4	
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		95.6	93.4	91.4	
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		62.1	77.6	66.9	
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		3	1	34	
Grade 9	177	161	147	Recent Immigrants - Total Number:				
Grade 10	136	138	129	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	74	86	85		16	18	11	
Grade 12	69	98	98	Special Education Enrollment:				
Ungraded	2	1	2	(As of October 31)	2006-07	2007-08	2008-09	
Total	458	484	461					
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	21	34	38	Principal Suspensions	17	5	17	
# in Collaborative Team Teaching (CTT) Classes	11	12	24	Superintendent Suspensions	14	19	29	
Number all others	16	25	15	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	Number of Teachers	25	33	36	
# receiving ESL services only	70	80	66					

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	2	10	12	Number of Administrators and Other Professionals	11	13	13
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)	18	23	20	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	38.5	38.2	52.8
				% more than 5 years teaching anywhere	34.6	26.5	19.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	77.0	65.0	64.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	89.1	95.5
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	34.9	34.1	36.4				
Hispanic or Latino	62.0	62.8	61.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.6	0.9				
White	0.9	1.4	1.3				
Male	49.8	47.7	46.2				
Female	50.2	52.3	53.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			IGS
Math:				Math:			IGS
Science:				Graduation Rate:			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					√SH	√SH	√
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					√	√SH	
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:	B	Overall Evaluation:		NR			
Overall Score:	59.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	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:	13.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.8						
<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?
-

- What student performance trends can you identify?

The Academy of Urban Planning has made gains in several of the Progress Report metrics.

Our graduation rate increased to 64.9% and our weighted diploma rate is at 66.1% of our peer horizon. The number of students earning 10 or more credits in their first year is at 70.4% while the percent of students earning 10 or more credits in their second and third year decreased by 5.1% and 13.6% respectively.

Our weighted Regents pass rates increased in three areas beginning with a .65 increase in science, .23 in Math, and .09 in Global History Regents exams. The weighted regents pass rate for US History and English decreased by .33 and .04 respectively.

In the School Environment Survey, safety and respect increased .4 points and student attendance improved .9 percent. Communication, academic expectations, and engagement remained the same.

- What have been the greatest accomplishments over the last couple of years?

- Developed an exemplary theme integration program in our school that includes class projects, elective courses, service learning opportunities and student internships.
- In 2006, the American Planning Association awarded us the William H. Whyte Award for innovation in urban planning.
- We are the only high school in the country to offer a full-time, semester long GIS course.
- AUP students have presented their urban planning work at conferences in New York, Boston, Chicago and New Orleans.
- Awarded grants from the National Council for the Social Studies, Learn & Serve America, Best Buy and others. Students have had service learning experiences including planting daffodils in the neighborhood and planning and painting a mural.
- Developed a capstone course entitled "Senior Seminar on Democracy and Leadership", which engages students in discussions and analysis of democratic foundations and current community issues.
- Ninety-five percent of seniors in College Summit courses have applied to college.
- Instituted a variety of engaging student events and extra-curricular activities such as; Black History Celebration, Latino Heritage Celebration, Campus Field Day, Poem in Your Pocket Day, Career Day, Homecoming, etc.

- ❑ Provided a week-long summer bridge program for incoming students and their families as well as an annual overnight retreat for freshmen.
- ❑ Developed a comprehensive guidance program to address the social and developmental needs of our students. Counselors provide workshops and small group meetings on academic advisement, social issues, and college preparation.
- ❑ Provided interventions to support our “at risk/high need” student population. These interventions include credit recovery, tutoring, Saturday school, attendance outreach, home visits, referrals to external agencies, and individual or small-group counseling.
- ❑ Established an Instructional Cabinet that meets weekly to discuss instructional challenges and create plans to increase academic rigor.
- ❑ Established Grade Teams that meet weekly to plan grade policies, analyze available student data and collaborate on units of study. Grade Team meetings are facilitated by grade leaders.
- ❑ Established a new teacher orientation program that includes weekly meetings and class visits facilitated by a veteran teacher/coach.
- ❑ Developed various opportunities for teacher leadership.
- ❑ Integrated technology into many classes including math, science, social studies and ELA. Teachers have created class blogs and some teachers communicate with students via internet to discuss assignments.
- ❑ Established an attendance team to address low daily student attendance. This team has been able to increase student attendance an average of five percentage points from last year’s numbers.
- ❑ Implemented a number of activities to increase parental involvement including: Awards ceremonies, weekend activities and workshops, parent/teacher conferences, and cultural trips.

What are the most significant aids or barriers to the school's continuous improvement?

- ❑ Continue to provide effective instructional supports to the large amount of entering students with inadequate literacy and numeracy skills.
- ❑ Need to address low regents passing rates.
- ❑ Decreased school funding due to conclusion of grant cycle, cessation of new school money, and city budget cuts.
- ❑ Lack of available classrooms in designated space on the campus.
- ❑ Student conflicts with school safety. School safety does not contribute to maintaining a positive school tone.
- ❑ Addressing the needs of students with Individualized Educational Plans in a small school with a limited number of courses and teachers.
- ❑ High percentage of teachers with less than 3 years of experience.
- ❑ Overcoming historically low high school graduation rate of former large high school in which we are housed.
- ❑ Lack of parental involvement
- ❑ Working with teachers towards high levels of student engagement and development of dynamic classes.

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.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **Graduation Rate**

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A needs assessment revealed the graduation rate for the last two years remained under 50% compared to all city schools. As a result, we have made graduation progress a priority in 2009-2010.</p> <p>By June 2010, there will be a 3% increase in the graduation rate from the previous year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The twelfth grade team will meet weekly to discuss student progress. Teachers will share concerns about students in danger of not graduating. The twelfth grade team will focus their inquiry team work around students who are off track for graduation. The guidance counselor will meet with each family to discuss a plan for graduation. Students will be offered options for credit recovery in Saturday school. Additionally, students will be offered preparation for the January 2009 regents. Students who scored between a 55-64 will be targeted for a re-take of their exams.</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>Per session funds will be used to pay for tutoring and credit recovery options. Inquiry team funding will be used to support the twelfth grade inquiry team. Teachers and Guidance counselors will provide services to students during the school day.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress reports from Teacher-ease, report card grades, and semi annual predictive assessments will serve as indicators of success.</p>

Subject/Area (where relevant): Regents Diploma

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>A needs assessment revealed the percent of students graduating with a regents diploma in the last two years remained under 30%. As a result, we have made regents diploma progress a priority in 2009-2010.</p> <p>By June 2010, there will be a 3% increase in the number of students receiving a Regents Diploma from the previous year.</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>	<p>Guidance counselors will review student transcripts twice a year to align course of study. They will also meet with each family to discuss a plan for graduation. Students will be offered tutoring and Regents Prep during the school day, online through Castle Learning, and Saturday school. Additionally, students will be offered preparation for the January 2009 regents. Those who scored between a 55-64 will be targeted for a re-take of their exams. Students will also be scheduled for Regents component retesting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per session funds will be used to pay for tutoring and credit recovery options. Circular six time will be used for teacher collaboration around student achievement, instruction and student attendance. In addition, we have a dedicated guidance counselor for each grade level to attend the attendance meeting every other week.</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>Guidance counselors and administrators will review course passing rates at the end of each marking period. Midterms, predictive assessments, and January Regents will be analyzed for themes and trends.</p>

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>A needs assessment revealed the credit accumulation rate for the last two years decreased by three and five percent for the 10th and 11th grade respectively and increased by only 5% in the 9th grade. As a result, we have made progress in credit accumulation a priority in 2009-2010.</p> <p>By June 2009, there will be a 4% increase of students accumulating 10 plus credits from the previous year in the 9th, 10th, and 11th grade, respectively.</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>	<p>Grade team teachers will meet regularly to discuss student progress, interventions, and outreach. Student progress is monitored by guidance and A.P. monthly and by grade team at the beginning, middle and end of each marking period. Students making inadequate progress are categorized by area of need and specific out reach and interventions are performed in the areas of attendance and lateness, motivation and behavior and ability level. Grade teams will collaboratively design interventions. Teachers will provide tutoring on an as needed basis. Credit bearing electives such as Photovoice will be offered to students. GRASP program will target 9th grade students who need additional academic support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers meet by grade team twice weekly to monitor student progress and review and revise goal. As a school, we have decided to use circular six time for teacher collaboration around student achievement and instruction. In addition, we have a dedicated guidance counselor for each grade level and the counselor also attends the semi-weekly meetings. One 11th grade teacher serves as the grade team leader. That teacher receives 1 comp period as well as bi-monthly professional development in grade team facilitation.</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>Grade reports are analyzed at the end of each marking period and term. Monthly and mid-term data is measured from Teacherease, our online grading program. Data is compared over time to look for progress and trends. Marking period and term data is also analyzed in conjunction with overall credit accumulation data to look for progress and trends.</p>

Subject/Area (where relevant): Attendance

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>A needs assessment revealed the attendance rate for the last two years remained below 80 %. As a result, we have made progress in our attendance rate a priority in 2009-2010.</p> <p>By June 2010, there will be a 5% increase in the overall daily attendance rate as recorded in ATS for all students</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>	<p>The Attendance team will meet weekly to address student attendance by discussing case studies, attendance logs, and analyzing data for themes and trends. Grade team leaders and Guidance Counselors will attend their specific grade meeting to. Attendance teacher and Family Assistant will be assigned to do home visits. ILOG will be used on a daily basis to record outcome of visits and student conferences with parents. Parents of students with attendance at 60% or less on a monthly basis will receive a letter to meet with administration. Guidance Counselors will also focus on LTAs. Monthly 100 percent student attendance breakfast celebrations will be used to recognize exemplary attendance. 9th grade students will participate in advisory classes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session will be paid to those teachers doing home visits once a month. We have decided to use circular six time for teacher collaboration around student achievement, instruction and student attendance. In addition, we have a dedicated guidance counselor for each grade level to attend the attendance meeting every other week.</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>Monthly 100% attendance will be reviewed, providing monthly incentives to students. -weekly review of the RSAL report from ATS to make comparisons from previous report. Monthly review of the RYIS to discuss year to date attendance rate interval</p>

Subject/Area (where relevant): Extra Curricular Involvement

<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>A needs assessment in the learning environment survey revealed engagement remained below 7 for the last three years. As a result, we have made increase in student engagement a priority in 2009-2010.</p> <p>By June 2010, 100% of all students with an average of 80% daily attendance will participate in one club, team or service learning project.</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>	<p>Guidance counselors, program managers, and other teachers will partner with outside agencies such as New York Cares, HAI, GRASP and others. AUP staff will create a variety of clubs and support staff to meet the diverse needs of students. Guidance counselors will host a fair day to inform students and gather interest. Flyers, posters, and announcements will be made and distributed to students. In grade team meetings, members will discuss upcoming activities and target students who</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Participation rate will be reviewed monthly in guidance meetings. Circular six time will be used for grade team meetings where teachers and guidance counselors will collaborate and discuss student enrichment and interventions.</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>Guidance counselors will develop a point system per activity or elective credit and track student participation. It will be examined once every marking period and outreach made to students not involved with a club, team, or service learning project.</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.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	51	41	38	35	147	6	8	1
10	3	26	18	18	144	4	7	1
11	4	21	30	30	96	4	12	2
12	21	21	26	26	80	1	3	1

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

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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:</p>	<p>Double period Ramp-Up English curriculum is used for identified population of struggling readers. This intervention takes place during the school day. Our school has opened a Wilson reading course to support students in need of intense reading instruction. Lunch time tutoring sessions are also held for students in need Regents review courses are held during the day, for which students who have not passes the examination are scheduled.</p>
<p>Mathematics:</p>	<p>Saturday School math classes are held for small group instruction. Lunch time tutoring sessions are also held for students in need. A Special Education teacher serves as a team teacher in classes were students' IEPs require collaborative team teaching. Students receive a double period of mathematics in the 9th grade. Regents review courses are held during the day, for which students who have not passes the examination are scheduled. English Language Learners have been provided with a team-teaching model for additional support in the 10th grade.</p>
<p>Science:</p>	<p>Saturday classes are held for a small group of students who are struggling with the Earth Science curriculum. A Special Education teacher serves as a team teacher in classes were students' IEPs require collaborative team teaching in both Earth Science and Living Environment. Lunch time tutoring sessions are also held for students in need. Regents review courses are held during the day, for which students who have not passes the examination are scheduled.</p>
<p>Social Studies:</p>	<p>Saturday classes are held for students in need of tutoring for the Geography and Global History Regents exam. RCT prep classes are offered for students with an IEPs. A Special Education teacher serves as a team teacher in classes were students' IEPs require collaborative team teaching. Lunch time tutoring sessions are also held for students in need. Regents review courses are held during the day, for which students who have not passes the examination are scheduled. . English Language Learners have been provided with a team-teaching model for additional support in the 9th grade.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counselors push into classrooms to provide academic and social counseling regularly for all students. Counselors provide one-on-one intervention services throughout the school day for those students in need. Counselors are critical in maintaining relationships with parents as to the student's progress and needs. Guidance Counselors also facilitate mediation services when the situation requires. Counselors also work with students and teachers to set goals and periodically</p>

	<p>update goals. All 9th grade students participate in small group Advisory classes at least twice per week, where social, emotional, and academic issues are addressed. Counselors meet with all teachers on the grade level twice per week to both support and provide support for students in need.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The psychologist updates and maintains students' IEPs. Psychologist also provides one-on-one counseling for students in need. Psychologist also serves as a liaison between guidance department, teachers, and parents. Psychologist has met and trained guidance department as well as Instructional Support Specialists in school-related issues and concerns.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social worker provides similar services as the guidance counselors including goal setting, one-on-one counseling, and mediation services. The social worker places a stronger emphasis on parental outreach a serving as a liaison between classroom teachers and parents. Social Worker has met and trained teachers and counselors in school-related issues and concerns.</p>
<p>At-risk Health-related Services:</p>	<p>Our health services include clinic referrals to those in need. Counselors will also help students and parents access the Department of Health to ensure they receive necessary services.</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.

Instructional Program / ELL Identification Process

Academy of Urban Planning is a New Visions High School that was formed in July 2003 as a part of the New Century High School Initiative. The proposal for this small learning community was developed by a team of educators, parents, students, consultants and the Brooklyn Center for the Urban Environment, the former lead partner. We are currently in the sixth year of our school's implementation. We serve ninth through twelve graders. Our school is located in the Bushwick High School Campus, which is in the heart of the Bushwick community in Brooklyn. Most of our students come from the surrounding Bushwick area, though a few live in other communities in Brooklyn such as Flatbush, Canarsie and Crown Heights. Many of our students are from households where Spanish is the primary language. Our school population consists of 60.2% Hispanic, 37.5% black, 1.3% white and 1% Asian.

Academy of Urban Planning has organized its ESL program to implement CR Part 154 regulations and the No Child Left Behind Initiative. Academy of Urban Planning is a Title I and Title III school. This funding helps sustain and ensure that ELLs receive the appropriate services in order to meet or exceed all state, city, and content standards. ESL services have been organized to reflect current scientifically based research and practices.

The Academy of Urban Planning, which is in its sixth year, focuses on a variety of scientifically based methodologies used by teachers to provide intensive instruction to our LEP/ELL students who are working towards a high school regent's diploma. Students are engaged in challenging group and individual projects focusing on solving real-life problems, the development of a mutual respect culture and school-wide accountability to high standards for achievement. We have engaged Clearpool Educational Center as a collaborating partner. Clearpool operates year-round as an outdoor education center, a conference center and a retreat site, providing both environmental science and adventure-based programming for children and adults. They assist us with short and long term planning, professional development, student services and implementation of project-based activities. We have also established a relationship with New York University's Robert F. Wagner School of Public Service. Students from NYU work with our teachers to plan urban planning projects. They also commit to conducting workshops with students around urban planning issues on a weekly basis. Brooklyn College has an on-site program which provides services to each of the schools in the Bushwick High School campus. We have developed a partnership with the Municipal Arts Society. This organization has provided student and staff training on the use of *Geographic Information Systems* and their www.myciti.org website. They have facilitated internships for Academy of Urban Planning students at Community Boards 4 and 5.

Our ESL program will service approximately 75 students during the 2009-2010 school year as per the LAB-R and NYSESLAT. The Academy of Urban Planning follows these procedures for identifying potential ELLs. The HLIS is given to all students who are entering for the first time a New York City public school. If the home language is other than English or student's native language is other than English a formal interview is conducted by a pedagogue in the student's native language. The assistant principal also meets with the parents for a formal interview in the parent's native language. Out of our 75 ELLs seventy four speak Spanish and 1 student speaks Nepalese. At registration, the parent came with a translator. At this point, we do not have a staff member that speaks Nepalese. Parents who need language assistance in other than the languages that are not spoken at the school, the parent coordinator will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting the formal interviews and for the translation of documents. After formal interview with the student, parent, and a review of the HLIS, if student is identified as a speaker of a language other than English, the Language Assessment Battery-Revised (LAB-R) is administered in the first 10 days of attendance at the school. If the student's home language is Spanish the Spanish LAB-R is also

administered. If the student scores at Beginning, Intermediate or Advanced level is identified as Limited English Proficient (LEP). Student is then placed in appropriate program. Students will then receive an annual assessment. The assessment is the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores at Beginning, Intermediate or Advanced level student continues services. Students scoring at the proficient level, student is no longer LEP and student enters general education program.

Students receive English as a Second Language instruction based on the student's proficiency level as mandated by CR Part 154. Students receive instruction in the four language modalities of listening, speaking, reading and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Regents examinations.

The Academy of Urban Planning provides a Free Standing ESL program and a Push-In model. During the 2009-2010 school year, instruction will be provided by three certified ESL teachers. The ESL program is based on student's level on the NYSESLAT and LAB-R. The ESL teachers will provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition, 360 minutes a week for intermediate students and 180 minutes a week of ESL instruction and 180 minutes of ELA instruction for the advanced students as per the Language Allocation Policy and as mandated by CR Part 154. The ESL teachers will provide a push in model in our ELA classes and support services in the content areas to provide services to all LEP/ELL students. Teachers will plan collaboratively with content area teachers on the use ESL scaffolding strategies / methodologies to assist the ELL population in their classes. LEP/ELL students will develop academic English Language Arts skills while receiving content area credit. Our ESL students will receive instruction in English using ESL scaffolding strategies (modeling, bridging, contextualization, schema building, text representation, and metacognitive development) throughout the content areas which are closely related to the Zone of Proximal Development (Vygotsky). Students will be assisted by others so that they are able to achieve more than he / she would be able to achieve alone.

In our instructional program we have implemented balanced literacy using the *Ramp-Up model* in which all our LEP/ELL students participate. We have ESL classroom libraries in each of our English and content area classrooms. We have also purchased Native Language textbooks as a support in the content area classrooms. The Academy of Urban Planning has supplementary books provided by the New York City Department of Education and independent reading books purchased by our school. These supplementary books represent a variety of reading levels, student interests and a diversity of authors. Reading and writing workshop are used in the classrooms. Teachers keep a folder or notebook for each student which contains samples of student writing, pieces in revision and story ideas.

In support of promoting student literacy we have instituted a number of programs and events which encourage LEP/ELL students to read and write. Our ELL students participate in cross-age tutoring with a neighboring elementary school. Our students have published children's books to share with the elementary school students. We also hold a few literary events throughout the year including open-mic poetry; Urban Word slams and a *Poem in Your Pocket* celebration. The English department published an anthology of student work for *Poem in Your Pocket* day. We also have a student-run newspaper that is published monthly. Our LEP/ELLs fully participate in all the above activities.

In addition to our *Ramp-Up to Literacy model for our ELLs* we have implemented an Algebra curriculum. All ninth grade students are programmed for two periods of mathematics instruction. Using the 4-semester pacing plan, math teachers have maintained the recommended the pace of the course. Teachers work with the school's math coach/assistant principal to plan assessments and instruction. All assessments are aligned to the regent's examination. LEP/ELL students use T-183 graphing calculators and other appropriate technology in all their content area classes.

Besides taking required courses of Global History and Geography, Living Environment, Math and English Language Arts, we also offer courses in Art, Music and Urban Planning to our LEP/ELL students. Last year we piloted two new urban courses, *Art through Urban Design in New York City* and *Public Health and the Urban Environment*. Both of these courses require students to engage in community study, group learning and demonstration of their knowledge through projects and presentations. LEP/ELL students participate in both courses.

The Academy of Urban Planning Title III Saturday program for the 2009-2010 school year will provide LEP/ELL students with supplemental instruction in a Title III Saturday Instructional Academy. The Instructional program will service LEP/ELLs in grades 9 through 12 who scored at the beginning, intermediate, and advanced levels of the NYSESLAT. Newly enrolled LEP/ELLs who will take the LAB-R will also participate in the Saturday Instructional Academy focusing on English language acquisition. The instructional program for our newcomers will consist of three instructional periods. The first period will focus on English language acquisition, the second period will focus English language acquisition with the use of technology; and the third period will focus on the Grasp program. This program focuses on the arts and our ELL newcomers together with general education students participate in dance and drama. The Saturday Instructional Academy will meet a total of 20 sessions beginning in October 2009 through May 2010. Our intermediate, advanced and ELLs who became proficient in the last two tears or less will participate in our Saturday program with total focus on the January 2010 and June 2010 regents after a thorough review of the regent's data. During the month of March 2010 we will provide ELL students NYSESLAT preparation classes. Regents reexamination results; ELL Periodic Assessments and NYSESLAT 2009 data will drive instruction. Group size will be maintained at 15 -18 per teacher. There will be a total of three classes for the Saturday Instructional Academy servicing approximately 55 to 60 students. Three certified ESL teachers will provide supplemental instruction in alignment with the New York State ESL Learning Standards, the New York State and New York City Content and Performance Standards. There will be one supervisor to supervise the program at no cost to Title III. Instruction will focus on literacy, mathematics, and content area instruction using QTEL strategies in preparation of the NYSESLAT, New York State Regents Examinations; achieving passing grades in all subjects; and meeting all requirements for the NYS Learning Standards and the New York City Performance Standards.

Extracurricular Activities:

The Academy of Urban Planning provides many extracurricular activities for all students. Our LEP/ELL students are invited to participate in the following activities: Urban Word; Afro Latin Percussion Class; Student Government; Go Green Club; Nutrition Club; Student Newspaper; Dance Club; Art Club; Theater Club; GRASP; Chess Club. Our LEP /ELLs also participate in our Campus Sports Leagues: Volleyball; Soccer; Bowling; JV Basketball; Varsity Basketball and Varsity Baseball. Our ELL students are very eager to participate in all sports.

II. Parent/Community Involvement:

Academy of Urban Planning includes a parent coordinator that works with all parents, including parents of our English Language Learners and our Special Needs students. In this capacity, ELL parents are invited to all Parent Association meetings, as well as receiving workshops geared towards ELL issues. In selecting an appropriate placement, the parent coordinator facilitates the parent orientation session during the fall or as needed, where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the new reorganization of the Department of Education and right to chose educational options for their child, an explanation of the state and city standards, the core curriculum, assessments, student expectation and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models that are provided in New York city public schools: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs. All written communication to parents such as notices to attend meetings, progress reports, brochures, and flyers are sent home in English and translated to the students' native language.

Members of the school learning community will translate written communications and serve as oral interpreters as needed. The parent coordinator will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting formal interviews and for the translation of documents for parents who need language assistance in other than the languages that are not spoken at the school. .

Two parent orientations will be conducted during the 2009-2010 school year. One session will be conducted in the fall and the other during the spring session. Additionally, parents will be offered Saturday workshops and monthly Saturday trips with students to the Statue of Liberty, Ellis Island, El Barrio Museum and trips based on their units of instruction. Through this we expect parents to become better involved in the school community. Workshops in the native language will also be provided on topics such as: regents' examinations; school procedures; rights and responsibilities of parents and students; the school grading policy; citizenship and immigrant services available to parents in the community.

Project Jump Start (Programs and activities to assist newly enrolled LEP students):

Through Project Jumpstart, LEP/ELL parents and students are provided specific support services towards full integration into the school community. Support services have included:

- Open House and orientation for incoming 9th grade students, including newly enrolled LEP/ELL students and special needs students in May/June 2010 where the ESL teacher and support staff met with prospective incoming 9th graders.
- Bridge Program in August 2009 for all incoming 9th grade students including newly enrolled LEP/ELL students.
- Home visits during the month of July and August 2010 to get better acquainted with newly enrolled students and their parents. Home visits will be done by staff members who speak the parent's native language.

Staff Development (2009-2010 activities):

The Academy of Urban Planning Professional Development program will focus on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within the content areas. The professional development will be provided by our ESL supervisor and by teacher attendance at the Department of Education professional development:

Title	Date
How to Grade for Learning - Study Group	November 3, 2009 and every other Tuesday
Demystifying ELL Data	September 8, 2009
Language Allocation Policy	November 3, 2009
Addressing the Needs of SIFE Students	October 5, 2009
Maximizing Success for Adolescent ELLs: Developing Academic Language and Content	November 3, 2009
Preparing ELLs for the English Language Arts (ELA) regents	December 21, 2009
Using Online Resources and Integrating Technology in ESL Instruction	March 7, 2010
Regents' Examinations and the ESL Student	January 4, 2010

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

Form TIII – A (1) (a)

Grade Level – 9 thru 12 Number of Students to be Served: 75 LEP

Number of Teachers: 3 Other Staff (Specify) ESL Assistant Principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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The Academy of Urban Planning, which is in its sixth year, focuses on a variety of scientifically based methodologies used by teachers to provide intensive instruction to our LEP/ELL students who are working towards a high school regent's diploma. Students are engaged in challenging group and individual projects focusing on solving real-life problems, the development of a mutual respect culture and school-wide accountability to high standards for achievement. development, technical assistance, and student programming and curriculum development services. We have engaged Clearpool Educational Center as a collaborating partner. Clearpool operates year-round as an outdoor education center, a conference center and a retreat site, providing both environmental science and adventure-based programming for children and adults. They assist us with short and long term planning, professional development, student services and implementation of project-based activities. We have also established a relationship with New York University's Robert F. Wagner School of Public Service.

Students from NYU work with our teachers to plan urban planning projects. They also commit to conducting workshops with students around urban planning issues on a weekly basis. Brooklyn College has an on-site program which provides services to each of the schools in the Bushwick High School campus. We have developed a partnership with the Municipal Arts Society. This organization has provided student and staff training on the use of *Geographic Information Systems* and their www.myciti.org website. They have facilitated internships for Academy of Urban Planning students at Community Boards 4 and 5.

The Academy of Urban Planning Title III Saturday program for the 2009-2010 school year will provide LEP/ELL students with supplemental instruction. Title III Instructional program will service LEP/ELLs in grades 9 through 12 who scored at the beginning, intermediate, and advanced levels of the NYSESLAT. Newly enrolled LEP/ELLs who will take the LAB-R will also participate in the Saturday Instructional Academy focusing on English language acquisition. The instructional program for our newcomers will consist of three instructional periods. The first period will focus on English language acquisition, the second period will focus English language acquisition with the use of technology; and the third period will focus on the Grasp program. This program focuses on the arts and our ELL newcomers together with general education students participate in dance and drama. The Saturday Instructional Academy will meet a total of 24 sessions beginning in October 2009 through June 2010. Our intermediate, advanced and ELLs who became proficient in the last two tears or less will participate in our Saturday program with total focus on the January 2010 and June 2010 regents after a thorough review of the regent's data. During the month of March 2010 we will provide ELL students NYSESLAT preparation classes. Regents reexamination results; ELL Periodic Assessments and NYSESLAT 2009 data will drive instruction. Group size will be maintained at 15 -18 per teacher. There will be a total of three classes for the Saturday Instructional Academy servicing approximately 55 to 60 students. Three certified ESL teachers will provide supplemental instruction in alignment with the New York State ESL Learning Standards, the New York State and New York City Content and Performance Standards. There will be one supervisor to supervise the program at no cost to Title III. Instruction will focus on literacy, mathematics, and content area instruction using QTEL strategies in preparation of the NYSESLAT, New York State Regents Examinations; achieving passing grades in all subjects; and meeting all requirements for the NYS Learning Standards and the New York City Performance Standards.

Instruction based on ELL Regent's data will focus on literacy, mathematics, and content area instruction using QTEL strategies in preparation of the NYSESLAT, New York State Regents Examinations; achieving passing grades in all subjects; and meeting all requirements for the NYS Learning Standards and the New York City Performance Standards.

Instructional materials to support the program will be purchased. This will include an instructional series focusing on the NYSESLAT which will focus on the four language modalities of listening, speaking, reading and writing; Regents' preparation manuals; and Global History Document-Based Assessment Activities. General instructional supplies, such as, workbooks, notebooks, folders, pencils, chart paper, markers, and transparencies will be purchased to support the program.

Title III – English as a Second Language (ESL) Saturday Academy

Students in the ESL Saturday Academy receive 100% instruction in English with the use of QTEL strategies. Instruction is based on the students English proficiency levels based on the Language Assessment Battery – Revised (LAB-R) and the New York State English as a Second Language Achievement Test (NYSESLAT). The four language modalities: Listening, Speaking, Reading, and Writing are incorporated in every lesson in preparation for our students for the NYSESLAT and the New York State Regents. The goal of our ESL Saturday Academy is to prepare each ELL student meet and exceed New York State and City Standards.

Title III – Saturday Mathematics Program for English Language Learners (ELLs)

Students in the Saturday Mathematics Program for English Language Learners (ELLs) receive instruction in preparation of the New York State Math A/Algebra Regents examinations. Lessons emphasize the use of graphic calculators, algebraic methods and reasoning, geometry, graphs and transformation and simple probability and statistics. Scaffolding strategies are used by the mathematics teachers to facilitate understanding of the math concepts for our ELL students based on their different English proficiency levels.

Title III – Saturday Global History Regent’s Preparation Classes

Students in the Saturday Global History Program for English Language Learners receive instruction in Global History exam preparation emphasizing document based questions and thematic essays. Students learn to outline essays in a 6 paragraph format and outline document based questions by tasks. Students receive tips and strategies on answering multiple choice questions using the 3-question method.

During our Saturday Classes, we will also use School Island, an online program with a database of content area regents’ examinations field-tested questions fully categorized for assessment and selection. This allows ELL students and teachers to create question-based review sessions addressing all content areas. Immediate feedback is given to students in the form of hints, reasons, and fully defined vocabulary terms. Through this program, we can quickly assess the strengths and weaknesses of individual students or the entire class. Since this program is a licensed web-site, students and teachers, using their password, can access School Island at any time from any internet-connected computer – from school, home, or library.

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.

Academy for Urban Planning Professional Development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and Learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, ELL teachers and support staff. These sessions will be at no cost to Title III.

Professional literature will be purchased for after-school study groups geared towards the Saturday Instructional Academy.

Teachers working in the supplementary instructional program will receive 3 sessions of professional development after school from 3:00 p.m. – 4:00 p.m.

Topics that will be addressed during these professional development sessions are as follow:

1. Scaffolding across the Disciplines: Types of Scaffolding.
2. Differentiated Instructional Strategies.
3. Strategies Needed to Prepare ELLs to Meet the City and State Standards and to Gain a Clear Understanding of the NYSESLAT.

Parental Involvement

The Academy for Urban Planning Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops so that they can better assist in the education and learning of their child at home. These workshops will take place during the school day and after-school to accommodate all parents. Title III monies will be used to purchase refreshments for parent meetings. To acclimate and develop socio-cultural awareness of New York City, parents whose students are attending the Saturday Title III Instructional Academy will be invited to attend a cultural trip with students based on the unit studied during the Title III program.

Form TIII – A (1)(b)

School: 32K552 **BEDS Code:** 333200011552

**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) - Per session Code 15	\$10776.24	72 hours of per session for 3 ESL teachers supporting ELL Students: 3 teachers x 72 hours x \$49.89 = \$10776.24
Purchased services		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 1623.76	Instructional materials to support the Saturday School Title III program will be purchased. This will include: general instructional supplies, such as, workbooks, notebooks, folders, pencils, chart paper, karaoke machine.
Travel	\$2000.00 \$600.00	Admission fees for school trips – students and parents Bus for trip
Other		
TOTAL	\$15,000	

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.

Academy of Urban Planning assessed all data that shows that a large parent population is native speakers of another language, predominantly Spanish. Parent letters, notifications, academic programs and interventions, and calendars need to be addressed in the students' native language for full parental comprehension and involvement. Additionally, communication of the No Child Left Behind mandates, need be translated for parental information and discussion.

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.

Needs were determined through the Parent Coordinator's interactions with the parents from the school community, Parent-Teacher Association meetings, and Parent Orientation feedback forms. Furthermore, faculty meetings with parents have requested the continuation of translating of documents for parents to make informed decisions regarding students.

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.

Documents will be translated by our support staff that are fluent in two or more languages and have experience translating documents from English into Spanish. Translation services will be used to provide information about a student's academic performance and approaches to increasing achievement; enhance parents' understanding of academic standards, assessments and tests. Other Department of Education programs that offer challenging learning opportunities and increase parent participation in school activities will be provided in the native language as well. The school will be in contact with the Department of Education's Translation &

Interpretation Unit for translation of critical documents into other languages as needed. The school will keep a binder in the principal's office containing translated documents and records of translations and interpretation services.

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.

Parents are critical to the academic success of our students. As a result of our interviews and assessment, we find that there is a need to continue focusing our efforts in three areas: (1) effective home-school communication; (2) involving all our parents in school decisions; (3) education for all our parents. Our parent coordinator and faculty, who are fluent in Spanish, will act as interpreters and translators for our Spanish Speaking parents when the need arises. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

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>.

Parent letter in the native language will be sent to the home to explain procedures regarding parental requirements for translation and interpretation services. Parents will meet with the parent coordinator if they are in need of translation and interpretation services.

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:	\$431,846	\$46,028	\$477,874
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4318		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$460	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,592		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2301	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4602	

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

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

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

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

Parent Involvement Policy

- **To ensure parents feel welcome in our school:** through constant communication with the guidance department, security and other school staff, parents will be encouraged to visit our school knowing that they will be welcome by all staff.
- **Functioning PTA :** our PTA has become stronger each year, developing parent leaders who will express their concerns and work with school staff in a professional manner to accomplish their goals. This is done through retreats where parent, teachers and student connect with each other to develop plans that support them all.
- **PTA Checking Account:** with the understanding that funding is at an all time low our PTA fundraiser will allow PTA to raise monies to open a checking account. This was accomplished last year and is consistently growing
- **Parent Leadership Conference:** The PLC is growing. All four schools are fully participating and this year it was a great success, over seventy five parents were in attendance. Our Keynote was one of our own principal, Mr. Mark Russ.
- **Parent Involvement:** Parent involvement workshops for men, women, couples, including parenting in small groups have been highly successful. We will also increase parent involvement with event where children are on display: for example, African or Latin Heritage Day, Student of the Month and this year’s play, “Once on this Island”.
- **Young Men Support Group:** this has been a great success this year with the help of Mr. Cooley and the support of Ms. Darrisaw and here staff. Monday thru Thursday at least once a week a Boys2Men Group is meeting, talking, eating, mentoring each other in cool and

school, I believe that soon there will be some changes in behavior of some of our boys due to these support group. This week alone we had a wonderful trip to ESPN Zone. Nineteen boys went 9-12 grade and they had a good time and were well behaved.

Goals:

- Measure the behavior change and success of the Male support groups. (How does it affect their education)?
- Have more parent workshop with male students and eventually females. This will help in and increase time that parents spend with their children
- Clear Pool Retreat with male Student and Father or male role model
- More workshops or meeting for parents other than PTA

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.

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

Academy of Urban Planning **SCHOOL-PARENT COMPACT**

The Academy of Urban Planning High School, 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 2008-2009.

School Responsibilities

The Academy of Urban Planning High School 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 as follows: employing highly qualified teachers, providing additional reading and math instruction through tutoring, after school and on Saturdays. We will also and provide a supportive environment that promotes academic success.
2. Hold parent-teacher conferences (at least two times annually) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on October 2008 and March 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide report cards within six to eight weeks. Parents can pick up report cards or they will be sent home. Parent can also get day to day reports with the help of our "TeacherEase" Program. They may pick them up or reports being sent home as needed.
4. Provide parents reasonable access to staff. Parents will be provided information regarding school hours and times in which teachers can meet with parents. Parents may call the office to schedule a consultation with any teacher.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. The school and teachers will provide parents with opportunities to participate in a wide variety of activities through parental involvement activities.

Parent Responsibilities

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

1. Monitoring attendance.
2. Making sure homework is complete.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. 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.

Student Responsibilities

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

1. Do my homework every day and ask for help when I need to.
2. Read every day.
3. Attend school on a regular basis.

School _____

Date _____

Parent(s) _____

Date _____

Student _____

Date _____

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.

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.

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.

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

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. 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.
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.
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.

The Academy of Urban Planning will review all available data in order to conduct a comprehensive needs assessment of our school. We will use data received from Acuity assessments, regents examinations, student attendance trends, course and subject passing rates, safety on-line reports and surveys from parents and students. This data will be discussed with all representatives of the school community including parents, students and staff. Collectively we will analyze the data and create action plans to address areas of concern. Action plans will be assessed in quarterly intervals and plans will be revised as necessary.

School-wide reform strategies include a focus on proven instructional best practices. Teachers will participate in professional development on increasing active engagement in class, differentiating instruction, on-going assessment, and group learning. We offer increased instructional time through our after-school classes and tutoring. We use school funds to reduce class size particularly in the lower grades in classes such as math, science and literacy. Additionally, we address the needs of at-risk students by offering advisory classes and other transitional programs to freshmen students. We have decreased the ratio of guidance personnel to students to 125:1. Small group counseling and gender based support groups are offered to all students.

To create a culture to high expectations for our students Academy of Urban Planning provides college and career counseling to all students. Our college articulation program includes SAT preparation, portfolio development, and workshops on goal setting, visits to local and out of state colleges, Career Day events, and paid internships. Students are prepared to enter four colleges by being required to take four years of science and four years of math. Student work and projects are evaluated by authentic audiences such as city officials, college professors and business owners.

All staff are highly qualified and certified for the positions they hold. Staff are regularly given the opportunity to attend training to support school-wide instructional initiatives. Teachers attend workshops offered by the New York City Department of Education, as well as national organizations such

as the Coalition of Essential Schools, National Staff Development Council, Association of Supervision and Curriculum Development, etc. Teachers also work with students to present and local, regional and national planning conferences. New teachers are recruited by the teacher-led hiring committee. Current teachers work with administrators to identify the criteria for eligible candidates. Potential staff attend hiring fairs, on-site group interviews, submit writing samples and conduct demonstration lessons.

Parental outreach is conducted through a variety of activities including parent conferences, resume writing support, invitations to student academic presentations, school wide performances. We have also planed to introduce the parents to computer workshops.

Teachers are included in decision-making around assessments via grade teams and departmental meetings. In all of those meetings teachers are charged with the action planning and implementation. Teachers work collaboratively to identify and support students who are experiencing academic difficulties. Those students are provided with a range of interventions including individual tutoring, team-teaching, and learning style assessment.

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 ELA Department (in conjunction with the ESL department) met monthly to analyze and assess curriculum and progress towards departmental, school wide goals, and state standards.

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

Applicable Not Applicable

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

Curriculum mapping is completed for the 9th and 10th grade curriculums and is extending vertically. 9th grade mapping addressed content topics, skills, strategies to be utilized, in addition to student outcomes aligned to Regents tasks. All classes require listening, speaking, reading and writing in the taught curriculum. There is a strong emphasis on writing and presentation. Review of the curriculum reveals that there is alignment horizontally in the 9th and 10th grade, as evidenced by Ramp Up materials in the 9th grade and teacher unit plans in the 10th grade.

English teachers meet monthly with the English chair to further develop curriculum maps. The 9th grade teachers follow a modified version of the Ramp Up curriculum. This curriculum has been modified to further support struggling readers and ELLs. The three 9th grade ELA teachers meet every other week to discuss pacing and the need to supplement the curriculum to support struggling learners and ELLs.

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

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.

Teachers will self assess their practice for the content strands and curriculum maps will be examined for alignment to new standards.

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

Applicable Not Applicable

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

The mathematics teachers, took care in creating curriculum maps which cover all standards delineated in the state materials. With the understanding that textbook companies and materials are not sufficient resources to ensure comprehensive coverage of the standards, our teachers took the initiative of mapping the standards to a year calendar to ensure all standards were addressed and, when necessary, working together to supplement the available materials as necessary.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The ELA teachers will self assess the amount of time spent in direct instruction. Walkthroughs and intervisitations will be used to assess the amount of direct instruction, high academic focus, and student engagement.

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

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

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

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.

Teachers will self assess their practices and examine curriculum maps. In addition, walkthroughs and intervisitations will be used to determine the amount of direct instruction, high academic focus, and student engagement.

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

Applicable Not Applicable

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

Teachers use a variety of instructional strategies such as problem of the day, investigations, open-ended problems, games, hands on learning, and other strategies to address engage students and critical thinking. Use of technology through graphing calculators are available to students in a majority of the classrooms. AUP has adopted Key Curriculum Press's Discovering Geometry curriculum in the 10th grade as well as an inquiry-based statistics course for 12th grade.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

AUP uses qualitative methods to assess yearly teacher turnover. In the future we plan to conduct exit interviews with teachers to gain a better understanding of the ways in which we can more acutely target our training and retention efforts.

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

Applicable Not Applicable

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

Last year, there was an 11% in teacher turnover. Prior to this year, AUP averaged a 15% teacher turnover rate for the last three years. While this percentage is not exceeding high, it does present us with some challenges pertaining to the continuity and stability of our four year curriculum track.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The school surveys teachers each semester to create the professional development calendar for the year. Through this assessment, the professional development is aligned with either in school offerings or through DOE offices.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several years ago, teacher surveys showed a need for additional ELL support. Since that time, a Differentiated Instruction Study Group was created, full faculty ELL professional development has been presented, and ELL data is provided to teachers at the beginning of the school year

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Teachers will self assess and be surveyed.

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

Applicable Not Applicable

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

For several years, all teachers receive ELL NYSESLAT scores at the beginning of the school year during pre-service professional development. All faculty receive training in how to use data such as the NYSESLAT scores to drive instruction on a yearly basis. Walkthroughs and surveys will assess if other teachers are using ELL data. Teachers implement and monitor the ELL Periodic Assessments. Teachers assess students' progress on the ELA Regents exam components. The data specialist provides ongoing professional development by on data-driven instruction. Teachers attend outside professional development on teaching ELLs within and outside of the content areas. The ELL department meets regularly to assess student progress, scaffold instruction and align with results. Assistant principal provides faculty-wide professional development on NYSESLAT data and progress

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

School staff will be surveyed to determine their understanding or capacity to implement a variety of instructional approaches, familiarity with the content of student IEPs, accommodations, and modifications.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

On going professional development opportunities are offered to both General Education Staff and Instructional Support Specialists that inform development in Special Education instruction. Within the collaborative culture of the school, the findings of Professional Development opportunities are shared within biweekly grade team meetings and whole staff monthly meetings. Also, teachers are encouraged to develop in house professional development workshops based on individual expertise to enhance student achievement, not specifically limited to those topics that only encourage individuals with IEP status, but to encourage growth of instructional practices that will better service all learners. The ISC has provided professional development on writing IEP goals and assessing student progress. Copies of IEPs are distributed to all teachers and all grade teams have special education teachers assigned who act as a liaison.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Teachers will self assess their practices and reflect on their common planning time. In addition, walkthroughs and intervisitations will be used to look for evidence of modifications.

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

INDIVIDUALIZED EDUCATION PLANNING: Instructional Support Specialists work with the school community to modify exams, modify instruction, and create IEPs.

- **Grade Team Meetings:** Within each grade team, there is an Instructional Support Specialists assigned to work with, and help general education teachers align classroom curriculum to specific IEP goals for those students in need of modification. Along with this responsibility, ISS are also a representatives and advocates for IEP students and general education teachers helping to facilitate IEP student-teacher relationship by keeping lines of communication open in regards to IEP and instructional modification needs.
- **ISS Department Meetings:** Bi-monthly formal meetings address the needs of the IEP student population, as ISS discuss and develop goals that are specific to each IEP student. These goals are then relayed to the general education teachers the fore mentioned bi-weekly grade team meetings. Also in these ISS meetings, student promotional criteria is discussed, as well as training on how to properly assess the population of student who are in need of NYSAA. Those students who are in need of BIP are discussed and follow up interventions and performance enhancers are developed.
- **Informal ISS Department Assessment:** Student in need of most restrictive environment are regularly discussed and interventions

are continually developed and refined through the close proximity of the ISS working environments. These informal discussions then inform not only the formal ISS department meetings, but also are helpful in bringing concerns and successes to light in Grade Team Meetings.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 8
2. Please describe the services you are planning to provide to the STH population.
Services available to students in temporary housing include individual and transitional counseling, bi-weekly check in and follow-up by guidance counselors, and various support groups.

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.