



WILLIAMSBURG PREPARATORY HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: DISTRICT 14, 14K561
ADDRESS: 257 NORTH 6TH STREET
TELEPHONE: 718-302-2306
FAX: 718-302-3726

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14k561 **SCHOOL NAME:** Williamsburg Preparatory High School

SCHOOL ADDRESS: 257 North 6th Street Brooklyn, New York 11411

SCHOOL TELEPHONE: 718-302-2306 **FAX:** 718-302-3726

SCHOOL CONTACT PERSON: Chris Brimer **EMAIL ADDRESS:** cbrimer@williamsburgprep.org

POSITION/TITLE: PARENT COORDINATOR

PRINT/TYPE NAME: CHRIS BRIMER

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alfredo Silvestre

PRINCIPAL: Kathleen Elvin

UFT CHAPTER LEADER: Adam Kuthe

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) Jillyn Guadagno

STUDENT REPRESENTATIVE:
Samantha Montana

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 **SSO NAME:** Children's First Network

SSO NETWORK LEADER: Marisol Bradbury

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
Kathleen Elvin	*Principal or Designee	
Adam Kuthe	*UFT Chapter Chairperson or Designee	
Marcelyne Cummings	*PA/PTA President or Designated Co-President	
Marcelyne Cummings	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Alfredo Silvestre	DC 37 Representative, if applicable	
Jillyn Guadagno	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Samantha Montana	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	N/A
Lauren Giunta	Member/	
Jessica McClish	Member/	
	Member/	

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

- Core (mandatory) SLT members.

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

SECTION III: School Profile

Part A. Narrative Description

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

Nestled at the hub of one of Brooklyn's most vital art centers, the Williamsburg Preparatory High School offers a rigorous college prep curriculum in a small school setting. Students enjoy small classes, sports, clubs, as well as dedicated and highly qualified teachers and advanced placement classes. Our goal is to give every student the academic and personal skills they will need to be admitted to college and to obtain a 4 year degree. We are proud that every member of our graduating class was accepted to college. This is particularly notable because only a few members of our graduating class had college graduates in their immediate families.

Prep combines an education rich in math, science, and technology with a humanities program that synthesizes literature, world history, and current events. Students attend college fairs, visit museums, and enjoy New York's cultural life.

Prep's partnership with Long Island University gives our students an entree into the world of higher education. Juniors and seniors are eligible for college credit classes at no charge to parents.

Students enjoy many forms of academic and personal support. Prep's guidance counselors reach out to students who are struggling. Individual, group, and peer counseling helps students learn how to solve today's problems and to develop interpersonal skills and the self-discipline they will need in the future.

Prep aims to create an individualized education for every student. Counselors, Grade Teams, and Advisors monitor student progress both as individuals and in groups. Data analysis is an important part of school culture aiding both students and teachers in achieving higher goals. We track every student's progress to provide early intervention and ongoing support. We have introduced Snapgrades software to help students and parents become more involved in the academic process by allowing them to access homework status, progress reports, attendance, report cards, and test grades online.

Because we are a limited unscreened program, students enter our school with varying levels of preparation. Students who need additional support are offered lunch time and after school tutoring by their teachers and help in the YMCA and St. Nicks tutoring program. AVID, college writing, and SAT preparation courses are a regular part of our curriculum. Saturday school prepares students for Regents testing. Because we are partnered with College Bound, we have a fulltime college counselor who not only oversees the college application process, but also plans college visits for students in all grades.

As we progress through our 6th year, we have seen a sharp increase in attendance among 8th graders at our open houses and other recruiting events. We see this as an indication of a growth of our reputation as we forge stronger relationships with middle school counselors, not only in our neighborhood, but also in Manhattan and along the G and L lines in Brooklyn/Queens. In October, 2008, we received citywide recognition when the Black Board Awards named us winner of the Edge Award for Rising Star Public School in Williamsburg. We also received straight "A"s on our Progress Report.

We look forward to another successful college application season with more students admitted to prestigious universities. In 2008, one of our founding students received a full Posse scholarship to

Brandeis University. Last year, we had 5 Posse finalists and 3 winners who received full scholarships to DePauw University, Lafayette University and Middlebury College. This year, we have 2 Posse finalists. There is an excitement about the process among this year's seniors that shows growth in the college culture we are creating.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Williamsburg Preparatory School						
District:	14	DBN:	14K561	School BEDS Code:	331400011561		
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		90.3	89.7	91.4
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		97.1	98.4	96.0
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		69.8	85.4	81.0
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		1	0	15
Grade 9	114	129	126	Recent Immigrants - Total Number:			
Grade 10	119	150	125	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	93	95	118		7	3	6
Grade 12	0	75	103	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	326	449	472				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	19	24	13
# in Collaborative Team Teaching (CTT) Classes	11	22	32	Superintendent Suspensions	10	22	12
Number all others	16	22	26	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				
# receiving ESL services only	12	13	17	Number of Teachers	19	30	35

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	1	Number of Administrators and Other Professionals	4	5	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	7	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	26.3	30.0	34.3
				% more than 5 years teaching anywhere	5.3	3.3	2.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	84.0	63.0	60.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.3	94.3	88.2
American Indian or Alaska Native	0.6	0.4	0.4				
Black or African American	34.0	31.8	35.6				
Hispanic or Latino	53.7	57.7	53.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	0.9	1.3				
White	9.8	9.1	9.1				
Male	39.3	40.8	46.6				
Female	60.7	59.2	53.4				
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:		Pending	

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	102.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	13.1	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:	20.1	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	57.1		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	12		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends:

1. 94% of students earned 10+ credits last year. To build upon this high level of achievement, we must develop a writing across the curriculum program to better prepare students for college.
2. More special education students have been assigned to Williamsburg Prep, thus expanding our existing CTT program. Ensuring that students are well-served by staff who are new to teaching and/or new to CTT is a top priority.
3. Interim assessment data has powerful potential as a tool for teachers, who need training on how to interpret results and implement action plans.

Greatest accomplishments:

1. Quality Reviews-Scored "well developed" in both 2006-2007 and in 2007-2008.
2. 2007 Progress Report-Received all "A"s.
3. We graduated our second class of students with an 85% graduation rate and a 100% college acceptance rate.
4. We exceeded our goals for the administered of the of the ELA Regents given at the school
5. We made Annual Yearly Progress for all subgroups.
6. 97.6% of 9th grade students earned 10+credits in their first year
7. Awarded a Blackboard Award (October 3, 2008)-The Edge Award for Rising Star Public School in Williamsburg.
8. Hired highly qualified and collegial staff.
9. Introduced Snapgrades and Daedulus software to facilitate greater parental involvement and staff communication that will empower students in the educational process.
10. Expanded data analysis to foster inter-disciplinary collaboration. We have budgeted for a data specialist on staff who helps teachers collect and analyze the interim assessment data.
11. Greater connection with community through collaboration with Artists and Fleas, a community based art co-op that promises to provide students with internship opportunities.

Significant Aids to Achievement:

1. Hard working and dedicated staff
2. DYO Interim assessments
3. Student progress reports and report cards are generated every three weeks.
4. Developed email system to increase communication with parents.
5. Distribution of regular calendars and newsletters to parents.

Significant Barriers to Achievement:

1. Last year 84% of our school is free lunch eligible; however this year we have Universal Free Lunch.
2. A high percentage of our teachers are in their first three years of teaching.

3. Inadequate space for smaller classes, sharing one gym and one cafeteria with three school cause culture and scheduling difficulties.

Foreseeable problems

1. Budget cutbacks
2. Staff turnover

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1. By June of 2010, students taking social studies Regents for the first time will demonstrate writing skill level three or above on social studies writing standards.**

- 2. By June of 2010, Special Education students will make more progress toward graduation, with 80% earning credits in ELA and Math**

- 3. By June of 2010, 60 % of 9th grade students will perform on grade level in Math, as measured by scoring 65+ on the Algebra Regents, and monitored by periodic assessments using previous Regents questions.**

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): By June of 2010, students taking social studies Regents for the first time will demonstrate writing skill level three or above on social studies writing standards.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The average of students taking social studies Regents for the first time will demonstrate writing skill level three or above on social studies writing standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Create baseline assessments to measure current student performance. • Institute “looking at student work” protocols to create common understanding of grading rubrics. • Have monthly meetings that monitor progress and pitfalls. • Hire an Aussie coach to assist with teaching writing. • Schedule “learning walks” and “intervisitations” for staff to learn from each other and create common expectations. • Create pacing calendars. • Provide practice exams for Regents. • Use charts to monitor student progress in writing. • Schedule professional development with English teachers. • Develop common language and expectations for writing in English and social studies classes. • Train teachers in “low inference” observations. • Provide students with in class guided practice and feedback on writing. • Include writing component in all social studies units. • Create humanities style class opposite social studies in 10th and 11th grades. • Use grade teams and advisory to push students to attend tutoring sessions.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title 1 funds to make 9th and 10th grade class sizes smaller. • More CTT classes developed to support struggling students. • All 10th and 11th grade students are enrolled in humanities style class opposite social studies. • PD on using interim assessments to revise pacing calendar, curriculum maps and unit plans and small group instruction strategies. • Grades teams provide additional tutoring to students in need of extra assistance. • Hired social studies to work with teachers on best practices and curriculum development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim assessment scores will identify the areas of the curriculum that require more or less attention. • Students who require remediation will be identified and curriculum developed to differentiate their learning. • Curriculum will be adjusted, re-written and developed in response. • Teachers will work collaboratively as grade teams and as departments.

Subject/Area (where relevant): By June of 2010, Special Education students will make more progress toward graduation, with 80% earning credits in ELA and Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Special Education students will make more progress toward graduation, with 80% earning credits in ELA and Math</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Hire additional staff. Train staff. • Create more CTT opportunities for all students. • Train staff on the Spell Read program. • Provide the Spell Read program for students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Establish special education coordinator position. • Create professional development aligned with special education issues, such as CTT models and planning. • Per session for Spell Read training for staff and tutoring for students.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Fewer referrals, removals and suspensions for Special Education students and for all students in CTT classes. • All teachers will review IEPs. • Interim assessments are used by special education teachers to plan interventions for students before they fail.
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Subject/Area (where relevant): By June of 2010, 60 % of 9th grade students will perform on grade level in Math, as measured by scoring 65+ on the Algebra Regents, and monitored by periodic assessments using previous Regents questions.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June, 57 % of 9th grade students will perform on grade level in Math, as measured by scoring 65+ on the Algebra Regents, and monitored by periodic assessments using previous Regents questions.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Target population: 9th grade students • Responsible staff: Math teachers, A.P. Instruction, Principal, 9th grade team members • Administer baseline assessment in September, followed by 3 more interim assessments in January, March and May. • After each round of assessments, conduct item analysis and de-brief of results. • Develop interventions, such as re-writing curriculum, targeting small-group instruction and re-teaching specific lessons, based on each set of interim assessment results. • Math teachers meet together weekly to enrich Math curriculum development. • Math teachers meet monthly to work with the Math Aussie to develop curriculum. • Develop grade teams to work interdepartmentally. • Use the 9th grade team resources to maximize home contacts and emphasize the availability and need for after school tutoring and Saturday school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I funds to make 9th and 10th grade class sizes smaller. • More CTT classes developed to support struggling students. • All 9th grade students are given 7 Math classes per week to provide additional support. • PD on using interim assessments to revise pacing calendar, curriculum maps and unit plans and small group instruction strategies. • Grade teams provide additional tutoring to students in need of extra assistance. • Hired Math Aussie to work with teachers on best practices and curriculum development.

Indicators of Interim Progress and/or Accomplishment

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

- **Interim assessment scores will identify the areas of the curriculum that require more or less attention.**
- **Students who require remediation will be identified and curriculum developed to differentiate their learning.**
- **Curriculum will be adjusted, re-written and developed in response.**
- **Teachers will work collaboratively as grade teams and as departments.**

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	42	31	6	8	6	9	6	0
10	44	29	21	13	10	20	10	0
11	29	17	14	38	12	14	13	0
12	3	28	6	14	12	13	12	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Lunch/After School-St. Nick’s-AVID-Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring
Mathematics:	Lunch/After School-St. Nick’s-AVID-Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring
Science:	Lunch/After School-St. Nick’s-AVID-Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring
Social Studies:	Lunch/After School-St. Nick’s-AVID-Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring
At-risk Services Provided by the Guidance Counselor:	Mandated Counseling
At-risk Services Provided by the School Psychologist:	Triennials
At-risk Services Provided by the Social Worker:	Camelot Counseling Services Sparks
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be served:** 17 LEP 466 Non-LEP

Number of Teachers 35 **Other Staff (Specify)** N/A

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.

Williamsburg Prep implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

In the Freestanding ELS component we have students from grades 9-12. They range from Beginner, to Intermediate to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push in and pull out support. All ESL students participate in a push in ESL model for their ELA classes to ensure continuity of rigorous instruction. They all attend 360 minutes of ELA a week and participate in instructional activity aligned with ELS/ELA content learning standards and core curriculum. All teachers in the ESL program are fully certified.

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.

Professional Development comes from several sources:

- School-based, from the ESL teacher
- Empowerment Support Organization, Network Special Services Manager
- Office of English Language Learners

Some topics in workshops that the Certified ESL teacher has attended are:

- Oracy in ELLS
- QTEL
- Literacy in ELLs
- Scaffolding Content Area
- Cultural Integration
- SIFE

Form TIII – A (1)(b)

School: 14K561 BEDS Code: 331400011561

**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 - Per diem	n/a	n/a
Purchased services - High quality staff and curriculum development contracts.	n/a	n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	n/a
Educational Software (Object Code 199)	n/a	n/a
Travel	n/a	n/a
Other	n/a	n/a
TOTAL	n/a	n/a

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
We are modifying our system to improve lead time on developing written materials so that we can always get written documents translated.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
We are modifying our current system to improve lead time on developing written materials so that we can always get written documents translated.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
The school uses BOE translation services to translate documents, letters, and newsletters.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
The school uses Spanish speaking staff to assist parents during school conferences and meetings.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
The school posts notices from the chancellor's office on public bulleting boards.

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:	501,000	112,000	613,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,000		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		5,000	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		25,000	
6. Enter the anticipated 10% set-aside for Professional Development:	50,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		50,000	

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.
 - Department teams meet to develop and plan curriculum
 - Staff participates in twice annual retreats.
 - Pupil Personnel Team meets monthly to discuss progress of at risk students.
 - Teachers meet weekly in Grade Teams to discuss student progress, credit accumulation, regents preparation, curriculum development, and plan activities and events.

- Our teachers, in various groupings, also work with New Leaders for New Schools and Princeton Review on issues of data and professional development.
- The Empowerment Schools self study meets weekly.

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.

SEE PARENT INVOLVEMENT POLICY ON PAGES 46 AND 47 FOR THE DATE OF THE REQUIRED ANNUAL REVIEW

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - See Needs Assessments section 4, p.9
 - Williamsburg Preparatory HS earns an A-rating on the New York City Progress Report and a well-developed on the Quality Review.
2. Schoolwide reform strategies that:
 - We currently have 18 CTT classes.
 - We have weekly Special Education department meetings and professional development for expanded CTT program
 - Class size reduced from 34 to 27
 - All 9th graders are scheduled for a double period of ELA
 - All 11th graders are scheduled for an additional writing elective to support their preparation for the ELA and U.S. History Regents
 - Two additional 45-minute periods of Math instruction were added for all 9th graders to support preparation for the Algebra Regents
 - Two additional 45-minute periods of Social Studies instruction were added for all 10th graders to support preparation for the Global Regents
 - Teachers administer four interim assessments to track student progress, produce an item analysis and then create, re-write and adjust curriculum.
 - Saturday provides credit recovery and Regents preparation.
 - Grade teams meet weekly to review student progress and plan across the curriculum.
 - College Readiness supported by trips to several colleges throughout the year for every student.
3. Instruction by highly qualified staff.
 - See Appendix 4, Part A on page 23
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - Professional development curriculum in 2009-10 is focused on Professional Learning Communities, the habits of Highly Effective Readers, using the resources in When Kids Can't Read by Kylene Beers. Teachers are provided with materials and resources about a particular skill, such as inferencing and synthesizing, develop lessons promoting the use of the technique of the month and share their results.
 - CTT support for all staff and for individual teachers is provided by the Special Education department.
 - Teachers attend many varied conferences and trainings throughout the year.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Prep's recruiters attending teacher job fairs; advertise; solicit recommendations from parents and network through our community, Board of Education, and university contacts. We hold recruiting events at the school and help candidates connect with our staff's sense of mission and school culture.
6. Strategies to increase parental involvement through means such as family literacy services.
 - Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Snapgrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates.
 - School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English and Spanish. The school makes daily phone master calls. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls are made daily.
 - Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, freshmen bridge, to help integrate families into school culture. Personalized SnapGrades tutoring is offered at every Parent Teacher Night and major school gathering.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Williamsburg Preparatory High School has developed grade teams that meet weekly to assess the progress of students and to plan curriculum. Grade team leaders meet to advise the principals of their teams concerns and to confer on policy decisions.
 - Teachers design their assessments, using Regents questions and state assessments rubrics, to determine students' progress toward meeting state assessment rubrics, to determine students' progress toward meeting state standards.
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.
 - Expansion of CTT program allows more students to participate in classes that are scaffolded for students who require additional support, even if they do not have an IEP.
 - Interim assessment program allows teachers to track student progress and intervene when a student requires additional tutoring on a specific subject, credit recovery, and Regents preparation.
 - 9th grade Bridge program in Summer 2008 and 2009 set expectations for the incoming Freshmen.

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. **N/A**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

- **English Language Learners**

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

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

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

The English Department determined last year that there were gaps in the written curriculum; therefore, we have collaborative planning times in each teacher's schedule. We also have weekly grade team meetings and monthly departmental meetings.

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?

Teachers identified the need for coordinating curriculum from grade 9 to grade 12.

87.8% of students passed the 2009 January ELA Regents.

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.

Students are assessed to determine their needs from 9th to 12th grades.

The English department is developing a common rubric that will scaffold the skills to be mastered in 9th through 12th grades.

We also have implemented a writing course for all 11th grade students.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The Math department teachers have common planning periods and monthly department meetings for developing, reviewing, and modifying the curriculum. The Math department also reviews data all assessments and develops an action plan based on the needs of our students.

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?

46.3% did not meet the standards on the Algebra Regents last year.

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.

Curricula aligned to the content and process strands of the state are being produced.

Supports needed are continued targeted professional development to implement the curriculum.

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.

Reviewed our progress report data and observation reports.

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?

Observation reports show a high level of student engagement.

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.

As our curriculum mapping project in ELA demonstrates, we can do more to achieve better outcomes for our students.

We require targeted professional development for our staff and funds to support curriculum development in subjects beyond Math and ELA.

2B – Mathematics Instruction

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

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

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

Reviewed progress report data and the results from previously administered Regents' exams.

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

Applicable Not Applicable

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.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?

50% Passed the Math B June Regents, 53.7% Passed the June Algebra Regents, and 41.8% Passed the June Geometry Regents

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.

In addition to developing curricula aligned to the content and process strands of the state standards, we can do more to achieve better outcomes for our students. We require targeted professional development for our staff and funds to support curriculum development in subjects beyond Math and ELA.

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.

Reviewed new teacher data.

Conducted exit interviews.

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?

As a new school, we have added staff to accommodate the increase in enrollment each year.

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

We have established grade teams and new teacher meetings that offer support to all teachers working in specific grades to maximize school resources for students. This team approach should also support the work that mentors do in acclimating new staff to the school culture. We have high expectations for staff.

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.

Reviewing the CR Part 154 report.

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

Applicable Not Applicable

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

The number of newcomers enrolled is increasing.

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.

We require technology and technical support to maintain a QTEL program as well as professional development on working with newcomers.

We will have language acquisition PD for all our staff.

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 have ongoing professional development and weekly Special Education meetings to support CTT instruction.

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?

CTT teachers are responsible for sharing instructional responsibilities.

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.

We will measure and monitor effectiveness of professional development sessions on CTT techniques, models, and instruction.

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.

Consulted with staff who request more guidance and support with diverse learners.

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?

Several teachers have reviewed IEP documents and are continuing to do so with the appointed Special Education teacher on their grade team.

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.

We will schedule all staff members to meet with the Special Education team to review IEP documents.

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.

Reviewing IEP Reports

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?

Our IEP reports are written by the current classroom teachers who base their recommendations on curricula that are aligned to the standards.

Our IEP management is tied to realistic classroom strategies for our school environment.

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.)
3

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

**Advisory
Guidance Counseling
Camelot Counseling**

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.



WILLIAMSBURG PREP

School Parent Compact

At Williamsburg Prep, parents and educators are partners in students' academic success. Our mutual goal is that all students graduate with the critical thinking skills and the broad-based understanding of math, science and technology that will prepare them for success in college and in life. Williamsburg Prep also aims to instill in its students the character and integrity necessary for them to become contributing members of a democratic society and larger global community.

The educators of Williamsburg Prep are dedicated to your child's academic success. We will offer student centered classrooms and an educational environment that nurtures intellectual rigor and social responsibility. To this end we will guarantee:

- **A Regents-based, college-prep curriculum** presented in a supportive learning environment.
- **Tutoring** and other forms of individual attention to enhance academic and social success.
- **Student-Center classrooms** that support individual learning styles.
- **An open door policy** to parents with questions, concerns or suggestions.

Parents, in turn, agree to:

- **Guarantee that my child will attend school every day.** If my child is absent because of illness, I will call immediately and then follow up with a doctor's note. (I understand that doctor's appointments and vacations should never be scheduled during school time.)
- **Attend 2 Open School nights each school year.**
- **Understand that field trips are mandatory,** not optional, school functions. I will return permission slips promptly.
- **Volunteer at school,** attend special functions like school plays and awards ceremonies and participate in PTA meetings as often as possible.
- **Understand my child is not allowed to bring cell phones or** electronic devices to school or use them during the school day.
- **Notify the school** whenever my child is absent or if there is a family situation that will affect his/her school performance.
- **Monitor my child's academic progress** by checking assignments and completed homework nightly. (Major projects and classroom updates are available on our website at www.williamsburgprep.com)
- **Make myself available** for phone calls and/or emails with my child's advisor every two weeks.
- **Support the school dress code** which bans hats, do rags, suggestive and/or skimpy clothing. Every Williamsburg Prep students should arrive at school dressed in a manner that reflects their respect for the school's mission and the serious work in which they will be engaged during the day.

I understand that if my child is wearing or using something not allowed in school (hat, walkman, cell phone, etc.) that item will be confiscated and in order to have it returned, I will be required to pick it up in person from the school.

I understand that the teachers and administrators of Williamsburg Prep are my partners in aiming for the highest levels of achievement for my child.

Print Name	Signature	Date
Kathleen Elvin, Principal		
(Parent)		

NOTE: The No Child Left Behind Law does not require parents to sign the School Parent Compact. However signatures are encouraged.

Title I Parent Involvement Policy 2009

Williamsburg Preparatory High School

257 N. 6th Street Brooklyn, NY 11211
Kathleen Elvin, Principal
Phone 718-302-2306 Fax 718-302-3726

The parents and educators of the Williamsburg Preparatory High School are partners in students' academic success. Our mutual goal is that all students graduate with the knowledge, the critical thinking skills and the sense of responsibility that help them succeed in college and in later life. Williamsburg Prep will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Parents and educators will use parent surveys and meetings to assess the effectiveness of our parent involvement policy.
- A committee, led by the School Leadership Team, composed of staff and parents will determine what modifications, if any, should be made to our policy.

The Williamsburg Preparatory High School will build strong parental involvement (thereby supporting student achievement and strengthening the school's sense of community and its parent/educator partnership) through:

- Out reach from the Parent Coordinator.
- Phone calls and letters from the pupil attendance secretary.
- Information provided at PTA and SLT meetings.
- College Preparatory Workshops.
- The distribution of educational materials such as Regents Prep books
- Regular contact from Student Advisors.
- Communication from the College Advisor regarding high school graduation and college requirements.

The Williamsburg Preparatory High School will distribute the School Parent Compact, Parent/Student Contracts, and a Family Handbook which clearly outline graduation requirements and the mutual responsibilities/rights of Educators, Parents and Students. The school will conduct workshops, distribute literature (including calendars and newsletters) and conduct individual guidance conferences to help parents work with their children to improve academic achievement. School advisors will call parents regularly to inform them of their children's academic and social progress. The parent coordinator will distribute information by letter, posting and email to inform parents of upcoming social and education events such as meetings, workshops and educational opportunities.

The Williamsburg Preparatory High School, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with College Workshops, AVID, Camelot, after school and Saturday Regents Prep and tutoring, St. Nick's Peer Tutoring, the Long Island University, the Metropolitan Museum, New Visions for Public Schools, the LIU STEP program and College Project, Democracy Collaborative, Pace Upward Bound, Mentoring USA, Advantage Testing SAT Tutoring, Lift Every Voice, Citikids and The Society for the Preservation of Weeksville and Bedford-Stuyvesant History. Williamsburg Prep will encourage parent and student participation in activities by mailing letters and literature, posting notices and encouraging parents to participate in PTA meetings and school activities.

The Williamsburg Preparatory High School take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request. This outreach will include letters/fliers sent home in Spanish and English, emails, telephone calls, and the posting of the information regarding the aforementioned activities on the school bulletin board.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team.

This policy was adopted by the Williamsburg Prep Community on June 30, 2009 and will be in effect for one year. The school will distribute this policy to all parents of participating Title I Part A children on or before September 7, 2010.

Principal's Signature: _____

Kathleen Elvin

Date _____

Williamsburg Preparatory High School
257 North 6th Street
Brooklyn, NY 11222
Grades 9-12 Language Allocation Policy

Part II: ELL Identification Process:

Initial Identification Process:

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher, Lauren Giunta conducts interviews with new enrollees. This informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. She will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual

Language, our guidance counselor, Michael Wilder and our parent coordinator, Chris Brimer assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Going forward, our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, a transitional bilingual program is chosen by default. They parents will be informed of schools with those options. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.

ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

One hundred percent of the parents that we have interviewed selected a Free Standing ESL model. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. We currently have two foreign language teachers who are willing to pursue Native Language Arts and Bilingual Education. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand. Outreach will be made through our parent coordinator, Chris Brimer.

Instructional Delivery

Organizational Models:

Williamsburg Preparatory High School implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

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

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades 9-12. They range from Beginner, Intermediate, and Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push in and pull out support. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. They all attend 360 minutes of ELA a week and participate in instructional activity aligned with ESL/ELA content learning standards and core curriculum. All teachers in the ESL program are fully certified.

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

- Collaborative planning between ESL and ELA teachers for each unit.

- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that the ESL teacher can meet the needs of the targeted group during push in classes.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.
- The pull out model is used mostly with newcomers and beginners for social and language enrichment. Pull out ESL classes are created and implemented to support academic as well as social language acquisition. These classes are scheduled during lunch, physical education or electives. The school is careful never to pull students out of classes more than twice a week from the same course. It is important that newcomers as well as all ELLs are acclimated to our school culture and that means being inclusive and remaining in classes with their peers.
- At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs.

Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- We cycle the pull-out groups according to student needs.
- We use buddy systems within the content area for an exchange of ideas and skills in Native Language and English.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. Beginning students receive 540 minutes per week, Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week.

Subgroups: Differentiate Instruction

Within the ELL population, there are sub-populations that require differentiated instructional approaches to make content comprehensible and enrich language development. These sub-populations include, SIFE, Newcomers, Long-Term ELLs, ELLs receiving 4-6 years of service and ELLs with Special Needs. At our school, we have instructional models targeted to serve each sub-groups' needs. The plan is as follows:

a. SIFE:

Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many of our SIFEs have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly

students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFEs, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFEs. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

b. NEWCOMERS:

Our school first determines students who are 0-3 years in the school system and their identification (SIFE, Special Ed., and Gifted Etc) and create a program accordingly. Depending on how students score on assessment in their native language, an ESL pedagogue will collaborate with the Assistant Principal to create an education program accordingly. Assessment must be executed for all content area to determine levels. A student is assigned as a buddy to foster social and academic development. We attempt to coordinate buddies who share the same native language or home country.

c: ELLS receiving 4-6 years:

These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.

d. LONG TERM ELLS: 6 years or more.

Long term ELLs need instructional plans. Their classed should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small

setting. They can utilize AIS to target the needs for the student during with after school instruction, Saturday schools, and additional courses during the day. It's important to create continuity within their program (i.e. maintain same teachers, settings that that create zone of proximal development.) An educational plan that maintains continuity by remanding the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.

e. Special Education ELLs:

The school must first target ELLs who are X-Coded and/or have IEPs by analyzing data. This data should be re-assessed to align the educational program with the student's current progress. Involve Parents in program determination. Conduct meetings with a team consisting of Special Ed. Pedagogues, ESL teachers and Psychologists to determine the most beneficial educational plan for ELLs with Special Needs. Involve parents in all decisions made by counsel and utilize input of family. Use translators when applicable.

g. Former ELLS:

Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient.

Programming and Scheduling Information:

Our school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan. In addition to AIS classes, test accommodation training and counseling (i.e. dictionary and glossary workshops, pre-testing in native language) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. Daily Math and literacy small group instruction classes for all subgroups to maintain grade level proficiency in content area. The school will continue to target Long-Term, SIFE and 4-6 year ELLs who are at-risk for drop out and create a monitoring system using a team of pedagogues and counselors to intervene. We will create peer groups that target individual needs of students via AIS.

Instructional Materials:

As our ELL population increases, we are reflecting on creating a class of heterogeneous native Spanish speakers, consisting of ELLs and non-ELLs. This NLA arts class would be taught by one of our bilingual staff members. The instructional materials used in NLA would consist of bilingual and native language texts.

Our ESL teacher is currently training herself and her students to use Rosetta Stone language technology. ESL students from every sub-population use a BBC ESL, podcasts and translator programs in to balance between literacy in native and second language.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

The ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries.

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program.
- Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

Professional Development and Support for School Staff

Our ESL teacher/coordinator receives ongoing professional development via programs such as the Office of English Language Learners, Children's First Network and Integrated Support Services to maintain consistency in ESL education as well as up to date compliance procedures. Often the ESL teacher will conduct mini workshops for the staff based off the information learned at the aforementioned workshops. Some additional professional development activity in our school is as follows:

- Professional development curriculum in 2009-10 is focused on professional learning communities using the strategies outlined in the books, The Habits of Highly Effective Readers, and When Kids Can't Read by Kylene Beers. These books provide teachers with materials and resources about a particular skill, such as inferencing and synthesizing, and assist with the development of lessons promoting the use of the technique of the month and then share their results.

- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is provided by Marisol Bradbury's Children First Network.
- The staff has attended professional development activities created by our ESL teacher about such themes as: increasing awareness about the native countries and cultures of our newcomers, ESL methodologies in the content areas.
- Our ESL teacher and content area teachers attend many varied conferences and trainings throughout the year.
- Our ESL teacher and Assistant Principal have received LAP, EPIC training.

We create the following programs in an effort to assist our ELL students as they transition from middle to high school.

- Summer Bridge Program
- Advisory with their ESL teachers

To provide the 7.5 hours for all staff our ESL teacher provides professional development. She conducts workshops with the following themes: ESL methodologies, as well as, the social, cultural, and educational backgrounds of the native countries of newcomers.

Parent Involvement

Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups with translation services.
- Parent Surveys are provided in the native language of the student's families.

- Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Snapgrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, Arabic and Polish. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls is made daily.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture. Personalized SnapGrades tutoring is offered at every Parent Teacher Night and major school gathering.

Our school does partner up with Community Based Organizations, such as the Arab-American Family Service Group. These organizations provide the family with additional services regarding educational and familial planning as well as information about culturally-based activities for the families. Many organizations can be reached via the Office of English Language Learners website. Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy.

The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.

Assessment Data

- All Beginner Level ELLs passed the Math A Regents with the assistance of translators or native language versions and glossaries of the exam.
- All ELLs who participated in the Foreign Language exams in their native language scored 85 or above, regardless of their NYSESLAT language levels.
- None of the ELLs passed the Physics or Chemistry exams, even with native language supports.
- The two ELLs who passed the ELA Regents have had ESL services for over 4 years. One ELL is considered proficient and the other is an Intermediate level. The one ELL who failed the exam is a Beginner (NYSESLAT 08').
- ALL ESL students of all language levels pass the Global History exams.

The ESL teacher has not formally administered the Periodic Assessment for English Language Learners; however, the exam is utilized to prep ELLs for the NYESLAT and to form small group instruction.

The success of our ELL program is evaluated based on the Regents' results, NYSESLAT scores, student portfolios, attendance rate, and graduation rates. To ensure that parents are satisfied with our program, outreach is made by the ESL teacher and the parent coordinator.