



GEORGE WESTINGHOUSE HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 13/BROOKLYN/13K605

ADDRESS: 105 – TECH PLACE

TELEPHONE: 718-625-6130

FAX: 718-596-9434

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13K605 **SCHOOL NAME:** George Westinghouse High School

SCHOOL ADDRESS: 105 – Tech Place, Brooklyn, New York 11201

SCHOOL TELEPHONE: 718-625-6130 **FAX:** 718-596-9434

SCHOOL CONTACT PERSON: Janine L. Kieran **EMAIL ADDRESS:** Jkieran1

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marvin Marcus

PRINCIPAL: Janine L. Kieran

UFT CHAPTER LEADER: Gimel Young

PARENTS' ASSOCIATION PRESIDENT: Israel Rosario, Jr.

STUDENT REPRESENTATIVE: Israel Rosario
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 13 **SSO NAME:** CLSO

SSO NETWORK LEADER: Kathy Pelles

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
Janine L. Kieran	*Principal or Designee	
Gimel Young	*UFT Chapter Chairperson or Designee	
Israel Rosario, Jr.	*PA/PTA President or Designated Co-President	
Jessica Welch	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lillian Pierce	DC 37 Representative, if applicable	
Israel R. Rosario Lisbel Tavarez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kayon Pryce	Member/Teacher	
Debra Randorf	Member/Teacher	
Winnifred Grant	Member/Parent	
Patricia Joseph	Member/Parent	
Stephanie D. Taylor	Member/Parent	
Cheryll Christie	Member/Parent	
Nick Pillari	Member/CSA	

(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.

George Westinghouse High School (GWHS) follows the Smaller Learning Community model. As a Career and Technical Education (CTE) high school, we are committed to providing a rigorous academic curriculum which is enhanced by our various technical sequences. These sequences lead to post secondary learning opportunities as well as entrance into the world of work. Several of our CTE programs, including A+ Computer Repair, CISCO, Multimedia Internet Technology and Electrical Technology, also lead to industry certification. Instructional practices provide students with rigorous and relevant instructional opportunities.

George Westinghouse High School collaborates with public and private organizations including, the New York City Department of Education, New York City College of Technology, NYU/Polytechnic University, HSBC, FIRST Robotics, Counseling in Schools, as well as other industry partners. GWHS fosters the development of an extended learning community, which fully utilizes the advances in technology to prepare students to meet their post secondary goals.

Each smaller learning community, or academy as they are referred to at GWHS, is uniquely staffed with a dedicated supervisor, guidance counselor, community based social worker and faculty. All students begin their high school experience in our Ninth Grade Success Academy, which has a dedicated location. Students' programs consist of an extended day which increases credit accumulation and the likelihood of their success. All ninth grade students receive course offerings which culminate in two Regents examinations (Integrated Algebra and Earth Science). The Design and Engineering and Information Technology Academies are dedicated to students in the 10th through 12th grades. Students' selection of a technical sequence toward the end of 9th grade determines in which upper level academy they will be placed.

Common planning is available as a voluntary activity for staff in lieu of their circular 6 assignment. Content area collaboration takes place weekly as another alternative to the circular 6 assignment. Instructional planning, discussion about student work, review of current data are embedded into these meetings.

We have made many strides in the development of our smaller learning communities, parent and community engagement and communication. However, as a reflective community of learners we assess our own progress and strive toward continuous improvement.

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:	George Westinghouse Career and Technical Education						
District:	13	DBN:	13K605	School BEDS Code:	331300011605		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	11	√		
	K	4	8	12	√		
	1	5	9	Ungraded	√		
	2	6	10				
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		84.4	81.6	82.0
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		95.8	95.6	95.7
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		60.8	56.4	56.1
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		10	6	17
Grade 9	324	182	303	Recent Immigrants - Total Number:			
Grade 10	318	319	181	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	197	221	264		3	1	8
Grade 12	166	168	167	Special Education Enrollment:			
Ungraded	7	6	2	(As of October 31)	2006-07	2007-08	2008-09
Total	1012	896	917				
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	83	79	75	Principal Suspensions	14	6	11
# in Collaborative Team Teaching (CTT) Classes	5	15	19	Superintendent Suspensions	49	20	22
Number all others	64	43	47	Special High School Programs - Total Number:			
These students are included in the enrollment information above.				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	432
(BESIS Survey)	2006-07	2007-08	2008-09	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	16	12	20	Number of Teachers	70	71	64

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	5	4	5	Number of Administrators and Other Professionals	25	36	30
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	13	16	12	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.3	86.3	90.9
				% more than 5 years teaching anywhere	63.9	68.5	78.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	92.0	92.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.5	87.2	73.9
American Indian or Alaska Native	1.1	1.6	1.3				
Black or African American	77.8	76.3	74.8				
Hispanic or Latino	18.5	18.9	19.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.8	2.1				
White	1.3	1.4	2.0				
Male	59.1	62.4	67.9				
Female	40.9	37.6	32.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√		√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 6						

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:			SRAP 5
Math:				Math:			SRAP 6
Science:				Graduation Rate:			IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X	X	√
Ethnicity							
American Indian or Alaska Native					-	-	
Black or African American					X	X	
Hispanic or Latino					√	√SH	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
Other Groups							
Students with Disabilities					√	√SH	
Limited English Proficient					-	-	
Economically Disadvantaged					X	X	
Student groups making AYP in each subject		0	0	0	2	2	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	W
Overall Score:	56.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	7.9	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	29.5		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	5		

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

- A marked increase in the Regents passing rate was noted and is evidenced on the preliminary results of the Progress Report. Students' ability to accumulate credits however continues to surpass their ability to pass the Regents.
- Attendance rate has increased as reported in ATS.
- Students with Disabilities continue to struggle in both credit accumulation and Regents/RCT passing rates. Therefore, the graduation rate for students with disabilities is low. This is documented in our School Report Card and Progress Reports.
- The findings as evidenced by the action research conducted by our Data Inquiry Team (2007-2008) as well as the passing rate on standardized exams demonstrate poor literacy skills for a majority of our students.

Greatest Accomplishments over the Last Couple of Years

- Our daily attendance rate continues to increase toward the goal of 90%.
- Our graduation rate has increased.
- Preliminary results of the Progress Report indicate a score of "B" in large part due to the increased percentage of students who attained a weighted Regents passing rate on all Regents.
- We received a Well Developed on the Quality Review and have implemented the use of benchmark assessments to address what the school needs to do to continue to improve.
- Our school wide book club continues to address the need to improve literacy, meets monthly and is attended by administrators, members of our extended community, faculty and students.
- Bi-monthly community meetings take place for all faculty members to address continued issues in environment, instruction and tone.
- We have increased the number of professional development opportunities available to teachers through CLSO offerings.

Significant Aids or Barriers to Continuous Improvement

- A lack of parental involvement as evidenced by the number of parents who attend PTA meetings and Open School Conferences has led to poor student performance as evidenced by low levels of homework completion and student preparedness.
- Budgetary reductions have impacted the school's ability to provide resources such as textbooks for all students, review materials, after school tutoring and credit recovery programs.
- Students with disabilities often come to us with needs that are beyond what we have can address given our staffing and ISS programs. The process of re-evaluating these students for appropriate program placement is lengthy and requires parental consent. Often parents are reluctant to more restrictive settings, and as a result, these students are receiving the limited services we are able to provide.
- Student participation in the Learning Environment Survey has informed our next steps in school improvement with regard to engagement and communication.
- Budgetary constraints have made it difficult to create pure academies which would allow for a more personalized experience for our school community.

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.

Based on the findings and implications from our comprehensive needs assessment, we have selected the following instructional goals:

- **English Language Arts:** This goal was selected in direct response to our Progress Report. We are hopeful that by implementing the action plan we will be able to increase by 5% the passing rate for all students in the lowest third on the ELA Regents as measured by the ELA Regents exam in August 2010.
- **Mathematics:** This goal was selected in direct response to our Progress Report. We are hopeful that by implementing the action plan we will be able to increase by 5% the passing rate for all students in the lowest third on the Integrated Algebra and Geometry Regents as measured by these Regents exams in August 2010.
- **School wide Attendance:** In an effort to sustain, increase and improve school wide progress, this goal was selected. It is our expectation to increase students' daily attendance rate by 5% by June 2010.
- **Career and Technical Education:** This goal is aimed toward increasing the number of state approved CTE programs. It is our expectation to increase the number of state approved CTE programs by 25%.
- **Students with Disabilities:** This goal is aimed toward increasing the participation rate on the Regents and RCTs for students with disabilities by 5% by August 2010.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase by 5% the passing rate for all students in the lowest third on the ELA Regents as measured by the ELA Regents exam in August 2010.</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"> ➤ Academic intervention will be available to all students in grades 9 and 10 designed to provide targeted instruction for these students, in particular, as well as the implementation of a rigorous standards-based curriculum. ➤ Teachers who opt to participate in the “prep period coverage” program will be assigned to classes that have students in the lowest third on register to provide additional support during class time. ➤ After school academic intervention classes will take place for all students who wish to participate. ➤ PLATO, an online skills development program, will be available to teachers who work with students in the lowest third. ➤ One of our data inquiry teams will target students who are in the lowest third to address organizational and study skills to assist them in preparing for standardized tests. ➤ All students in grades 9 and 10 will receive additional periods of English. Teachers will utilize data to increase opportunities for daily reading, writing, listening and speaking. ➤ Classroom libraries will continue to be enhanced and opportunities for independent reading will become a tool for reading improvement. ➤ Professional development opportunities will be offered by: <ul style="list-style-type: none"> ○ CLSO and DOE opportunities

	<ul style="list-style-type: none"> ○ GWHS Cabinet ○ Inter-visitations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>AP Supervision, Title 1 funding, C4E funding, CLSO Network 4, Tax Levy Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmark assessments will be used to guide teachers in the areas that will require differentiation.</p> <p>ELA Predictive as administered on October 9, 2009 and in the spring term will be used as an interim measure of progress.</p> <p>Our projected gain is expected to be 5% above the passing rate from the 2008-2009 school year for students in the lowest third who have previously taken and failed the ELA Regents.</p>

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 5% the passing rate for all students in the lowest third who will take the Integrated Algebra and Geometry Regents exam by June 2010.</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"> ➤ Academic intervention will be available to all students in grades 9 and 10 designed to provide targeted instruction for these students, in particular, as well as the implementation of a rigorous standards-based curriculum. ➤ Teachers who opt to participate in the “prep period coverage” program will be assigned to classes that have students in the lowest third on register to provide additional support during class time. ➤ After school academic intervention classes will take place for all students who wish to participate. ➤ A data inquiry team will work toward developing an intervention program to assist seniors in acquiring math credits and preparing for the math Regents. ➤ PLATO, an online skills development program, will be available to teachers who work with students in the lowest third. ➤ All students in grades 9 and 10 will receive additional periods of Math. Teachers will utilize data as found in ARIS to increase opportunities for development of problem solving skills in for two step equations and graphing. ➤ Professional development opportunities will be offered by: <ul style="list-style-type: none"> ○ CLSO and DOE opportunities ○ GWHS Cabinet

	<ul style="list-style-type: none"> ○ Inter-visitations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>AP Supervision, Title 1 funding, C4E funding, CLSO Network 4, Tax Levy Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmark assessments will be used to guide teachers in the areas that will require differentiation.</p> <p>Algebra Predictive as administered on October 9, 2009 will be used as an interim measure of progress.</p> <p>Our projected gain is 5% above the passing rate from the 2008-2009 school year for students in the lowest third who have previously taken and failed either the Integrated Algebra or Geometry Regents.</p>

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): School Wide Attendance Improvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Research shows that excellent attendance has a direct correlation to credit accumulation weighted Regents passing rates and increased graduation percentages. George Westinghouse High School will raise daily attendance rates by 3% by June 2010.</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"> ➤ Daily bell schedule will be set to a later start time in an effort to increase students' on time attendance. ➤ Attendance teacher will focus on students with 407 reports. ➤ Posting of "Students with 100% Attendance" each month will be displayed throughout the school. ➤ Teachers will make attendance outreach phone calls for absentee students in their classes. ➤ Social Workers from Counseling in Schools, a community based organization, will work with families to address reasons for extended absences. ➤ Consistent and coordinated outreach system via our school messenger, home visits, guidance conferences and the active participation of the Attendance Committee members toward improving the daily attendance rate will be maintained.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funding (per session), AIDP reimbursable funds, AP supervisors will collect monthly outreach logs; ATS for ILOG monitoring; OTPS funding for School Messenger System.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Daily attendance rate will increase incrementally each month by .25%. ➤ Students with most improved attendance each marking period will be recognized. ➤ Projected gains are expected to reach at least 3% above last year's daily attendance rate.

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): Career and Technical Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of State Approved Career and Technical Education (CTE) programs in our school by 25% as compared to the 2008-2009 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ All students will have a transition plan including CTE/ industry-related opportunities. ➤ Business partnerships will be enhanced for each academy to provide continued exposure to student career awareness goals. ➤ Students will have a dedicated guidance counselor and college advisor to work collaboratively in transitioning them to post secondary goals. ➤ Create opportunities for students to prepare for the workforce by offering resume writing, interview skills, oral communication presentations, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, VATEA</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ➤ Students will receive a passing grade of 75% or higher on career-focused assessments/projects. ➤ Academies will incorporate authentic career-related interdisciplinary lessons related to the career technical sequences.

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): Students with Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the participation rate on the Regents and RCTs for students with disabilities by 5% by August 2010.</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"> ➤ Students in all grades will have a dedicated meeting with their guidance counselor to review the Regents and RCTs they need to take in January, June and August. ➤ Letters will be sent to parents to alert them to their child’s status as well as the different types of diplomas available to students with disabilities. ➤ Particular attention will be paid potential graduating seniors. ➤ Special sessions will be arranged by social workers for those students who are consistently absent from standardized tests.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E, Tax Levy, AIDP, Community Based Social Workers, AP, ISS.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ➤ Participation rate for students with disabilities will increase by 2% in January; 2% in June and 1% in the August administration of Regents and RCT exams. ➤ Continued participation in individual and small group counseling sessions. ➤ Increased communication with parents to continually inform them as to their child’s status as it relates to New York State Regents and RCT exams.

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	192	192	0	0	68	0	41	0
10	243	243	243	243	150	0	44	0
11	184	33	184	37	150	0	43	0
12	25	47	20	24	200	0	37	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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Dedicated AIS classes take place during the school day for those students who have not passed the ELA Regents exam. Students in grades 9 and 10 receive an additional period of instruction in English during the course of the school year. An after school academic intervention service program is available for students in the form of small group instruction. The PLATO system will be used during and after the school day to improve students' skill sets.</p>
<p>Mathematics:</p>	<p>Dedicated AIS classes take place during the school day for those students who have not passed the Math Regents exam. Students in grades 9 and 10 receive an additional period of instruction in math during the course of the school year. An after school academic intervention service program is available for students in the form of small group instruction. The PLATO system will be used during and after the school day to improve students' skill sets.</p>
<p>Science:</p>	<p>Students in grade 11 receive an additional period of instruction in science during the course of the school year. An after school academic intervention service program is available for students in the form of small group instruction. The PLATO system will be used during and after the school day to improve students' skill sets.</p>
<p>Social Studies:</p>	<p>Students in grade 10 receive an additional period of instruction in social studies during the course of the school year. An after school academic intervention service program is available for students in the form of small group instruction. The PLATO system will be used during and after the school day to improve students' skill sets.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and small group counseling sessions are offered as a source of support by guidance counselors.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Crisis intervention takes place for those students who demonstrate high risk behaviors.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual and small group counseling sessions are offered as a source of support by guidance counselors. Attendance recognition incentives are offered by community based social workers. Outside referrals are available to families for additional support.</p>

At-risk Health-related Services:

The school nurse maintains the list of students with health related conditions that require additional monitoring. She provides updates for school staff so that they are aware of the warning signs for imminent risk.

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 to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

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

I. George Westinghouse High School offers a “free-standing” ESL program for entitled new entrants who scored at or below the LAB-R cut-off scores and returning students who remain entitled to service based upon their scores on the 2009 NYSESLAT exam. The school has an ESL program in place of a bilingual education program because in each level the number of students who share the same native language does not exceed twenty. In fact, the entire number of students at George Westinghouse HS who will require ESL services in the 2009–2010 school year, barring an influx of new students that does not seem likely, will probably not exceed twenty. Currently, fifteen ESL students did not test out on the 2009 NYSESLAT exam or transfer schools. Additionally, the school uses ARIS hard data and observational soft data to support learning goals. Possible ELLs are identified by administering the HLIS to all incoming students, and where indicated by HLIS, the LAB-R. This is cross-checked with 51, 58 and 59 admit codes, which indicate new admits to the NYC school system. This is further cross-checked with previous school records and possible previous ESL or bilingual services. This is done by the LEP Coordinator. All eligible students are given the NYSESLAT in the spring semester, as indicated by their eligibility in ATS. Compliance is checked by the LEP Coordinator. All new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses. These include a Parent Survey and Program Selection in the home language. These indicate the student’s level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The LEP Coordinator schedules day or evening meetings to meet with parents to discuss options on an as-needed basis. Letters and surveys are mailed back or returned by the students and collected by the LEP Coordinator or the Office of Pupil Personnel Services. Students are placed in free-standing ESL according to initial LAB-R results or previous NYSESLAT scores, as well as IEPs. Where needed, parents are invited to discuss placement with the LEP Coordinator. If needed, translators are made available for these meetings. We do not offer bilingual programs.

As indicated by parental requests and state and federal law, we offer free-standing ESL. As our population does not contain 20 or more students in the same grade and speaking the same language, we are not required to offer bilingual options. Parental choice and program offerings are currently aligned. Students who are eligible for ESL services have been placed in beginning, intermediate or advanced ESL, as per their scores on the above-mentioned exams. Students at the beginning level will receive three periods of ESL daily (620 minutes per week). Students at the intermediate level will receive two periods of ESL daily (370 minutes per week). Due to the small number of LEP students and the school's block scheduling, beginning and low-intermediate students are combined in one class with differentiated instruction. High-intermediate students are in a separate class. Those students at the advanced level will receive one ESL class (160 minutes per week) and one regular English class. Class sizes are extremely small, allowing for extensive personalized attention for each student. The language of instruction for all classes is English, and multiple texts are used as well as other media. Classes focus on the four essential modalities of reading, writing, listening and speaking and the

curriculum is aligned with both ELA and ESL New York State Learning Standards and New York City ELA Performance Standards. Learning strategies are taught explicitly and careful attention is paid to develop students' critical thinking skills. Classes use structured immersion and instruction draws upon various strategies to scaffold, support and raise students' academic achievement. Techniques include the CALLA approach, differentiated instruction, balanced literacy scaffolded for ELLs and project-based authentic language learning activities. Students receive language-to-language dictionaries and content-area glossaries for use in classes and during high-stakes testing. The school complies faithfully with all time and location mandates for testing. A review of LAB-R and NYSESLAT data indicate that general education students generally take 2 full years to move from intermediate to advanced levels and 2 years to test out from advanced to proficient. Students at the beginner level usually move to intermediate within one year. Also, special education students appear to fossilize at the intermediate level or may not be able to move beyond the beginner level due to LDs. A review of the NYSESLAT modalities indicates much stronger speaking/listening skills than reading/writing skills across all levels. This difference in modalities is equivalent to one proficiency level difference. Further review of NYSESLAT results indicate almost no problems with speaking, but problems with multiple choice sections of listening and reading. Writing scores are as expected based on proficiency levels. As such, teaching to strengths is done in ESL classes, with remedial assistance in weaker modalities. Additionally, this information is given to all content area teachers to assist in helping ELLs achieve in those classes and to address differences in learning styles and varied intelligences. Using ARIS and Skedula, student scores on Regents, SATs, midterms, etc. are also made available for comparison with NYSESLAT/LAB-R.

There is currently one beginning/low-intermediate ESL class, one high-intermediate class and one advanced ESL class. These courses will be taught by the LEP Coordinator, who is a fully licensed ESL teacher as well as a licensed Secondary English teacher.

- A. The school also offers 210 minutes per week of tutoring in all content areas specifically for ELLs during the school day. ELLs are part of all mainstream content area programs. Students receive content-specific language-to-language glossaries for in-class and home use.
- B. ELLs participate fully in all school extracurricular activities, such as sports teams, robotics club, anime club, school band, Imani House, etc.

II. The school recognizes that parental involvement is essential to ensure the success of ELL students, and therefore, efforts have been put forth to involve parents as equal partners in the education of their children. In accordance with the Revised Procedures for Identifying and Placing New English Language Learners, parents of new ELLs attend a parent orientation with the LEP Coordinator at which they are informed of the various types of programs for English Language Learners. These orientations take place in September and October and are scheduled in both the evening and the afternoon to provide scheduling options for parents. As needed, translators are made available, and videos and literature are provided in the home language wherever possible. Parents are asked to complete and submit a Parent Assurance Survey/Program Selection Form. Furthermore, the ESL teacher, along with content area teachers, routinely contacts parents to provide them with updates on the progress of their children. Progress letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students' homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents' native language. The trend has been for free-standing ESL as the parental option, with only one exception in the last few years. This student was transferred to a school with bilingual programs at the parents' request. Trend information is gathered from Parental Option letter reviews and BESIS/ATS, as well as informally via the PTA and school-wide surveys. The school holds school community meetings, as well as PTA meetings. All parents of students, ELL or not, are invited to attend and participate. The Parent Coordinator advises parents of ELLs of any citywide agencies or CBOs which offer partnerships specifically for ELLs. Parent needs are addressed on Open School nights, at PTA meetings, school community meetings, via student and parent surveys, through online communications such as Skedula, and via the Parent Coordinator and school counselors. Translators are made available as needed.

III. The school conducts orientations for newly enrolled 9th grade students, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns.

IV. In order to ensure that all students meet the rigorous new standards and pass all Regents examinations, the ESL teacher will be sent to all region-wide/city-wide professional development sessions available. Information will be shared in professional development sessions with English Language Arts teachers and content area teachers. The LEP Coordinator will also work in tandem with content area and special education teachers and assistant principals to explore best practices in teaching and learning for ELLs. These meetings will be both informally structured as the need arises and formally structured during department meetings throughout the year. The LEP Coordinator attends PDs when possible. This past semester included an ESL Leadership Institute on 12/8/09. As the LEP Coordinator and ESL teacher are the same person, all best practices are put in use immediately in ESL classes rather than holding separate ELL workshops.

V. The school also offers 210 minutes per week of tutoring in all content areas specifically for ELLs during the school day.

I. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

In order to ensure that all students meet the rigorous new standards and pass all Regents examinations, the ESL teacher will be sent to all region-wide/city-wide professional development sessions available. This professional development will be presented and shared with English Language Arts and content area teachers. The LEP Coordinator will also work in tandem with content area and special education teachers and assistant principals to explore best practices in teaching and learning for ELLs. These meetings will be both informally structured as the need arises and formally structured during department meetings throughout the year. School wide common planning meetings allow for more intense and consistent training and collaboration. The LEP Coordinator turnkeys all lessons and information as needed at in-school PDs. The LEP Coordinator holds special PDs to train school staff in best practices. These are held as part of common planning and on PD days.

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

All LEP students are assigned a guidance counselor to address a multitude of issues including attendance, scheduling, academic intervention services, personal counseling and post secondary planning. Community based social workers are also in place to provide additional support if required. ELLs are offered the Bridge program, like all incoming freshman, in the summer prior to entering school. Programs for incoming ELL upperclassman are not offered.

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

We do not have any bilingual programs.

Number of Teachers and Support Personnel for 2009-10

School Building: George Westinghouse HS **District:** 13

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

School Building	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
George Westinghouse		2					2
TOTALS							Grand 2 Total

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: X Free-Standing

Indicate Proficiency Level: X Beginning

School District: **13** School Building: **George Westinghouse HS**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 To: 8:32	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning
1	From: 8:32 To: 9:14	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning
2	From: 9:17 To: 10:07	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning	Subject (Specify) ESL Beginning
3	From: 10:10 To: 10:52	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
4	From: 10:55 To: 11:37	Subject (Specify) Living Environment	Subject (Specify) Living Environment	Subject (Specify) Living Environment	Subject (Specify) Living Environment	Subject (Specify) Living Environment
5	From: 11:40 To: 12:22	Subject (Specify) Global History	Subject (Specify) Global History	Subject (Specify) Global History	Subject (Specify) Global History	Subject (Specify) Global History
6	From: 12:25 To: 1:07	Subject (Specify) Living Environment Lab	Subject (Specify) Physical Education	Subject (Specify) Physical Education	Subject (Specify) Physical Education	Subject (Specify) Physical Education
7	From: 1:10 To: 1:52	Subject (Specify) Electrical 1	Subject (Specify) Electrical 1	Subject (Specify) Electrical 1	Subject (Specify) Electrical 1	Subject (Specify) Electrical 1
8	From: 1:55 To: 2:37	Subject (Specify) Integrated Algebra	Subject (Specify) Integrated Algebra	Subject (Specify) Integrated Algebra	Subject (Specify) Integrated Algebra	Subject (Specify) Integrated Algebra

9	From: 2:40 To: 3:22	Subject (Specify) Math Enrichment				
----------	------------------------	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: X Free-Standing

Indicate Proficiency Level: X Intermediate

School District: **13** School Building: **George Westinghouse HS**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 To: 8:32	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify) Earth Science Lab	Subject (Specify)
1	From: 8:32 To: 9:14	Subject (Specify) ESL Intermediate				
2	From: 9:17 To: 10:07	Subject (Specify) ESL Intermediate				
3	From: 10:10 To: 10:52	Subject (Specify) Earth Science				
4	From: 10:55 To: 11:37	Subject (Specify) Global History				
5	From: 11:40 To: 12:22	Subject (Specify) Freshman Seminar				
6	From: 12:25 To: 1:07	Subject (Specify) Health				
7	From: 1:10 To: 1:52	Subject (Specify) Lunch				
8	From: 1:55 To: 2:37	Subject (Specify) Integrated Algebra				
9	From: 2:40	Subject (Specify) Integrated Algebra				

	To: 3:22					
--	----------	--	--	--	--	--

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: X Free-Standing

Indicate Proficiency Level: X Advanced

School District: 13 School Building: George Westinghouse HS

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 To: 8:32	Subject (Specify) ESL Advanced				
1	From: 8:32 To: 9:14	Subject (Specify) Geometry				
2	From: 9:17 To: 10:07	Subject (Specify) English 11				
3	From: 10:10 To: 10:52	Subject (Specify) Lunch				
4	From: 10:55 To: 11:37	Subject (Specify) Physical Education				
5	From: 11:40 To: 12:22	Subject (Specify) Cisco 3				
6	From: 12:25 To: 1:07	Subject (Specify) Cisco 3				
7	From: 1:10 To: 1:52	Subject (Specify) U.S. History				
8	From: 1:55 To: 2:37	Subject (Specify) Chemistry 1				
9	From: 2:40 To: 3:22	Subject (Specify) Chemistry 1				

Form TIII – A (1)(b)

School: George Westinghouse High School

BEDS Code: 331300011605

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Tax Levy	\$81, 373	Teacher’s salary to provide English as a Second Language instruction at appropriate levels. In addition, this person is given compensatory time to provide faculty with resources to work with these students during the school day.
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.		
Educational Software (Object Code 199)	\$25,560.25	Purchase of an online skill development system, PLATO, designed to assist teachers during and after the school day to individualize instruction for students with specific learning challenges.
Travel	N/A	
Other	N/A	
TOTAL	\$106,933.25	

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.

Relying on the RPOB report that is generated by the Attendance Office, we are able to identify those students whose home language is not English and therefore provide both written and oral translation/interpretation services to them and their families.

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.

- a) Parents/guardians, when they arrive at our school, sign-in in a log book and then briefly meet with our Parent Coordinator who verifies addresses, phone numbers etc.
- b) In our Main Office, and through out the school, we display the DOE Translation and Interpretation Unit posters.
- c) All new admissions complete the Home Language Survey form to identify the preferred language of communication.

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.

Written translation services are provided through letters, fliers and announcements which are all translated into various languages (as identified in the RPOB report) and backpacked home. Via our phone message system, we inform parents/guardians of information in various languages. Messages are generally repeated twice on two separate occasions to make sure that the calls have reached our parents/guardians.

In-house school staff provides assistance with written translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services that the school will provide take place on Open School Evening and Open School Day. Staff is available to provide this service at those times or as needed during the school day or after school. We have many native speaking Spanish and Haitian-Creole speakers available to parents and guardians throughout the school day.

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>.

We will fulfill Section VII of Chancellor's Regulations A-663 by:

1. Using our phone message system to notify parents/guardians of important school related issues, dates (ex: Regents exams, mid-term exams, meetings), etc.
2. Being certain that signs are posted to inform parents/guardians that they are able to receive translation services when they enter our school building.
3. Utilizing the DOE website to obtain letters, that already exist, in foreign languages and re-print them on our school letterhead to be either mailed or backpacked home to parents/guardians.
4. Displaying the Parents' Bill of Rights in a conspicuous location in school.
5. Using our present parent/guardian email distribution list and by updating, on a regular basis that same list to inform parents/guardians of important information,
6. Contacting the DOE Translation and Interpretation Unit for assistance as needed.

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:	\$725,382.31	\$246,595.26	\$971,977.57
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,253.82		\$7,253.82
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,465.95	\$2,465.95
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$36,269.11		\$36,269.11
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$12,329.63	\$12,329.63
6. Enter the anticipated 10% set-aside for Professional Development:	\$72,538.23		\$72,538.23
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$24,659.26	\$24,659.26

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 73.9%
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.

Faculty who are not high quality will receive letters inviting them to participate in continuing education classes in an effort to meet this requirement. Professional development sessions will take place that will enhance all faculty's knowledge of how this mandate will improve our school community.

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.



George Westinghouse High School

105 TECH PLACE • BROOKLYN, NY • 11201
www.withs.org

JANINE L. KIERAN
PRINCIPAL

Title I Parent Involvement Policy

1. George Westinghouse High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - ❖ School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the develop discussion of Title 1 parent involvement policy and will be an active participant in the development of such policy.
 - ❖ Parent Association meetings will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the development of such policy.
2. George Westinghouse High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - ❖ School Leadership Team will conduct a PASS review, in an instructionally useful manner, to help all students in Title 1, Part A programs to meet the challenging State student academic achievement standards.
3. George Westinghouse High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - ❖ Pupil Personnel Team meetings;
 - ❖ At Risk 9th Grade meeting;
 - ❖ Saturday Parent Conferences;
 - ❖ On-going individual parent meetings
4. George Westinghouse High School 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.
 - ❖ Pupil Personnel Team meetings;
 - ❖ At Risk 9th Grade meeting;

- ❖ Saturday Parent Conferences;
 - ❖ On-going individual parent meetings
5. George Westinghouse High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- ❖ Saturday Parent Conferences
 - ❖ Evening Parent Support Groups
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.
- ❖ Saturday Parent Conferences will be held whereby the school will provide materials to parents that will cover the areas listed above. Active discussions will cover any questions parents have with regard to the State's academic standards for achievement as well as the ways in which a parent can monitor his/her child's success. Strategies for communicating with educators and how to make the most of conferences will also be covered.
- b. George Westinghouse High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- ❖ The school will provide materials and training to help parents work with their children to improve academic achievement in the areas of literacy, technology, math in a variety of settings. These include Saturday parent conferences, parent coordinator's office, guidance offices and departmental offices. The school will foster a warm and supportive atmosphere.
- c. George Westinghouse High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- ❖ The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students' chances for success. Parents will be offered opportunities to evaluate individual

and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.

- d. George Westinghouse High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - ❖ Guidance personnel will monitor the students in their caseloads who are on homebound or hospital bound instruction. They will communicate with parents on a regular basis, and they will do the necessary paperwork to update students' records. This also includes any student who is a part of a school for pregnant teens as well.

- e. George Westinghouse High School will 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, and, to the extent practicable, in a language the parents can understand:
 - ❖ Parents are afforded the opportunity to participate in conferences with an interpreter should they require one. Several forms are available in Spanish which is the major alternate language of the students in our school.

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 attendance sheets at PTA meetings and PAC meetings.

This policy will adopted by George Westinghouse High School on November 17, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 25, 2009.

Principal's Signature: _____

Date _____

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.

School leaders used nySTART, ARIS, HSST and ATS to create a comprehensive needs assessment. Teachers and support staff were provided with this data to guide instruction and intervention services.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. The school has created courses to meet students' needs at all academic levels. After school programs have been implemented to work with students at risk.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

School leaders have purchased PLATO an online program designed to provide academic intervention as well as enrichment for students who are at risk and accelerated. Professional development will take place to guide teachers in their use of this system. After school programs to improve students' attendance, physical and emotional health will be developed as an additional component of support for all students.

3. Instruction by highly qualified staff.

100% of our core courses (ELA, Math, Science and Social Studies) are taught by highly qualified teachers.

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.

Opportunities provided by the CLSO and Department of Education are available to all members of the faculty for ongoing professional development. Teachers are also provided with opportunities to participate in private and not for profit professional development programs particular to their subject area. Administrators provide ongoing professional development to meet the needs of the school community.

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

A dedicated articulation team has been identified to attract high quality teachers to our building.

6. Strategies to increase parental involvement through means such as family literacy services.

Ongoing parent outreach takes place to increase parental involvement. Activities including computer literacy skill development, parents as partners, a parent support group will be available to increase parental involvement in our school. Parent/Teacher Association meetings will have a focus on vocabulary development and literacy in an effort to align student and parent goals.

7. 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.

Bi-monthly community meetings take place to include teachers and support service providers in an effort to disseminate information and provide an opportunity for all to participate in the decision making processes.

8. 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.

Benchmark assessments will be administered four times per term to ensure that students who experience difficulty in mastering proficiency will be identified early each term and provided with the proper intervention and skill support. Use of the PLATO program will assist teachers in differentiated instruction to meet individual needs of students.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The coordination of funding sources and programs take place through ongoing communication between the administration, School Leadership Team and the Parents' Advisory Council. After school tutoring for at risk students is available as well as conflict resolution training and guidance.

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: Restructuring Year 2 Focused **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.

The school has found that students are not meeting the weighted Regents passing score for English and Math for our black and economically disadvantaged students. We have put in place data inquiry teams to address this issue. Textbook upgrades, classroom libraries are part of the reason why this has taken place.

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.

Please refer to the action plans described to address ELA weighted Regents passing rates as well as the plan to increase support services for those students who are economically disadvantaged as described in our plan for working with students in temporary housing.

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.

The 10% for the use of Title 1 funds for professional development will be used in a variety of ways. It will be available to staff for self selected professional development opportunities offered by the CLSO, DOE as well as privately hosted sessions, and it will be used

¹ School Under Registration Review (SURR)

for whole school training on the newly purchased online program, PLATO, to provide teachers with the information necessary to implement the use of this system in their classrooms to support at risk students as well as those who will benefit from enhanced instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Inter visitation will be encouraged by the administration between faculty who are highly qualified and those who are working toward that goal. Visits to schools within our school support organization will also be set up.

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.

The school will use the school messenger system, written parent notices and whole school meetings. Translation services will be used in the phone and written messages and there will be interpreters present at the whole school meetings.

**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.

We believe this finding is relevant given the passing rate on the ELA Regents over the past several years. Therefore, we have selected a school wide goal of increasing vocabulary for all content areas as well as a CEP goal that focuses on ELA. ELA teachers have developed an aligned curricula and maps to the NYS Standards. We use the backward planning model during our content area collaboration meetings and work toward developing a curriculum based on the needs of our student population.

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?

As a result of the development of this new curricula and maps our Regents data for English Language Arts has steadily improved.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

We believe this finding is relevant given the passing rate on the Math Regents over the past several years. Therefore, in our content area planning sessions which take place weekly, Math teachers developed an aligned curricula and maps to the NYS Standards. We used the backward planning model and developed the curriculum based on the needs of our student population.

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?

In content area collaboration meetings, which take place weekly, Math teachers are developing an aligned curricula and maps to the NYS Standards. We will use the backward planning model to develop curriculum based on the needs of our student population.

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.

Through the support of New York City College of Technology's CARPE DIEM grant our teachers of math will receive additional professional development to help them align curriculum to NYS Standards. Students will also receive additional help after the school day to increase their success rate.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The observation process in all content areas and academy walkthroughs will enable us to continue to assess this issue. Feedback from the Quality Review will inform administrative findings. Visits to schools in our school support organization will also provide additional support for our school's leaders.

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?

As already stated in 2A. 1, formal and informal observations, as well as academy walkthroughs, the results from the Quality Review support this finding as well as inter visitations will continue to inform this process.

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.

Through professional development opportunities, common planning sessions, content area collaboration meetings, inter visitations and individual post observation conferences. Faculty will review student data and outcomes in order to drive instruction.

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

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.

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.

The observation process in all content areas and academy walkthroughs will enable us to continue to assess this issue. Feedback from the Quality Review will inform administrative findings. Visits to schools in our school support organization will also provide additional support for our school's leaders.

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

Applicable Not Applicable

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

As already stated in 2B. 1, formal and informal observations, as well as academy walkthroughs and the results from the Quality Review support this finding.

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.

Through professional development opportunities, content area collaboration meetings, inter visitations and individual post observation conferences. Faculty will review student data and outcomes in order to drive instruction.

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.

School demographics as indicated on our School Report Card show that our school does not experience this issue.

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?

School demographics as indicated on our School Report Card show that our school does not experience this issue.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Based on the information provided above it is clear that all content area teachers need strategies and data to help set goals and differentiate instruction to ensure the success of ELL learners.

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?

Formal and informal observations, as well as academy walkthroughs and the results from the Quality Review support this finding.

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.

In an effort to address this finding, as a follow up to a whole day professional development training session for our ELA/ESL/Foreign Language teachers, our school will turnkey and disseminate pertinent information to all staff. Additionally, other content area teachers will attend professional developments offered by the DOE as well as Westinghouse High School. During our meetings we will address the LAP and discuss strategies to help differentiate instruction for ELL students in all content areas.

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.

Based on the information provided above it is clear that all content area teachers are in need of PD to address the findings of the NYSESLAT and how to successfully incorporate that data into instruction, specifically for the purpose of helping the ELL learner achieve their educational goals.

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?

The data monitoring the progress of ELL students are closely monitored by the ELL instructors, guidance counselors, and administrators. However, this data needs to be more accessible, therefore during content area collaboration meetings, the ELL coordinator will share data, such as the scores from the NYSESLAT, with the faculty.

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.

These needs will be addressed through professional development and common planning sessions. Additional support from central is not necessary at this time.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

In an effort to provide ongoing professional development for teachers working with students with disabilities as well as all those who interact with these students during the school day, a plan was developed for the 2009-2010 school year. An assistant principal has been assigned as the instructional leader of all teachers in the Instructional Support Services department. All students with disabilities will be assigned a case manager who is also an Instructional Support Services teacher. The manager will be responsible for coordinating annual reviews and obtaining goals from ISS teachers and Related Service providers. The administration is responsible for providing teachers and support staff with copies of IEPs. Opportunities for professional development are offered to staff on a regular basis.

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?

Formal and informal discussions among faculty revealed that there was a lack of understanding of the compliance issues, test accommodations and differentiation of instruction as required for students with disabilities.

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.

Relevant issues are being addressed during common planning and professional development as offered by the CSLO and GWHS administration. However additional support would be welcomed by central in the area of technology. Electronic versions of the IEP should be standardized across New York State.

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.

In an effort to provide ongoing professional development for teachers working with students with disabilities as well as all those who interact with these students during the school day, a plan was developed for the 2009-2010 school year. An assistant principal has been assigned as the instructional leader of all teachers in the Instructional Support Services department. All students with disabilities will be assigned a case manager who is also an Instructional Support Services teacher. The manager will be responsible for coordinating annual reviews and obtaining goals from ISS teachers and Related Service providers. The administration is responsible for providing teachers and support staff with copies of IEPs. Opportunities for professional development are offered to staff on a regular basis.

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?

Classroom observations indicate that this is true. The relevance of this concern is vast as it has a direct impact on students with disabilities' ability to meet increasingly difficult graduation criteria and develop post secondary goals.

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.

Relevant issues are being addressed during common planning and professional development as offered by the CSLO and GWHS administration. However additional support would be welcomed by central in the area of technology. Electronic versions of the IEP should be standardized across New York State.

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

This appendix will not be required for 2009-10.

The modification of our spending plan is as follows. We needed to modify our strategy due to changes in staffing and outcomes.

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.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes

No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

A. Lengthened school day (beyond the contractual 37½ minutes)

Program Description:

Added an additional class for students in our grades 9-11 in the subject areas of English,

Math, Science and Social Studies.

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

Last year we only increased time on task for a dedicated group of students; this year we are doing this for all students in grades 9 – 11, both general education and special education and in the four core areas of instruction.

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
 No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description: A new role of "Academy Team Leader" was created in order to assist teachers in their curriculum development, committee work and student goal planning. The Team Leader compiles data for teachers to use in planning for differentiated instruction.

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
 No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

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.)
2. Please describe the services you are planning to provide to the STH population. Social workers from our community based organization, Counseling in Schools, will be assigned to work with these students and their families on an ongoing basis to address any areas of concern. Funding will be put aside to purchase school uniforms and supplies for those with the greatest need. The use of the PLATO system as purchased with Title 1 funding will provide these students with additional opportunities for the development and enrichment of academic skills.

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.