



**FOOD AND FINANCE HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 2M288**

**ADDRESS: 525 WEST 50<sup>TH</sup> STREET, NEW YORK, NY 10019**

**TELEPHONE: 212-586-2943**

**FAX: 212-586-4205**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot .....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>9</b>
<b>SECTION V: ANNUAL SCHOOL GOALS .....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010.....</b>	<b>15</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> Error! Bookmark not defined.	<b>13</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>18</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>17</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS .....</b>	<b>18</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT .....</b>	<b>23</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>Error!</b>
Bookmark not defined.	<b>24</b>
<b>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.....</b>	<b>25</b> Error! Bookmark not defined.
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10</b> Error!	
Bookmark not defined.	<b>35</b>
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>Error!</b>
Bookmark not defined.	<b>36</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 288      **SCHOOL NAME:** Food and Finance High School

**SCHOOL ADDRESS:** 525 West 50<sup>th</sup> Street, New York, NY 10019

**SCHOOL TELEPHONE:** 212-586-2943      **FAX:** 212-586-4205

**SCHOOL CONTACT PERSON:** Roger Turgeon      **EMAIL ADDRESS:** rturgeo@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Denise Jimenez

**PRINCIPAL:** Roger Turgeon

**UFT CHAPTER LEADER:** Alice O'Neil

**PARENTS' ASSOCIATION PRESIDENT:** Yolanda Santos

**STUDENT REPRESENTATIVE:** Kheeda Cruickshank  
*(Required for high schools)* Victor Vives

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 2      **SSO NAME:** Empowerment

**SSO NETWORK LEADER:** Karen Ditolla

**SUPERINTENDENT:** Elaine Gorman

**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
Roger Turgeon, Principal Joseph Clausi, Assistant Principal	*Principal or Designee	
Alice O’Neil	*UFT Chapter Chairperson or Designee	
Yolanda Santos	*PA/PTA President or Designated Co-President	
Khem Irby	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools)</i>	
	CBO Representative, if applicable	
Cristina Medellin-Paz	Member/Parent	
Jessica Mates	Member/Community Partner	
Denise Jimenez	Member/Teacher	
Kheeda Cruickshank	Member/Student	
Victor Vives	Member/Student	
	Member/	
	Member/	

***Signatures of the members 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.***

\* Core (mandatory) SLT members.

### **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.

---

At Food and Finance High School (FFHS) students are part of a small learning community, and we are a New York City and New York State Career Technical high school (CTE), that focuses on culinary arts and finance related to the food industry. Upon graduation, students will be able to meet both academic and food industry standards, ensuring that they are prepared to go on to college as well as to obtain good jobs.

At FFHS we believe that food is fundamental to personal, social, economic and ecological health. That is why the theme of food and finance is integrated into our curriculum and into the school environment. Cornell University is the lead partner in our school, bringing expertise in nutrition and in promoting access to healthy foods as well as a vital science component in hydroponics and aquaculture.

Core academic courses include four years of English and Social Studies, two years of a Second Language, three years of Science that includes Environmental Science, and four years of Mathematics. Food and Finance related classes include Cooking, Baking, and Career and Financial Management.

In addition, students at FFHS will receive specialized industry certifications such as ServeSafe®, a nationally recognized safety and sanitation program; ProStart®, which is endorsed by the National Restaurant Association Educational Foundation; and Food Protection Course. The school is also partnered with CUNY- Kingsborough Community College who offers College NOW credit courses in catering, hospitality management and more.

Food and Finance High School also features hands-on learning. Students are trained by highly qualified chefs in cooking and baking in state-of-the-art kitchens and bakeshops. School-based learning experiences such as on and off-premise catering functions, internships, community service, and shadowing activities are also part of each student's learning experience.

Our extracurricular activities include school newspaper club, EATWISE (a leadership group that focuses on issues around food and nutrition), art club, dance team, mentoring program, after school cooking club, and PSAL sports. Students will also have the opportunity to participate in youth-run businesses as well as college and career exploration programs.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Food and Finance High School			
<b>District:</b>	2	<b>DBN #:</b>	02M288	<b>School BEDS Code #:</b> 3102000011288

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	x 9	x 10	x 11	x 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					86.8	89.5			
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					97.9	98.7			
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					61.3	62.9			
Grade 8									
Grade 9	136	135	147	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	99	125	107	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	80	80	106		7	7			
Grade 12	9	65	73						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	324	405	433		0	2	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	20	14	10						
No. in Collaborative Team Teaching (CTT) Classes	37	40	61	Principal Suspensions	59	23			
Number all others	0	11	9	Superintendent Suspensions	12	17			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants			433
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	19	22	16	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	0	5	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	24	30	32
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	0	0	2
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	1	1
	10	2	4				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.3	.2	.5	Percent more than two years teaching in this school	20.8	36.7	71
Black or African American	47.5	49.6	46.2	Percent more than five years teaching anywhere	37.5	40	48.4
Hispanic or Latino	46.0	44.4	46.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.0	2.3	Percent Masters Degree or higher	83	87	87
White	4.0	3.7	3.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	98.9	96.3
Multi-racial							
<b>Male</b>	41	41.2	43.4				
<b>Female</b>	59	58.8	56.9				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<b>Individual</b>	<b>Elementary/Middle Level</b>	<b>Secondary Level</b>	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Subject/Area Ratings</b>	ELA:		ELA:			
	Math:		Math:			
	Science:		Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				√	√	
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				√	√	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>				3	3	
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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?
- 

After analyzing various data sources the school has concluded the following:

- There was a significant decrease from 2007-08 and 2008-09 in the percentages of student earning 10 credits in the second and third year.
  - 2<sup>nd</sup> year decrease of 11.6%
  - 2<sup>nd</sup> year lowest third 13,1%
  - 3<sup>rd</sup> year decrease of 3.4%
  - 3<sup>rd</sup> year lowest third 12.4%
- There has been slight increase in 3 of the 4 core Regents
- The School's Environmental Survey has had a slight decrease in 3 of the 4 categories and the 4<sup>th</sup> stayed the same. There was a decrease in respondents: parent by 3%, student by 7% and an increase of teacher responses by 15%.
- The school has been in good standing for the past two years.
- The last two Quality Reviews have rated the school proficient. In the 2007-08, which was the last review recommended the following:
  - Making better use of data
  - Monitor data and review long and short term goals
  - Increase range of differentiation
  - Establish advance placement classes for the higher achieving students

The school continues to do well in the following areas.

- Graduation rate is 10% above city graduation rate
- Graduates who apply and are accepted to college has been above 93% in both of our two graduating classes, with and increase number of students going into colleges to pursue culinary arts.
- In 2008-09, 15% of the graduates receive, New York State CTE endorsed diplomas
- For both 2007-08 and 2008-09, 33% of our graduating class received the ProStart Certificate of completion.
- The number of Internship sites increased from 12 to 30 in 2008-09.

- Increase number of industry partnerships.
- Scholarships to graduating senior in 2008-09 was over, \$130,000.
- The school is in the top ten small schools in the city with the highest number of applicants with over 4,200 in 2008-09.

Most significant challenge is:

- The school still has a significant number of students who come here both by choice and through high school admissions that do not want to be here, and have no interest in culinary arts or any other aspect of the industry. This problem is a serious drain of resources. Additionally, this significantly affects the number of accumulated credits in both required and elective credit. These students cannot be transferred to other settings where they could succeed, and resulting in a lower percentage of credit accumulation.

## 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 upon the needs assessment described in Section IV, the school has established the following goals for this year.

1. By June 2010 the percentage of students earning 10+ credits in the second year will increase 7% from 77% to 82%.\*
2. By June 2010 the percentage of students in the lowest third earning 10+ credits will increase from 74% to 79 %.\*
3. By June 2010 the school will develop and submit application for Advanced Placement classes in one or more subject areas.\*
4. By July of 2010 the number of respondents to the school survey will increase from the current overall 46% to over all 55 %.\*

\*Aligned with PPR

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• Improve the Student Progress in the Progress Report               <ul style="list-style-type: none"> <li>○ Improve students earning 10 credits or more in the second year from 77% to 82%</li> <li>○ Improve students earning 10 credits or more in the second year in the lowest third from 74% to 79%</li> </ul> </li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will address the issue of credit accumulation on a grade level. Teachers will, in grade level meetings, teacher groups and when doing inquiry work focus on students deficiencies and developing strategies such as; classroom differentiation, peer tutoring, web based programs, and after school activities, targeted assistance in CTT classes; in creating a plan aimed to assist high risk students in achieving credit accumulation. Also involved in this collaboration will be the Guidance Counselor, social worker, administrator, parent coordinator and caregiver.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget:</p> <ul style="list-style-type: none"> <li>• Title 1- Teacher Improvement</li> <li>• Tax Levy FSF- AIS- Per Session-afterschool, peer tutoring, Saturday Academy</li> <li>• Tax Levy One Time Allocation</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student progress will be monitored through formative assessments, ACUIY, PSAT, student report cards (March. May and June), monthly teacher conferences.</p>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Address deficiencies in the Quality Review Assessment. Develop Advance Placement classes for higher achieving students to better prepare students for college*</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Recruit teachers of develop curriculum Certify teachers with College Board and submit curriculum for approval in the spring of 2010.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Assistant Principal TL-FSF Title 1 SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Recruit College Board documentation Documented goals set by teachers for targeted student groups.</p>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>School Survey Increase the number of responses from all constituencies* by 20%</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Flyers for parents to be distributed at PTA Hold staff dinner meeting to specifically complete survey Develop an incentive for students to complete the survey ie. Reward, award, extra credit etc. Collaborate with PTA to have a student award dinner presentation and have parents complete survey. For those parents who do not attend the event, create an incentive for students to encourage parents to complete it. Hold town halls with students to explain the survey and it's implication</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator communicate with parents TL-FSF- mailings, dinner, meeting/ snacks, incentives School Messenger Guidance Counselor Transition Linkage Coordinator VTEA- Student Co-op</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly Meeting agendas</p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• SLT</li> <li>• PTA</li> </ul> <p>Minutes of meetings</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	68	56	88	97	97	NA	18	NA
10	80	65	65	79	88	NA	18	NA
11	56	56	56	71	71	NA	12	NA
12	50	49	46	64	64	NA	7	NA

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	One on one tutoring, small group tutoring is available throughout the day for general education, special education and ELL. Tutoring is also available one-on one, small group, and to all students after school day.
<b>Mathematics:</b>	One on one tutoring, small group tutoring is available throughout the day for general education, special education and ELL. Tutoring is also available one-on one, small group, and to all students after school day. Additional tutoring is available for Regents preparation
<b>Science:</b>	One on one tutoring, small group tutoring is available throughout the day for general education, special education and ELL. Tutoring is also available one-on one, small group, and to all students after school day. Afterschool labs
<b>Social Studies:</b>	One on one tutoring, small group tutoring is available through out the day for general education, special education and ELL. Tutoring is also available one-on one, small groups, and to all students after school day. After school and Saturday classes are available for Regents prep.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselor target at risk hold-over students. GC review transcripts, report cards and assessments and make special recommendations with placement alternatives, transfers, GED and YABC programs to increase the student's chance for academic success.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	Provide individual and group counseling to at risk students and serves as a consultant on social emotional issues for staff, parents and administration.
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

---

The LAP team members in our school current the current school year are as follows:

Roger Turgeon, Principal

Joseph Clausi, Assistant Principal

Carmen Mercado, Parent Coordinator

Denise Jimenez, ESL Teacher

Michelle Kong, Subject Area Teacher

We have monthly meetings to review data on the ELLs in order to address their needs and inform instruction.

Food and Finance has one (1) fully certified ESL teacher, and one (1) ELA teacher working towards her dual certification in ESL. The total population of the school is 437 students, 84 special education students (19%), 14 ESL students (3%). Of the 14 ESL students in self contained classes six (6) are in the ninth grade, five (5) in the tenth grade, three (3) in the eleventh grade and one (1) in the twelfth grade for a total of two (2) classes.

Students in a freestanding ESL are four (4) Spanish and one (1) French in the 9th grade, four (4) Spanish and one (1) French in the tenth grade, three (3) Spanish in the eleventh grade. one (1) Spanish in the twelfth grade for a total of fourteen (14).

Parents are sent letters in the first week on September inviting them to an open-house where the three types of programs are explained- Transitional Bilingual Education, Dual language and Freestanding ESL. Parents are also given an information packet explaining the same. The Parent Coordinator and the ESL teacher reach out to parents to ensure that parents are fully informed and that well informed choices are made the explanation is given in English and in the caregivers native language. Guidance Counselor verifies the Home Language Survey (HLS) has been completed in determining whether the student should be taking the LAB-R. LAR-R is administrated by the certified ESL teacher within the first 10 days if the students in a new admit who has not yet been tested. The process is ongoing throughout the year as the school admits new students.

To ensure that the forms are returned, the returned forms are checked off on a master list and the Parent Coordinator, ESL teacher and in some cases the subject area teachers call home to follow-up and a letter is sent home as well

After reviewing the parent Survey and Selection Process, 100% of the parents have selected the ESL program.

The parent choices have been aligned with the school offerings, the school has been diligent in working towards meeting students needs and achieving successful outcomes.

The New York State English as a second language Achievement Test is administered yearly by a certified ESL teacher.

The ESL program at Food and Finance High School supports the efforts of all English Language Learners in acquiring English language skills and achieving English language proficiency in the requisite time frame. ESL classes are limited in size to afford attention to individual students and student needs.

9th grade- 1 Advanced, 3 Intermediate students- 10th grade- 3 Intermediate and 3 Advanced students; 11th grade- 1 Intermediate, 2 Advanced students and 12th grade- 1 Intermediate student.

Years of Service – Number of students

14 – 2

13 – 1

10 – 1

9 – 1

7 – 2

6 – 1

5 – 4

2 - 1

The data indicates that 57% of our students are Intermediate and 43% Advanced with no beginners. Of the total population 28% of our ESL students are in the 9th grade, 42% -10th grade, 21% - 11th grade and 7% in the 12th grade indicating that the 10th grade has a slightly higher number than the other levels. Furthermore, data would indicate that reading and writing are the modalities that are most affected by instruction. The data also indicates that the 9<sup>th</sup> and 10th grades with 42 and 21% of the Intermediate students is where additional intervention will be taking place to move these students from intermediate to Advanced in reading and writing. Reading and writing will be emphasized where student will be asked to read and respond in a writer's notebook, where it can also be shared with peers.

To date one ELL's has taken the English Regents; and one has passed. Two students have taken the Global History Exam and zero have passed. One student has taken US History and zero has passed, and one has taken the Integrated Algebra Exam and zero has passed. No student has taken the NLR Test.

Students are placed homogeneously by ESL level in their ESL and ELA classes. Teacher recommendations and assessments determine appropriate academic interventions.

ESL classes were formed to monitor student progress and support students in the full classroom setting. A certified ESL teacher will provide all ESL instruction. All regular classroom teachers are also certified.

Towards the goals of improving ESL students' literacy skills and comprehension, the ESL teacher will use a full balanced literacy approach in the instruction of reading and writing. The model used for reading instruction is where students will experience Read Aloud, Shared Reading, Guided Reading, and Independent Reading with teacher conferences. Modeled, shared, interactive and guided writing are used to provide specific writing instruction for the whole class and small groups. Students will have numerous opportunities in which to write independently and to conference with the teacher as well. Appropriate texts will be used to facilitate English language acquisition and to accommodate individual student's abilities and interests.

Communication through listening and speaking are integral parts of a language acquisition program, this will be addressed in many and varied activities in which oral language is modeled by the ESL teacher and the use of technology (videos, tape recordings and computer-based programs,) where students will have the opportunity to confidently practice their oral skills in a safe, small-group environment.

The focus on content areas of ELA, Mathematics, Science and Social Studies will assist students in their mastery of specific content area core vocabulary, content and skills.

A **freestanding** ELL program is provided for all ELL students according to their proficiency level.

Beginners are provided ELL services would be provided, if we had, with 540 minutes per week. Intermediates – are provided with 360 minutes per week and Advanced ELL's – 5 periods a week. ELA is delivered to all ELL's 5 periods a week as well. NLA that supports the students' literacy in their native language is delivered along with ESL services in each class 2X a week.

The plan for SIFE is organized in cooperative groups where students are engaged in project-base learning, students are encourages to share their cultures norms. Strategies such as scaffolding (read aloud, shared reading, and paired reading) are used in questioning techniques to generate conversations and interest on a variety of topics.

Describe your plan for ELL's in US schools less than 3 years.

ELL students in the U.S. schools for less than three years and who are in 9th through 10th grade are scheduled for ELA/ESL Jamestown Reading Navigator where emphasis is on vocabulary and reading skills, Math and Science and extended ESL services.

Long-term ELL students are assessed through the ACUITY-ITA periodic assessments, as well as additional reading indicators. Instruction is focused on English language development and preparation for the ELA Regents. All ELL's are also included in additional tutoring support groups for all Regents subjects.

Instructional materials and resources provided to ELL's include the use of technology in the way of laptops, PC's, Smartboards and software programs such as Jamestown Reading Navigator, Renzulli, and Rosetta Stone assist in providing students with resources. Other classroom resources include but not limited to, dictionaries, leveled reading materials.

Professional development for teachers include Q-TEL, training on the use of technology software programs, teaching strategies, sessions made available through SSO's. ESL teachers have participated in Q-TEL training.

Foreign Language and ELL.

The foreign language offered to all ELL's is French. The reason being is that French is the language of the food industry.

At Food and Finance High School we prepare all EL students for Regents exams with additional support in the form of small group or in many cases one on one tutoring sessions in English and in their native language.

New general education teachers get 7.5 hours of training 10 hours for special education teachers, training will be provided by ESL teacher and ESO network ESL Liaison.

Teachers are given the opportunity to attend Q-Tel, trained in Navigator and have attended workshops/conferences at Columbia University on the subject of ELL's. Teachers are involved with network team meetings, where at least 25 ELL teachers gather to discuss best practices and effective teaching strategies. Teachers have also attend ELL professional development's offered on Protrax.

Language of instruction is English and additional assistance is given in native language. Classrooms libraries are provide with native language resources, and glossaries that support the curriculum.

**SEE ATTACHMENT—LAP 912 Worksheet**

---

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

**Form TIII – A (1)(a)**

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

Number of Teachers \_\_\_\_\_ Other Staff (Specify) ELA-\_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

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

---

**Form TIII – A (1)(b)**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones,</b>

<ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		<b>Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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.
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.

#### **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.
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.
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>.

**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:	254,206	147,666	401,872
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,542		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,477	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,710		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7,383	
6. Enter the anticipated 10% set-aside for Professional Development:	25,421		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		14,766	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_100\_\_\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

### Appendix 4

## 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.

1. Food and Finance High School will take the following actions as described in the parental involvement plan under section 1112 (Local Educational Agency Plans) of the ESEA:
  - a. Support the Parent Association by assisting the President in facilitating space for the monthly meetings and catering of each meeting held
  - b. Have parent participate in the School Leadership Team (SLT) meetings to review educational support participants and other policy measures
  - c. Invite parents to participate in the planning development phase of various events such as prom, graduation, and school fundraising activities
  - d. The school’s Parent Coordinator will be present at each Parent Association meeting to offer updates on parental contact information, fundraising possibilities, and other possible events in which parents can participate
2. Food & Finance High School will take the following actions to involve parents in the process of school review and improvement under section 1116 – Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - a. Parents will be a part of the school’s Mock Quality Review process to be used as an overall assessment for preparation for the following year’s Quality Review
  - b. Parents will receive training information on ARIS to determine the levels of achieve of their child’s progress in each of the states academic assessments and attendance

- c. Parents will receive timely notice of all school activities via a monthly calendar
  - d. Parents will have access to the School Surveys
3. Food & Finance High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:
    - a. Training parents on accessing student data on ARIS to monitor their child to increase attendance, credit accumulation, and test scores
    - b. Support more academic achievement awards throughout the year
    - c. Actively participate in school field trips as chaperones to take part in the hands on learning our school offers
    - d. Assist in parental involvement in the planning of the school's graduation ceremony
  4. Food & Finance 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 school quality as of its Title I part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies; such as:
    - a. Quality Review
    - b. Learning Environment Survey
    - c. Principal's Goals and Objectives
    - d. Principal's Performance Review
    - e. Parent Coordinator
    - f. Parent Teacher Association
    - g. Teacher-Generated Progress Reports
    - h. The School Messenger Program
  5. Food & Finance High School will coordinate and integrate in line with Title I, Part A parental involvement requirements, to the extent applicable, the school will provide full opportunities for the participation of parent with limited English language proficiency (LEP), parents with disabilities, and parents of migratory children. Parents will be fully informed of and involved in the implementation of:
    - a. Tutoring schedules
    - b. Catering events and all fundraising events
    - c. The CTE Senior Internship program
    - d. ProStart and C-CAP training programs
    - e. Daily student attendance and punctuality via the School Messenger Program which communicates with ATS to determine the correct home language and thus can effectively correspond with parents this data

6. Food and Finance High School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - 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, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Teacher-Generated Progress Reports, Credit Recovery; Guidance Conferences, and Pupil Personnel Team Conferences. Students are also offered preparatory classes prior to taking RCTs and Regents.
    - iv. College Preparation
    - v. Financial Literacy and Management
    - vi. Presentation Skills provided by celebrity chefs from the Food Network
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by September 2009
  - c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: the school messenger calls made by the Parent Coordinator
  - e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request

## **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.

## **SCHOOL PARENTAL INVOLVEMENT POLICY/ SCHOOL-PARENT COMPACT 2009-2010**

Food and Finance High School , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards

The school-parent compact is in effect during the school year 2009-10

### **School Responsibility**

Food And Finance High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards as follows:**
  - ELA- keep classes small and provide students with 45 minute classes using a literacy based curriculum
  - Math- upon identification of struggling students, credit recovery programs which include student centered and hands-on applicably driven curriculum provide the necessary means for successful Regents results
  - Social Studies will be four terms, two in the freshmen year and two in the sophomore year and ending in a regents
  - Science Environmental will be taught in the freshmen year, followed by Living Environment in the sophomore year and ending in a Regents
  - Provide after-school tutoring for all subjects by school staff as well as having extended hours by a CBO.
  
- 2. Hold parent-teacher conferences during which the child's progress will be discussed.**

Parent teacher conference, and report card conferences.

- Parent teacher conference- October 2009
- Report card/ Regents conference- January 2010
- Parent teacher conference- March 2010
- Report card/ Regents conference- June 2010

### **3. Provide parents with frequent reports on their children's progress**

- Students will be receiving three report cards per semester.
- Students passing all their classes will be given the report card to bring home. Students failing classes will have their report cards sent via post
- Teachers will also call home anytime during the year.
- Teachers use GradePro for record keeping, which can accurately track student performance and offer up to date reports which can be sent via email at anytime.
- Student Case Conferences will be held to create a holistic track for students, to monitor academic and social goals.
- Parents are urged to utilize ARIS at every Parent Association meeting
- Parents will be called in for conferences to discuss intervention strategies
- Calendars and notices will be mailed to all parents/caregivers indicating progress conference dates, assessment dates, specific grade level announcements, Academic Intervention Services being made available for students.

### **4. Provide parents reasonable access to staff**

- Parents have access to staff and administration by calling the Parent Coordinator who will in turn coordinate meeting(s)
- Parents can at anytime call the office to speak to a teacher, guidance counselor, assistant principal, or principal.
- Parents/caregivers are invited to volunteer in the school.

### **5. Provide parents opportunity to volunteer and participate in their child's class.**

Parents can call the parent coordinator to schedule a visit. Parents are encouraged and invited to participate in all student activities.

Parents/caregivers are invited to participate in the decisions needing to be made in their child's education where intervention is necessary.

## **Parent Responsibilities**

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

- Monitor attendance
- Keep the school informed with current contact information
- Make sure homework is completed
- Participate, as appropriate in decisions relating to my children's education
- Promoting positive use of my child's extracurricular activities
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding , as appropriate
- Participating in the school's Parent Teacher Organization
- Serving to the extent possible on advisory groups, such as Title I parent representative, School Leadership Team, and School Improvement Team.

### **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.

Comprehensive needs assessment of the entire school is based on the following resources:

- Students coming to FFHS in ninth grade- 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math testing taken from NYStart
- Analyze Gates-McGintie Assessment
- 9 through 12<sup>th</sup> grades- Acuity data assessments, predictive assessments, Regents, RCT data results
- NYC reports as well as NYS data reports (NYStart)
- Review attendance data
- Review cumulative grade data
- Transcript review

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. Provide credit recovery classes via:
      - Periods 0, 9 and 10
      - Saturday academies

- PLATO Learning program

- Regents and RCT prep classes
- Renzulli's computer based curriculum for differentiated instruction

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - PLATO
  - Tabula Digita
  - Jamestown Reading Navigator
  - F & F Catering Program titled 'Life'
- Help provide an enriched and accelerated curriculum.
  - Additional classes and programs in the arts
  - Beginning in 9<sup>th</sup> grade to set proficient students in ELA up for Advanced Placed classes
  - Integrate a 'Menu Design' class into the curriculum, to fuse the arts and Culinary Arts together
  - The Renzulli Learning Program helps make content and curriculum come alive by offering a technologically animated approached towards learning
  - Smart Boards have been permanently mounted into each classroom
- Meet the educational needs of historically underserved populations.
  - See # 4
- 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 School-wide 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..
  - See page 27

3. Instruction by highly qualified staff.

- All teachers are certified in their respective content areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

Teachers

- Workshop on Differentiated Instruction
- Special Education workshops
- IEP Writing Workshops
- Collaborative Team Teaching Workshops
- Regents Based Workshops for ELA and Science
- Hands-On Application Workshops for Biology and Environment Science
- The use of technology for instruction in the classroom –i.e. SMART Board
- Learning Style
- C-CAP & Pro-Start
- Goal Setting
- ESL Workshops, seminars, conferences (ie. Q-Tel)
- CTE – integration
- Math and Social Studies Workshops
- Science training with Cornell Univ.
- Content area monthly meetings

Principal & Assistant Principal

- Conferences
- Seminars
- Workshops
- iLead Program
- Network Meetings
- Principal Counsel

Guidance Counselor

- Workshops
- Seminars
- Youth Development Meetings
- Data Specialist meetings

- Career Development
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
    - Teacher Fairs
    - HR
    - Empowerment Network
  6. Strategies to increase parental involvement through means such as family literacy services.
    - The school is currently in the process of establishing a National Network Partnership School Action Committee. This group is to be created to develop Action Plans to increase parent involvement by engaging the entire school community.
  7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
    - N/A
  8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
    - Teachers are all being trained in the use of ARIS where they have access to all of their students by class. Teachers will have the ability to reference all of their students' information. Additionally, teachers will have access to students' periodic and predictive assessment results which will assist them in planning instruction. The work being done by the Inquiry Team is also being shared with the teachers, that provides teachers with additional data in order to plan their instruction.
  9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
    - Through the use of assessments such as Acuity and Performance Series, teachers will have the most current assessment data available on each and every one of their students, providing them with the information that will assist in driving their instruction.

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

- CTE workshops made available to CTE teachers and core academic teachers
- Nutrition program made available through Cornell University, school's community partner organization
- City Harvest- Nutrition Program
- Workshops through the Office of Parent Engagement
- Legal and Immigration information workshops for parents
- Financial Aid Workshops
- Health and Social Service information is also provided to parents/caregivers
- VESID vocational training

### **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.

11. 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.

12. Schoolwide reform strategies that:

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

13. Instruction by highly qualified staff.

14. 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.
15. Strategies to attract high-quality highly qualified teachers to high-need schools.
16. Strategies to increase parental involvement through means such as family literacy services.
17. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
18. 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.
19. 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.
20. 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.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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

### **Part B: For Title I Schools Identified for Improvement**

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

---

<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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 also 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)*<sup>2</sup> 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

---

<sup>2</sup> 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Meeting with principal and teachers

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?

Ninth grade ELA is developing an integrated a project with Social Studies where students are required to do spoken presentations as part of their course work and students will be involved in doing food literature and doing verbal presentations as well.

ELA /ELL Mapping are lacking.

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.

Meetings will be talking place with all ELA teachers to re-examine ELA curriculum maps and addressing of standards for 9 through 12. These meetings will also include ELL teachers so that all teachers will be on the same page.

---

**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school is using teacher experience, teacher assessments, and city and state assessments to determine whether the finding is relevant.

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?

We have found that our curriculum does not currently address all the state standards and strands. By analyzing the results of assessments administered by both the state and the city, scores have indicated that certain standards and strands are not receiving the proper emphasis in the curriculum. Additionally, teachers' experiences and assessments have also led to this conclusion.

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.

We will use the results of state and city assessments to pinpoint the state standards and strands that need more focus in the curriculum. As a team, we will develop more lessons and activities that center around these topics. Also, we may need additional curriculum guides and resources to supplement our current curriculum, so that it covers all standards and strands effectively.

---

## **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A meeting of ELA teachers and administration met to discuss the findings.

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?

There is more evidence of student engagement where teachers are utilizing the technology available to them in the classrooms.. All ELA classrooms are equipped with Smartboards where some teachers use the technology better than others. Professional development is provided to all teachers to build their skills, knowledge and comfort level to provide students with differentiated instruction with the use of technology. Furthermore, laptop carts are available to all classes have wireless accessibility. ELA teachers also make use of outside groups such as; New Professional Theater, CUNY-Kingsborough, Food Network, USA Today, Random House, NYU, Columbia University interns to name a few, to provide students with engaging and relevant activities. Students have produced written works that are submitted in essay competitions and students have produced written poetry works that have been performed and bound for distribution as well as having produced the school's first ever cookbook, *Teen Cuisine*.

---

## **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. Observations and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school has asked each math teacher to determine the percentage of students who are engaged by specifically looking at participation points and class work completed in each class. The students who are turning in completed class work and participating iwill be counted as a percentage of the whole class. Also, our school has inquired of each math teacher what types of technology he or she uses in the classroom?

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

X Applicable  Not Applicable

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

Although we believe these findings are not applicable for our school environment, we do believe that we still have room for improvement in these areas. Based on our teachers' findings, 75% of students are engaged in the classroom. Also, math teachers consistently use graphing calculators in class, use overhead projectors, and use SmartBoard technology.

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

We plan on fostering more engagement in our math classes by implementing critical thinking projects that have basis in real life situations, as well as cross-curricular projects between subjects. Also, we plan on furthering the use of technology in the classroom by the use of ALEKS and using SmartBoard technology more often.

---

### **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The school opened it's doors in 2004. Since 2004 we have had a total of 5 teachers leaving. Three for medical reasons, one left the profession, and one for personal reasons

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

Applicable   x 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 personnel records

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 has or will engage in to assess whether this finding is relevant to your school's educational program.  
Professional development attended by ESL teacher.

Meeting with ESL teacher and looking at PD history

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

Applicable   x 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?

- QTel series – 3 months
- Bank Street Series on instruction, Saturday workshops
- Columbia University ELL Conference
- ISC and Network meetings on literature and writing
- Language Allocation Policy is communicated to the teachers through the administration, network and regional liaison
- Working collaboratively with other campus bilingual high school (MBHS).

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

---

#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Meeting with the Principal and ESL teacher.

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

Applicable x 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 type of program the school is ESL.
- The ESL program is introduced to the parents/caregivers in September.
- The ESL teacher is provided with the NYSESLAT scores in a timely manner useful for planning instruction.
- General education teachers are provided with the ESL student data including the student's proficiency level.

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

---

### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

**MAY 2009**

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Meeting with the principal, special education and general education teachers.

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

Applicable x  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?

The administration, special education and general education teachers participate in professional development workshops and meetings. Additionally, the school works the network support specialist and ISC/ SE liaison. Teachers have ready access to the IEP's for all their students. Additionally, teachers are given lists of testing modifications (ATS-RSPE) on a regular basis, at least twice per term. The testing modification instructions are discussed at faculty and department conferences. Teachers are also involved in writing Annual IEP's and attend Annual and Triennial reviews.

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.

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.

- Food & Finance has recognized that Key Finding 7 is not applicable to our school. We do however, recognize that the majority of IEP's which come to us from middle schools are exact with Key Finding 7 – in which they are not aligned to anything, and the goals are fictitious. This however, has made our Special Education Department that much stronger, in which they have to more accurately align the needs of the students to the curriculum being taught and in essence makes the strategies then used that much more effective. We have started our year with Professional Development in the forms of 'Goal Writing' provided by our Network Leader from the Empowerment Organization. Our teachers have attended IEP Workshops from the ISC, and have turn-keyed the information to the entire staff at faculty conferences. We have had Pearson Publishing in to identify Simplified Text in each subject area, and our staff collaborates via grade level as well as by department, to share best practices, individual case conferences or students, and differentiated instructional approaches.

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

Applicable  Not Applicable

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

- Our IEP's fit the findings as we discuss Annual Reviews from in coming 8<sup>th</sup> graders; and our upper classmen are showing progression as they age up.

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.

- The finding will be addressed with appropriate professional development and training in IEP behavioral plans to include behavioral goals and objectives.
-

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

---

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - 7
2. Please describe the services you are planning to provide to the STH population.
  - Educational Support Services
  - Counseling Services
    - Sponsored by the Jewish board
    - Parental outreach by Guidance Counselor and Social Worker to assess needs
  - Parental involvement
  - Intervention program

### **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.