



**THE URBAN ASSEMBLY  
INSTITUTE FOR NEW TECHNOLOGIES**

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

**SCHOOL: 05M410**

**ADDRESS: 509 WEST 129<sup>TH</sup> STREET, NEW YORK, NY 10027**

**TELEPHONE: (212)690-5977**

**FAX: (212)690-5980**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 05M410      **SCHOOL NAME:** The Urban Assembly Institute for New Technologies

**SCHOOL ADDRESS:** 509 West 129<sup>th</sup> Street, New York, NY 10027

**SCHOOL TELEPHONE:** 212-690-5977      **FAX:** 212-690-5980

**SCHOOL CONTACT PERSON:** Travis Brown      **EMAIL ADDRESS:** Tbrown5@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sherieke Ford

**PRINCIPAL:** Travis Brown

**UFT CHAPTER LEADER:** Ayisha Fullerton

**PARENTS' ASSOCIATION PRESIDENT:** Sherieke Ford

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*

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

**DISTRICT:** 05      **SSO NAME:** Children First Network 7

**SSO NETWORK LEADER:** Jon Green, Patrick Fagan

**SUPERINTENDENT:** Gale Reeves

**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 |
|------------------|--|-----------|
| Travis Brown     | *Principal or Designee                       |           |
| Ayisha Fullerton | *UFT Chapter Chairperson or Designee         |           |
| Sherieke Ford    | *PA/PTA President or Designated Co-President |           |
| Eric Scholz      | Technology Coordinator                       |           |
| Taticha Burgess  | Parent Representative                        |           |
| Niasia Barkley   | Parent Representative                        |           |
| Michael Arbello  | DC 37 Representative, if applicable          |           |
|                  |  |           |
|                  |  |           |
|                  |  |           |
|                  |  |           |
|                  |  |           |
|                  |  |           |
|                  |  |           |

***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.

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The Urban Assembly Institute for New Technologies will be a 21<sup>st</sup> Century middle school where learning is interactive, immediate and self directed. The mission of the school will be to prepare students for careers in Science, Technology, Engineering and Mathematics (STEM). Learning at New Tech will be centered on a problem-based curriculum that requires students to apply mathematical and scientific concepts to current global and local dilemmas. Instruction will focus on how these new technologies support the development of key cognitive strategies like problem solving, research, and reasoning that lead to college success.

At The Urban Assembly Institute for New Technologies, our middle school students will explore the world around them, connect with others within their community and across the globe while working to understand current and future problems and potential solutions. Students will have access to deep levels of information and will be able to learn at their own pace through the use of the following technologies:

- Online textbooks, coursework, lectures and research tools,
- Blogging, and other technologies in which students participate in ongoing conversations and research,
- Wikis and other collaborating and information sharing applications,
- Interactive maps and other data combination software,
- Podcasting and digital storytelling

New Tech will harness the power of new technology by breaking the mold of the traditional classroom. Social networking sites will be used to collect, publish and evaluate students' emerging knowledge construction in a public feedback loop. Continuous data feeds will enable students to have real time access to global and local events as they unfold. Mapping software and document sharing software create opportunities for digital discussions that transcend time and place, making the classroom a portable 24/7 experience. In addition to increased access and use of technology, students will discuss issues of privacy, appropriateness, validity of sources, and intellectual property providing a basis for the responsible use of technology.

Students at The Urban Assembly Institute for New Technologies will be immersed in emerging technologies within the fields of ecology sustainability, biology, medicine, forensics and information engineering. Our students will investigate the promises, implications and limitations of current technological advances. Through the lens of engineering and problem solving, students will apply mathematical modeling and scientific research as well as study how new technologies move from ideas, to testing and revision, to implementation. Students will work with industry partners to research and develop new ways to build healthy, sustainable communities through inquiry into topics like climatology, environmental preservation, communicable diseases, water purification and eco-design. This intellectually rigorous course of study underwrites the development of key cognitive strategies that will ensure future college readiness in STEM fields.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |   |             |         |  |              |         |  |         |         |
|---|---|-------------|---------|--|--------------|---------|--|---------|---------|
| <b>School Name:</b>                             | THE URBAN ASSEMBLY INSTITUTE FOR NEW TECHNOLOGIES |             |         |  |              |         |  |         |         |
| <b>District:</b>                                | 5   | <b>DBN:</b> | 05M410  | <b>School BEDS Code:</b>                             | 310500010410 |         |  |         |         |
| DEMOGRAPHICS                                    |   |             |         |  |              |         |  |         |         |
| Grades Served:                                  | Pre-K   |             | 3       |  | 7            |         | 11   |         |         |
|   | K   |             | 4       |  | 8            |         | 12   |         |         |
|   | 1   |             | 5       |  | 9            |         | Ungraded   | √       |         |
|   | 2   |             | 6       | √  | 10           |         |  |         |         |
| <b>Enrollment</b>                               | <i>(As of October 31)</i>                         |             |         | <b>Attendance - % of days students attended:</b>     |              |         | <i>(As of June 30)</i>                                 |         |         |
|   | 2007-08   | 2008-09     | 2009-10 |  | 2007-08      | 2008-09 | 2009-10  |         |         |
| Pre-K   |   |             | 0       |  |              |         |  |         | TBD     |
| Kindergarten                                    |   |             | 0       |  |              |         |  |         |         |
| Grade 1   |   |             | 0       | <b>Student Stability - % of Enrollment:</b>          |              |         |  |         |         |
| Grade 2   |   |             | 0       | <i>(As of June 30)</i>                               |              |         | 2007-08  | 2008-09 | 2009-10 |
| Grade 3   |   |             | 0       |  |              |         |  |         | TBD     |
| Grade 4   |   |             | 0       | <b>Poverty Rate - % of Enrollment:</b>               |              |         |  |         |         |
| Grade 5   |   |             | 0       | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
| Grade 6   |   |             | 69      |  |              |         |  |         | TBD     |
| Grade 7   |   |             | 0       | <b>Students in Temporary Housing - Total Number:</b> |              |         |  |         |         |
| Grade 8   |   |             | 0       | <i>(As of June 30)</i>                               |              |         | 2007-08  | 2008-09 | 2009-10 |
| Grade 9   |   |             | 0       |  |              |         |  |         | TBD     |
| Grade 10  |   |             | 0       | <b>Recent Immigrants - Total Number:</b>             |              |         |  |         |         |
| Grade 11  |   |             | 0       | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
| Grade 12  |   |             | 0       |  |              |         |  |         | 0       |
| Ungraded  |   |             | 3       | <b>Special Education Enrollment:</b>                 |              |         | <b>Suspensions (OSYD Reporting) - Total Number:</b>    |         |         |
| Total   |   |             | 72      | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         |  |              |         |  |         |         |
|   |   |             |         | <b>Special High School Programs - Total Number:</b>  |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of June 30)</i>                               |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>English Language Learners (ELL) Enrollment:</b>   |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
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|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
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|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
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|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
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|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
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|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of October 31)</i>                              |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |
|   |   |             |         | <i>(As of October 31)</i>                            |              |         | 2007-08  | 2008-09 | 2009-10 |
|   |   |             |         | <b>Special Education Enrollment:</b>                 |              |         | <i>(As of</i>  |         |         |

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |                                  |   |         |  |         |               |         |
|--|----------------------------------|---|---------|--|---------|---------------|---------|
| # ELLs with IEPs   |                                  |   | 2       | Number of Administrators and Other Professionals               |         |               | TBD     |
| These students are included in the General and Special Education enrollment information above.   |                                  |   |         | Number of Educational Paraprofessionals                        |         |               | TBD     |
| <b>Overage Students (# entering students overage for grade)</b>                                  |                                  |   |         | <b>Teacher Qualifications:</b>                                 |         |               |         |
|  | 2007-08                          | 2008-09                                 | 2009-10 | (As of October 31)   | 2007-08 | 2008-09       | 2009-10 |
| (As of October 31)   |                                  |   | TBD     | % fully licensed & permanently assigned to this school         |         |               | TBD     |
|  |                                  |   |         | % more than 2 years teaching in this school                    |         |               | TBD     |
|  |                                  |   |         | % more than 5 years teaching anywhere                          |         |               | TBD     |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |                                  |   |         | <b>% Masters Degree or higher</b>                              |         |               |         |
| (As of October 31)   | 2007-08                          | 2008-09                                 | 2009-10 | % core classes taught by "highly qualified" teachers (NCLB/SED |         |               | TBD     |
| American Indian or Alaska Native   |                                  |   | 1.4     |  |         |               | TBD     |
| Black or African American  |                                  |   | 76.4    |  |         |               |         |
| Hispanic or Latino   |                                  |   | 22.2    |  |         |               |         |
| Asian or Native Hawaiian/Other Pacific Isl.  |                                  |   | 0.0     |  |         |               |         |
| White  |                                  |   | 0.0     |  |         |               |         |
| <b>Male</b>  |                                  |   | 66.7    |  |         |               |         |
| <b>Female</b>  |                                  |   | 33.3    |  |         |               |         |
| <b>2009-10 TITLE I STATUS</b>  |                                  |   |         |  |         |               |         |
|  | Title I Schoolwide Program (SWP) |   |         |  |         |               |         |
| √  | Title I Targeted Assistance      |   |         |  |         |               |         |
|  | Non-Title I                      |   |         |  |         |               |         |
| Years the School Received Title I Part A Funding:  |                                  |   |         | 2006-07  | 2007-08 | 2008-09       | 2009-10 |
|  |                                  |   |         |  |         |               | √       |
| <b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>  |                                  |   |         |  |         |               |         |
| <b>SURR School (Yes/No)</b>  |                                  | If yes, area(s) of SURR identification: |         |  |         |               |         |
| <b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b> |                                  |   |         |  |         |               |         |
|  | <b>Phase</b>                     |   |         | <b>Category</b>  |         |               |         |
|  | In Good Standing (IGS)           |   |         | Basic  | Focused | Comprehensive |         |
|  | Improvement Year 1               |   |         |  |         |               |         |
|  | Improvement Year 2               |   |         |  |         |               |         |
|  | Corrective Action (CA) – Year 1  |   |         |  |         |               |         |
|  | Corrective Action (CA) – Year 2  |   |         |  |         |               |         |
|  | Restructuring Year 1             |   |         |  |         |               |         |
|  | Restructuring Year 2             |   |         |  |         |               |         |
|  | Restructuring Advanced           |   |         |  |         |               |         |

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |     |      |         |  |      |                        |                 |
|--|-----|------|---------|--|------|------------------------|-----------------|
| <b>Individual Subject/Area AYP Outcomes:</b>   |     |      |         |  |      |                        |                 |
| <b>Elementary/Middle Level</b>   |     |      |         | <b>Secondary Level</b>                                     |      |                        |                 |
| ELA:   |     |      |         | ELA:   |      |                        |                 |
| Math:  |     |      |         | Math:  |      |                        |                 |
| Science:   |     |      |         | Graduation Rate:   |      |                        |                 |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>  |     |      |         |  |      |                        |                 |
|  |     |      |         | <b>Elementary/Middle Level</b>                             |      | <b>Secondary Level</b> |                 |
| <b>Student Groups</b>  | ELA | Math | Science | ELA  | Math | Grad Rate**            | Progress Target |
| <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>Students with Disabilities</b>  |     |      |         |  |      |                        |                 |
| Limited English Proficient   |     |      |         |  |      |                        |                 |
| Economically Disadvantaged   |     |      |         |  |      |                        |                 |
| <b>Student groups making AYP in each subject</b>   |     |      |         |  |      |                        |                 |
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>   |     |      |         |  |      |                        |                 |
| <b>Progress Report Results – 2008-09</b>   |     |      |         | <b>Quality Review Results – 2008-09</b>                    |      |                        |                 |
| <b>Overall Letter Grade:</b>   |     |      |         | <b>Overall Evaluation:</b>                                 |      |                        |                 |
| <b>Overall Score:</b>  |     |      |         | <b>Quality Statement Scores:</b>                           |      |                        |                 |
| <b>Category Scores:</b>  |     |      |         | Quality Statement 1: Gather Data                           |      |                        |                 |
| School Environment:  |     |      |         | Quality Statement 2: Plan and Set Goals                    |      |                        |                 |
| <i>(Comprises 15% of the Overall Score)</i>  |     |      |         | Quality Statement 3: Align Instructional Strategy to Goals |      |                        |                 |
| School Performance:  |     |      |         | Quality Statement 4: Align Capacity Building to Goals      |      |                        |                 |
| <i>(Comprises 25% of the Overall Score)</i>  |     |      |         | Quality Statement 5: Monitor and Revise                    |      |                        |                 |
| Student Progress:  |     |      |         |  |      |                        |                 |
| <i>(Comprises 60% of the Overall Score)</i>  |     |      |         |  |      |                        |                 |
| Additional Credit:   |     |      |         |  |      |                        |                 |
| <b>KEY: AYP STATUS</b>   |     |      |         | <b>KEY: QUALITY REVIEW SCORE</b>                           |      |                        |                 |
| √ = Made AYP   |     |      |         | Δ = Underdeveloped   |      |                        |                 |
| √ <sup>SH</sup> = Made AYP Using Safe Harbor Target  |     |      |         | ▶ = Underdeveloped with Proficient Features                |      |                        |                 |
| X = Did Not Make AYP   |     |      |         | √ = Proficient   |      |                        |                 |
| – = Insufficient Number of Students to Determine AYP Status  |     |      |         | W = Well Developed   |      |                        |                 |
|  |     |      |         | ◊ = Outstanding  |      |                        |                 |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.                                      |     |      |         |  |      |                        |                 |
| Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools. |     |      |         |  |      |                        |                 |
| ** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>     |     |      |         |  |      |                        |                 |

## 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?
- 

The Urban Assembly Institute for New Technologies is a new school opened in September 2009. As such, we do not have any historical trends other than the Elementary performance trends of individual students. Since our 73 enrolled students come from 23 different Elementary schools and we are a different school, we believe the student's historical trends are not relevant to their performance at our school. The only information that we have is our baseline starting point. Of the 73 students, 12 are in a self contained classroom and 61 are in a general education classroom. Of the 61 students, 5 students are mandated to receive SETSS and 3 are ELL students. The majority of the 61 students scored a 3 on the ELA (41 out of 61) and a 3 on the math (45 out of 61) state NCLB exams. Of the 12 self-contained students, 10 took the state exams and about half scored a 2 in ELA (6 out of 10) and half scored a 2 in math (6 out of 10). The remainder of the self-contained students scored a 3 in both the ELA and math exam.

Our school has many aids and a few barriers to continuous improvement. Being part of the small school initiative, our class sizes for the general education students are on average 20 students. This amplifies all of the good teaching practices and allows for easier classroom management. Being part of the Urban Assembly network provides us access to their plethora of instructional and administrative support. Our school was also selected to be part of the 21<sup>st</sup> century initiative. As part of the initiative, we receive access to additional mentoring opportunities, one-to-one laptop to student ratio and additional funds to support technology growth. To supplement the initiative, we also have a technology coordinator on staff to support technology integration.

Our teaching staff is well educated and experienced. Out of the 6 teachers, 3 have their professional license, one has dual certification (Social Studies and Special Education) and one is completing their dual certification (ELA and Special Education). All of the general education teachers started the year with at least 2 years of teaching experience in the NYCDOE. Our only first year teacher is in special education.

Our barriers are few. As a first year school, many of the challenges we face result from not knowing information or processes. Since we only have 73 students, our current facility footprint is small, and it will grow as our student population grows into the 7<sup>th</sup> and 8<sup>th</sup> grades. Another barrier is our inability to properly serve our small (3) the ELL population.

## 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.

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**Goal #1. Move 20% of the level 2 students to level 3 in both Math and ELA by the end of the school year.**

**Goal #2. Create a professional learning community that uses data driven analysis to inform instruction and school-wide decisions.**

**Goal #3. Create an environment that encourages teachers to reflect on teaching practices and continuously improve.**

## 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):** ELA and Math

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>Move 20% of the level 2 students to level 3 in both ELA and Math by the end of the school year.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Wilson Program-Small group instruction during ELA extended day (a.m.) and during professional activities during school day.<br/>Math extended day (a.m.) including Dimension M (a standards aligned video game) as well as targeted small group instruction.<br/>School-wide re-teach week after interim exams to supplement and reinforce previous instruction.<br/>Saturday Academy will run for the 4 weeks preceding the state exams in both ELA and math to complement the classroom instruction.</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <p>The C4E money will be used in after school tutoring programs in both ELA and math.</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>                                    | <p>Interim assessments using questions from previous state exams (quarterly) as well as our chosen periodic assessment tool Acuity(semiannually) will highlight the changes in performance. In ELA, we project half of gains will be seen by midyear. (at least 3-4 students gaining) Incremental math performance gains will be evaluated based on the growth on the open ended questions on the assessments. (at least 3-4 students gaining)</p>  |

Subject/Area (where relevant): All

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>Create a professional learning community that uses data driven analysis to inform instruction and school-wide decisions</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Provide professional development to inform faculty on how to analyze data.<br/>Create a monthly roundtable by subject to review assessments and inform instruction. (subject teachers, technology coordinator) (Every week a different subject, each subject covered once a month.)<br/>Monthly capstone meeting between teachers and administration to discuss results and recommend school-wide policy/structure changes.<br/>Create technology structures to support the review and reporting of information.</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <p>The Urban Assembly Network will facilitate professional development and teacher training around using data for instruction.</p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>                                    | <p>Monthly meetings require a list of 5 decisions by teachers based on data. The expectation is that the first 2-3 meetings will result in student level decisions and as the teachers have a better understanding of analysis, the decision results will be at group, class and school levels.</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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>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     | 27                             | 19                             | 32                             | 28                             |  | 5   | 10                                 | 5                                     |
| 7     |                                |                                |                                |                                |  |   |                                    |                                       |
| 8     |                                |                                |                                |                                |  |   |                                    |                                       |
| 9     |                                |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                |                                |                                |                                |  |   |                                    |                                       |

**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>  | Wilson Program-Small group instruction during extended day (a.m.) and during professional activities during school day.<br>Saturday program in April to prepare them for exam.<br>Testing skills/strategies/format for all state exams.  |
| <b>Mathematics:</b>  | Saturday program in April to prepare them for exam.<br>Before school small group extended day program.<br>Testing skills/strategies/format for all city and state exams.   |
| <b>Science:</b>  | Grade 6: Science skill-building interventions/during the school day.<br>Small group instruction during extended day (a.m.).<br>Exit Project extra help.  |
| <b>Social Studies:</b>                                       | Grade 6: push-in/pull-out: small group instruction/skill-building interventions/during the school day.<br>Small group instruction during extended day (a.m.) and during professional activity periods during school<br>Exit Project extra help   |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  |  |
| <b>At-risk Services Provided by the School Psychologist:</b> | Individual and group therapy; psychological services; consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning   |
| <b>At-risk Services Provided by the Social Worker:</b>       | Consultation with parents regarding the psycho-social and educational needs of the students ; referrals to community agencies for additional educational and emotional support of the students; classroom observation to assess academic and behavioral performance; crisis intervention; individual counseling with students  |
| <b>At-risk Health-related Services:</b>                      | School medical services and dispensing of medication.  |

**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.

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**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)   6                        Number of Students to be Served:   5   LEP        Non-LEP

Number of Teachers   1                        Other Staff (Specify) \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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The Urban Institute for New Technologies currently has 5 English Language Learners in the 6<sup>th</sup> grade. Student proficiency levels range from beginning to advanced English Language Learners. The instructional rationale to support ELLs is to pull out students that are at the beginner and intermediate levels for 360 minutes a week. Our advanced students will attend the ESL class for 180 minutes a week. The ELL program is a student-centered curriculum that includes TESOL and QTEL teaching methods/strategies to support students.

Program goals include:

1. Collaborate with teachers to provide strategies/methods to support English Language Learners across the curriculum.
2. Enable students to reach grade-level benchmarks in academic subjects by providing them with supplemental materials and resources.

**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.

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The special education teacher has attended training through the Office of English Language Learners and continues to seek additional professional development to support ELL instruction. Teachers receive ongoing instructional strategies and methods across the curriculum to support the needs of English Language Learners.

**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> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>  | (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> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>   | (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> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul> | (e.g., \$500)          | <b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, 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**

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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.

The ATS reports were reviewed to assess written and oral language needs.

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

We found that 8 students live in homes whose primary language is Spanish. Another 3 students live in homes that speak other languages. (Creole, Fulani and Niger/Congo)

#### **Part B: Strategies and Activities**

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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.

All written material will be provided to parents in their native language.

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.

In-house staff will provide oral Spanish language interpretation.

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

We ensure that all documentation and announcements that are made to students and families within our community where English is the spoken language at home are also translated and provided to families where other languages are spoken at home. This regulation will be fulfilled using the methods described in the answers to questions 1 and 2 of this section.

**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:   | \$ 51,893 |              |       |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:  | \$ 519    |              |       |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):                                     |           |              |       |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:            | \$ 2595   |              |       |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):                     |           |              |       |
| 6. Enter the anticipated 10% set-aside for Professional Development:   | \$ 5201   |              |       |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): |           |              |       |

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

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

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

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

### **SCHOOL PARENTAL INVOLVEMENT POLICY 2009-2010**

- 1) The Urban Assembly Institute for New Technologies will implement the following statutory requirements:
  - a) The school will develop and execute programs, operations, and procedures to increase the involvement of all parents of Title 1 eligible students. The programs will be developed in collaboration with parents and other school stakeholders.
  - b) UA New tech will provide opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This includes providing families with school information and reports in an understandable and uniform format.
  - c) The school will involve parents of children served in Title 1, in decisions about how Title 1 funds reserved for parental involvement is spent.
- 2) The Urban Assembly Institute for New Technologies will execute programs and activities in accordance with the definition of parental:
  - a) Parent Involvement is defined as the participation of parents in activities and roles that help promote student achievement and building a positive school culture.

### **DESCRIPTION OF HOW UA NEW TECH WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

- 1) The Urban Assembly Institute for New Technologies will execute the following actions listed below to involve parents in the process of school review and improvement:
  - a. Provide parents with school updates on instructional and management goals at PTA
  - b. Parents will conduct a quality review in collaboration with UA New Tech SLT on the effectiveness of the parental involvement policy.
  - c. The required annual review will be conducted on May 26, 2010.

- 2) The Urban Assembly Institute for New Technologies will build the parents' capacity for parental involvement in order to augment student achievement through the following programs
  - a. Student Recruitment
    - i. Middle School Fair
    - ii. Open House
  - b. Fundraising
  - c. Parent Outreach
    - i. Parent workshops
    - ii. Parent Technology Classes
- 3) 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:
  - a) State academic content standards
  - b) State assessments
  - c) How to monitor their child's progress
  - d) How to work with teachers
- 4) The school will provide materials and training to help parents work with their children to improve their children's academic achievement to motivate and foster parental involvement.

#### **DISCRETIONARY SCHOOL PARENTAL INVOLVMENT POLICY COMPONENTS**

- 1) Other activities may include:
  - a) Providing parent courses in budgeting, healthcare, adolescent learning, and technology
  - b) Parents assisting in the creation of the Parent Handbook
  - c) Teach parents how to access student performance information through the use of relevant websites such as Mygradebook and ARIS Parent link.

#### **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**

**We understand:** the need to convene meetings for Title 1 parents to inform them of the Title 1 program and their right to be involved.

**We understand:** the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation when possible.

**We understand:** the need to actively involve parents in planning, reviewing and creating activities.

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district educational information.

**We understand:** the need to provide quality curriculum and instruction.

**We understand:** the need to deal with communication issues between teachers and parents through:

- Parent Teacher Conferences

- Consistent updates on MyGradebook

- Access to staff

- Observation of classroom activities

### **PARENT/ GUARDIAN**

**I understand:** parental involvement can improve student moral, attitude and academic achievement in all subjects. By getting involved, parents can reduce their learner's risk of academic failure.

**I understand:** the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

**I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

**I understand:** the need to work with my child on schoolwork

**I understand:** the need for me to monitor my child's:

- Attendance at School
- Homework on MyGradebook.com
- Encourage them to participate in extracurricular activities

**I understand:** the need to share responsibility for my child's improved academic achievement.

**I understand:** the need to communicate with my child’s teachers about his/her educational needs.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **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.

Saturday academy programs are designed to help level 1 and level 2 students prepare for the state examinations. After School targeted tutoring is required for all level 1 and level 2 students.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Given a reduced teaching load teachers have more periods to prepare.

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;

At UA New Tech we have a small number of students at level 4 in math and ELA. We provide these students with an accelerated curriculum to meet them where they are and prepare them for specialized high school admission. We also use Dimension M (standard-based video game) to help students excel in mathematics.

4. Coordinate with and support the regular educational program;

Since all of the subjects are taught by only one teacher, the programs will automatically be aligned.

5. Provide instruction by highly qualified teachers;

All of the teachers in the core subject areas are highly qualified. Instruction before school is also done by highly qualified teachers.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Through our SSO, opportunities for professional development will be identified for all professionals according to their agreed annual plan.

7. Provide strategies to increase parental involvement; and

Beyond the typical monthly PTA meetings, we have an academic intervention team that focuses on students in this group and performs parent outreach to enhance the education of these students.

8. Coordinate and integrate Federal, State and local services and programs.

Our SSO helps us identify and integrate programs that can improve the education of the students that need the support.

## **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.

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<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><br>(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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<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

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

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?

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.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

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

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

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

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?

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

## KEY FINDING 2: INSTRUCTION

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

### 2A – ELA Instruction

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

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

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

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

Applicable    Not Applicable

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

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

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

Applicable    Not Applicable

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

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.

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## **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.

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable  Not Applicable

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

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.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable  Not Applicable

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

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.

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

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable  Not Applicable

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

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.

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

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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

Applicable  Not Applicable

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

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.

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

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

Please respond to the following questions for Key Finding 7:

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

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?

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

3 students

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

We will provide students with school uniform and they will receive individual counseling with the social worker. In our weekly intervention meetings, the progress for each of these students will be reviewed.

### **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.