



BARUCH COLLEGE CAMPUS HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M411

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M411 SCHOOL NAME: Baruch College Campus High School

SCHOOL ADDRESS: _____

SCHOOL TELEPHONE: _____ FAX: _____

SCHOOL CONTACT PERSON: Alicia Perez-Katz EMAIL ADDRESS: Aperez3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Monique Blakes

PRINCIPAL: Alicia Perez-Katz

UFT CHAPTER LEADER: Aaron Sparrow

PARENTS' ASSOCIATION PRESIDENT: Janice Lee

STUDENT REPRESENTATIVE:
(Required for high schools) Monica Son/ Wesley Lum

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: ESO

SSO NETWORK LEADER: Sanda Balaban

SUPERINTENDENT: Alexis Penzell

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
Alicia Perez-Katz	*Principal or Designee	
Aaron Sparrow	*UFT Chapter Chairperson or Designee	
Janice Lee	*PA/PTA President or Designated Co-President	
Monique Blakes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shannay Chan	Member/ Chairperson	
Marcus Harper	Member/	
Paul Mojaven	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Baruch College Campus High School (BCCHS) is a school that was founded as a District 2 high school, in collaboration with Baruch College. The vision of the school was to create a community high school (all of our students come from District 2 middle schools) which prepared all students for college, with a rigorous curriculum. Now in its tenth year, the high school continues to grow and support a wide range of students. Staff is paramount in the development of curricula and programs, and classroom instruction consistently involves collaborative learning, broad student engagement, and a focus on critical thinking.

Advisory program

- In advisory, we reinforce literacy with advisory letter exchange (now online) and independent reading. A significant number of students at BCCHS are former ELL students, so this additional focus on literacy through advisory helps support non-native English speakers. Advisors track individual student progress by reviewing each student's academic grades and progress report feedback, setting quarterly goals with the student, and communicating with the student's parent/guardian and teachers about progress towards these targeted goals.

Creative Scheduling

- The school is programmed so that departments meet weekly during the school day, and work collaboratively on designing our own interim assessment.
- Teachers are programmed for a weekly meeting time with their collaborative partner, which is a model that pairs two teachers together who teach the same subject area and grade, and they co-plan together.
- All of our students take courses that exceed the New York State requirement for graduation. In order to receive a BCCHS diploma, students must receive a 70% score for credit, and take four years of math, English, Science and history. Students are also required to complete two years of art, and writing arts, twenty hours of community service a year and read 25 independent books.

Teacher Mentoring Program

- All teachers new to BCCHS are paired with a mentor in their first year. Mentors observe their mentees weekly and meet weekly to debrief and set goals.

Classroom environment and practice:

- Essential questions for the course are posted in all rooms. All essential questions are spiraled by year, so that there are common strands across subject areas. Print-rich walls support our efforts at differentiated practice.
- Groups are heterogeneously created and are restructured after each unit, as teachers collaboratively plan how to differentiate and pair students with others who will enhance their learning.
- In writing arts classes, students are engaged in the workshop model.
- Courses are interdisciplinary, with common strands linking subject areas.
- In the twelfth grade, there is an emphasis on service learning, with seniors conducting field work in Environmental Science at the Bronx River and Stuyvesant Cove, investigating the reasons for homelessness in New York City in government, and learning personal finance in economics.
- Teachers have developed school-wide programs, supporting investigative learning. For instance, the math department hosts the annual "NCSM – National Council for Students of Mathematics" which was modeled after the NCTM (teachers of math) conference they attended.

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										
School Name:	Baruch College Campus High School									
District:	2	DBN:	02M411	School BEDS Code:	310200011411					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded			
	2		6		10	√				
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		97.3	97.2	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment:						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		99.5	99.8	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment:						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		46.7	53.6	59.2			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		2	4	TBD			
Grade 9	108	108	126	Recent Immigrants - Total Number:						
Grade 10	107	110	104	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	98	104	108		0	2	0			
Grade 12	103	97	102	Special Education Enrollment:						
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Total	416	419	440		0	2	0			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	TBD			
Number all others	9	10	12	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
					CTE Program Participants	N/A	0	0		
English Language Learners (ELL) Enrollment:					Early College HS Program Participants	0	0	0		
(BESIS Survey)					Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	24	24	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	0	2	1							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	3	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	54.2	75.0	TBD
				% more than 5 years teaching anywhere	29.2	45.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	83.0	92.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		98.9	97.0	TBD
Black or African American	6.5	7.6	6.1				
Hispanic or Latino	11.1	10.7	11.6				
Asian or Native Hawaiian/Other Pacific Isl.	60.8	58.0	58.4				
White	21.6	23.4	23.2				
Male	38.0	38.9	41.8				
Female	62.0	61.1	58.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	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						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA: √			
Math:				Math: √			
Science:				Graduation Rate: √			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Elementary/Middle Level				Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				-	-	-	
Multiracial							
Students with Disabilities						-	
Limited English Proficient							
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	83.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	49						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can we identify?

periodic assessments:

Math: In the math DYOs given this year for the 11th grade this year, students improved over the three interim assessments. However, in one teacher's class, there were a large number of students whose scores dropped over the three assessments. Therefore, we need to support teachers who teach one section that is not the majority of their program. In analyzing the data, students struggled most in the following areas:

missing basic concepts from your notes; need more detail in your explanations; Needs more practice with multiple choice questions; Needs to read questions/ instructions more carefully.

In analyzing this data, along with the Math A Regents data from 2008, there is no trend, as there were students who scored high and did not do well on the interims. In analyzing this year's interim data, along with the Math B exams, we found that these interim assessments **did not** serve as markers for identifying students success on the exams. (see ARIS analysis for more information).

English: In analyzing our goals for the school year, the goal was for our lowest 1/3 of our students would gain in the DYO interim assessments. In looking at the data, we **did** meet that goal.

ARIS:

Math - students fared well on the Algebra exam, with 22% of students achieving mastery and 71% passing at the Regents level. However, there was a significant drop from the prior year, when 52% of students passed at the mastery level. This can be attributed to number of minutes that students met being reduced.

In analyzing the Math B data, over the past two years, the percentage of students achieving mastery saw a 6% gain, and students passing at the local level dropped by 4%. However the percentage of students failing only dropped by 1% and the percentage of students who chose not to take the exam increased by 11%. Therefore, we did not see improvement. It is difficult to use this data, as the Math B exam will no longer be offered. However, in looking at the Geometry exam, which was given for the first time this year, 58% of students achieved mastery level, which is a good indicator.

English - this past school year, we increased the mastery rate on the English Regents by eight percent. There were also no students failing, so there was progress.

Results of Inquiry Team action research: The Inquiry Team studied 9th graders who were struggling in following directions. They found that this incoming 9th grade class had different needs than prior years, and teachers needed to provide more structure to their classes to support them.

School-based assessments: Math teachers found that students were struggling to keep up with learning all the material when they only met four times a week. Halfway through the year, we included math lessons in study hall to provide additional supports. The English department continued to look at ways to teach grammar to support students in improving their writing fluency.

What have been the greatest accomplishments?

Our greatest accomplishments this past year were our continued collaboration and student success. We are setting our goals to continually raise the bar, however, we also need to celebrate the fact that this year, all students graduated from high school and were accepted to a college program. In addition, our students do very well on Regents exams, with 72% of students achieving mastery in the US History Regents exam, 92% passing the Global History exam (41% at mastery, which was an 11% increase from the prior year) and 92% of students passing the Algebra exam. Students, Families and Teachers were generally satisfied with the school on our Learning Survey, and safety was ranked high for the third year in a row. For the second year in a row, we were awarded the Silver Medal by US News and World Report for our high number of minorities and economically disadvantaged students who take Advanced Placement courses and score well on the exams. This year, with a collaboration with Baruch College, our students took college Calculus as their AP class, and 90% of the class received a 4 or 5 on the AP exam. Our advisory program continues to be the heart of the school, and students have voice in the school, from student clubs, student council and discussion-based courses across the board. Students are asked to work collaboratively in groups and to learn to question what they read and learn, in order to understand the ‘why’ in learning. Teachers collaborate as teams and partners and align their planning to spiral skills and content across the years.

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

Although interim assessments were not given in 9th and 10th grade this year, we did hear parent feedback, student feedback and staff feedback, that reducing the number of periods math 9 & 10 met were a barrier to success. In the past, it has been an aid that math met five times a week, as students were given additional supports. The program was reduced this past school year, due to fiscal constraints. However, in light of the necessity to maintain student success on Regents exams, the program has been increased to five times for the next school year, as well as having interim assessments in all grades, so we can look for trends and predict student performance. (this is an aid, as we have a DYO that we can institute across the school; the barrier being that we have to score in house, which is time consuming).

In English, the department met and scored interim assessments as a team. Although this practice was beneficial in the prior year, to norm scoring, this year, it was time consuming and the team could not use that time to plan collaboratively. The barrier of time was a struggle. An aid is that because math has been scoring their DYO’s independently, the English department can do this next year. Another aid in the English department is that there is a strong team that can work collaboratively, as well as collaborative partners.

An ongoing barrier is the school's physical location. We had been hampered by a small space at Baruch college, with little support from the college, and now we are relocating to a new site. This will present barriers, as we have to acclimate to a new space and ensure that our school culture remains intact in a building that is more spread out and does not have a common area for the school to gather. The aid, however, is that now that we will have our own space, we hope to be able to create a space that is truly our own.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. *By June 2010, students in grades 9-11 will improve in the skill of uncovering misconceptions in mathematics, as measured through the DY0 interim assessments, given three times a year, in October, January and March. Projected annual gains will be that, on average, students will improve one level on the DY0 rubric.*
2. *By June 2010, students who are recent former ELLs (within the past 5 years) in grades 10 and 11 will improve their writing, specifically by improving their comprehension of task, as measured through the DY0 interim assessments, given three times a year, in October, January and March. Projected annual gains will be that these students will improve one level in the DY0 rubric, in the "comprehension of task" category.*
3. *By May, 2010, all Students will use Individualized Learning Plans (ILP) to monitor, set and achieve their progress towards goals; students will use Individualized Learning Plans in all main academic classes, three times a year. The academic inquiry team collect data (specifically looking at student ILPs) to measure student growth, looking at specifically three students in each grade, including former ELLs, to see if students are improving in their class work, based on goals set. Projected gains will be that by May, 2010, of the 12 students studied, 6 will show improvement in class work and class grades that match their goals.*
4. *By June, 2010, on average, teachers will meet the goals they set and used ILPs three times in their core classes. Professional Development will be linked to goal-setting and data analysis; All Teachers will monitor their progress in assessing student growth through the development and regular use of an ILP, which will be measured through the professional development committee collecting data and triennial conferences with teachers and administration where on average, all teachers will have developed ILPs and are using them as a regular measurement for student progress in their classes. Teacher goals will be measured through walkthroughs tied to teacher goals and conferences.*

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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Improving student mathematic literacy; Students in grades 9-11 will be able to improve in uncovering misconceptions in mathematics, which will be measured through the interim assessments, given three times a year.</i></p>						
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/ Activities School will Implement:</p> <table border="1" data-bbox="615 768 2005 1047"> <tr> <td>The Math department will meet to analyze clarity of student responses on the DYO assessments.</td> </tr> <tr> <td>Math department will meet to develop the DYO assessments, creating questions that allow for multiple methods of representation.</td> </tr> <tr> <td>Math teachers will create and share mini-lessons supporting student clarity in explicating their understanding in mathematical problems.</td> </tr> <tr> <td>Math department will meet to analyze student responses to multiple choice questions on the DYO assessments.</td> </tr> <tr> <td>Math department will meet to develop the multiple choice questions on DYO assessments.</td> </tr> <tr> <td>Math teachers will create and implement lessons and conferring in answering multiple choice questions.</td> </tr> </table> <ul style="list-style-type: none"> • Bringing mathematics back up to 5 times per week • Implementing Interim assessments in all grades 9 through 12 to measure students’ longitudinal progress throughout their high school career and looking at both the procedural and the conceptual; providing students with specific study suggestions to guide their progress; ensuring that parents are well informed about the results of these assessments so that parental support could encourage continued progress throughout the high school mathematical career • Targeting our lowest students and programming them for 8th period mandated extra-help classes • Integrating the Methods of Representation in all grades so that student understanding can be enriched by exploring learning through multiple vehicles • Enforcing mathematical writing in all grades thereby allowing students and teachers to uncover 	The Math department will meet to analyze clarity of student responses on the DYO assessments.	Math department will meet to develop the DYO assessments, creating questions that allow for multiple methods of representation.	Math teachers will create and share mini-lessons supporting student clarity in explicating their understanding in mathematical problems.	Math department will meet to analyze student responses to multiple choice questions on the DYO assessments.	Math department will meet to develop the multiple choice questions on DYO assessments.	Math teachers will create and implement lessons and conferring in answering multiple choice questions.
The Math department will meet to analyze clarity of student responses on the DYO assessments.							
Math department will meet to develop the DYO assessments, creating questions that allow for multiple methods of representation.							
Math teachers will create and share mini-lessons supporting student clarity in explicating their understanding in mathematical problems.							
Math department will meet to analyze student responses to multiple choice questions on the DYO assessments.							
Math department will meet to develop the multiple choice questions on DYO assessments.							
Math teachers will create and implement lessons and conferring in answering multiple choice questions.							

	<p>misconceptions and struggles</p> <ul style="list-style-type: none"> • Ensuring that there is a focus on multiple choice through the exploration of problem solving in all grades (regents exam), integrating opportunities for practice into the curriculum • Implementing ILP's (individualized learning plans) in all classes thereby setting common high expectations, while at the same time allowing room for differentiation , and allowing students to be aware of/part of individualized goals, procedures for reaching those goals, and outcomes. <p>Target population: Our 11th grade (Math B), Lowest 15% in each grade, all students</p> <p>Responsible staff members: All math teachers, assistant principal</p>				
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="1"> <tr> <td data-bbox="611 544 1984 613">Chose to maintain staff to cover teacher leave, in lieu of training a new teacher, and the team will plan for consistency. Budgeted to increase periods math meets.</td> </tr> <tr> <td data-bbox="611 613 1984 651">Math for America Fellows and Leaders, all with higher degrees.</td> </tr> <tr> <td data-bbox="611 651 1984 748">intervisitations for tenured teachers, mentors and intervisitations for novice teachers, department team meetings, PD focused around ILP development, AIT team conducts visits to other schools and our own classes. Teachers attend national conferences (when funding available) at NCTM and in network meetings.</td> </tr> <tr> <td data-bbox="611 748 1984 818">Increased math to meet 5x/wk in all grades. Common department team planning time. Heterogeneous groupings. College calculus in lieu of AP.</td> </tr> </table>	Chose to maintain staff to cover teacher leave, in lieu of training a new teacher, and the team will plan for consistency. Budgeted to increase periods math meets.	Math for America Fellows and Leaders, all with higher degrees.	intervisitations for tenured teachers, mentors and intervisitations for novice teachers, department team meetings, PD focused around ILP development, AIT team conducts visits to other schools and our own classes. Teachers attend national conferences (when funding available) at NCTM and in network meetings.	Increased math to meet 5x/wk in all grades. Common department team planning time. Heterogeneous groupings. College calculus in lieu of AP.
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Subject/Area (where relevant): English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Former ELLs will improve their writing; Students in grade 10 and 11 will improve their writing, in developing written ideas and comprehension of task, which will be measured through Individualized Learning plans and the interim assessments, given three times a year.</i></p>				
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<table border="1"> <tr> <td data-bbox="596 456 2022 505">English teachers will confer with students, using the DYO rubric and ILP, in regards to their grammar use.</td> </tr> <tr> <td data-bbox="596 505 2022 537">English teachers will analyze student progress on the DYO assessments.</td> </tr> <tr> <td data-bbox="596 537 2022 740">Students will revise their writing, focusing on feedback from teachers around their grammar goal. Students will be assessed at least three times a year, in grades 10 & 11, on a standard rubric, where families will be informed of their progress.</td> </tr> </table>	English teachers will confer with students, using the DYO rubric and ILP, in regards to their grammar use.	English teachers will analyze student progress on the DYO assessments.	Students will revise their writing, focusing on feedback from teachers around their grammar goal. Students will be assessed at least three times a year, in grades 10 & 11, on a standard rubric, where families will be informed of their progress.	
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<table border="1"> <tr> <td data-bbox="596 740 2022 816">Budget for Orpheus program, maintained writing program and advisory program during budget cuts. Adding a writers residency program in the 11th grade. Increased the amount of times English 11 meets.</td> </tr> <tr> <td data-bbox="596 816 2022 849">Maintained writing arts program</td> </tr> <tr> <td data-bbox="596 849 2022 954">Intervisitations for tenured teachers, mentors and intervisitations for novice teachers, department team meetings, PD focused around ILP development, AIT team conducts visits to other schools and our own classes. Teachers attend national conferences (when funding available) at NCTE and in network meetings.</td> </tr> <tr> <td data-bbox="596 954 2022 995">common department team planning time</td> </tr> </table>	Budget for Orpheus program, maintained writing program and advisory program during budget cuts. Adding a writers residency program in the 11 th grade. Increased the amount of times English 11 meets.	Maintained writing arts program	Intervisitations for tenured teachers, mentors and intervisitations for novice teachers, department team meetings, PD focused around ILP development, AIT team conducts visits to other schools and our own classes. Teachers attend national conferences (when funding available) at NCTE and in network meetings.	common department team planning time
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<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<table border="1"> <tr> <td data-bbox="596 995 2022 1071">1. By October, one DYO has been given & data analyzed. 2. English and writing teachers have implemented at least 3 lessons supporting teaching of grammar.</td> </tr> <tr> <td data-bbox="596 1071 2022 1148">1. By February, two DYO's have been given & student progress analyzed. 2. English & writing teachers have implemented at least 6 lessons supporting the teaching of grammar.</td> </tr> <tr> <td data-bbox="596 1148 2022 1221">1. By May, a 3rd DYO has been given, assessed and analyzed. 2. On average, students have moved up by one level on the grammar section of the DYO rubric.</td> </tr> </table>	1. By October, one DYO has been given & data analyzed. 2. English and writing teachers have implemented at least 3 lessons supporting teaching of grammar.	1. By February, two DYO's have been given & student progress analyzed. 2. English & writing teachers have implemented at least 6 lessons supporting the teaching of grammar.	1. By May, a 3rd DYO has been given, assessed and analyzed. 2. On average, students have moved up by one level on the grammar section of the DYO rubric.	
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Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Students will use Individualized Learning Plans to monitor their progress towards goals; Teachers & students will use Individualized Learning Plans in classes, which will be measured through the AIT collecting data and triennial conferences with teachers and administration.</i></p>			
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/strategies activities: The Professional development focus is around ILPs; the designing of and development of Individual Learning Plans. The Academic Intervention Team (AIT) selects a group of students, which is a cross-section of all grades, focusing on three students per grade, including one Former English Language Learner. Administration will meet with teachers on a quarterly basis to review their progress in both walk-throughs and formal meetings. The professional development committee will meet weekly to monitor the ILP Professional Learning Committees (PLCs) and support the professional development needs.</p> <table border="1" data-bbox="583 699 1976 862"> <tr> <td>Students will refer to ILPs and reflect on their progress.</td> </tr> <tr> <td>Students will write goals for their ILPs based on their pre-assessment and teacher feedback.</td> </tr> <tr> <td>Teachers will implement a pre-assessment to set goals. The AIT will collect student work, observe, and interview students to assess if we are meeting our goal.</td> </tr> </table> <p>Target population: focus on our AIT study group (12 students, including 4 F-ELLs) as a sampling. Responsible staff members: all teachers. Implementation timelines: in the summer, all teachers will self-assess on a rubric regarding where they feel they stand with ILP use. September, roll out ILP professional development. In September, the principal and AP meet with all staff regarding an action plan for their professional growth. The AIT begins meeting and tracking student progress. In November, all teachers have developed ILPs with their students and are reviewing with their PD time. The AIT is assisting teachers in developing and using these ILPs. The AIT tracks progress and modifies on a monthly basis. The principal meets with staff quarterly. In the spring, the professional development shifts towards examining how teachers are changing their instructional practice to address students' progress/lack of progress toward goals and all ILPs are reviewed and the AIT and department teams analyze DYO data to look for trends of progress toward meeting goals and DYO performance. The AIT and department teams then shift toward looking at goals to set for next year.</p>	Students will refer to ILPs and reflect on their progress.	Students will write goals for their ILPs based on their pre-assessment and teacher feedback.	Teachers will implement a pre-assessment to set goals. The AIT will collect student work, observe, and interview students to assess if we are meeting our goal.
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Schedule: departments must have weekly meeting times to review the DY0 data. The AIT must meet regularly, separately from the PD committee to track student progress. Staff will meet bi-monthly in ILP Professional Learning Committees (PLCs). Students will use ILPs in at least one class (teachers are required to implement them in at least one section per subject area taught.) Teachers will be in PLCs based on experience with ILP work, reading a professional text, twice a month. The AIT and PD committee were scheduled to meet weekly so teachers can plan how to link ILP use for teacher development and student growth. Advisory in 11th grade programmed to have Junior Institute to prepare students for applying to college and setting post-secondary goals, and Senior Institute in 12th grade was restructured last year to support students in career exploration, to support them in transitioning out of high school.</p> <p>Training: teachers will learn about ILPs from colleagues who were in the ILP PLC in 2008-09. Teachers will participate in network-wide conferences to learn about and present on their work around ILPs. intervisitations for tenured teachers, mentors and intervisitations for novice teachers, department team meetings, PD focused around ILP development, AIT team conducts visits to other schools and our own classes. Teachers attend network conferences around goal-setting. Bi-monthly professional development is around ILP use and teachers will be grouped by experience and will read a book on goal setting and development (books listed under budget section).</p> <p>Resources:</p> <ul style="list-style-type: none"> • Funds were allocated to purchase the book “Never Work Harder than Your Students” for each ILP to use as a resource, as well as materials from Rick DuFour. • With the budget cuts, all staff was maintained, except one history teacher was cut. We preserved our data specialist to allow for teachers to have access to data reports re. the DYOs and a teacher was given a light program to be the academic dean, to support student programs and teacher development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The administration will meet quarterly with all staff member to formally review their progress toward their goals of using ILPs in all classrooms. • The AIT will review student progress toward using ILPs and tracking student progress on a quarterly basis. • The professional development committee will assess the needs of the professional development monthly. • Instruments of measure: DY0 data, reviewing student ILPs and grade data, teacher feedback, observation and Regents data. <p>Projected gains:</p> <ul style="list-style-type: none"> • All teachers have met with students at least 4 times in one section at minimum about their ILPs. • On average, students have made progress toward meeting their goals and can articulate this through class assignments, reflections and teacher feedback. • 70% of students will have used ILPS at least 3 times. • Students will set goals for next year, after assessing their progress.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Professional Development will be linked to goal-setting and data analysis; Teachers will monitor their progress in assessing student growth through regular use of a teacher ILP, which will be measured through the professional development committee collecting data and triennial conferences with teachers and administration.</i></p>						
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<table border="1"> <tr> <td data-bbox="594 464 2001 505">Teachers will meet with administration to set goals and monitor progress on the Teacher ILP rubric.</td> </tr> <tr> <td data-bbox="594 505 2001 545">Teachers will gather evidence to show progress toward goals.</td> </tr> <tr> <td data-bbox="594 545 2001 586">Professional development will support teachers in ILP development.</td> </tr> <tr> <td data-bbox="594 586 2001 626">Students will refer to ILPs and reflect on their progress.</td> </tr> <tr> <td data-bbox="594 626 2001 667">Students will write goals for their ILPs based on their pre-assessment and teacher feedback.</td> </tr> <tr> <td data-bbox="594 667 2001 708">Teachers will implement a pre-assessment to set goals.</td> </tr> </table>	Teachers will meet with administration to set goals and monitor progress on the Teacher ILP rubric.	Teachers will gather evidence to show progress toward goals.	Professional development will support teachers in ILP development.	Students will refer to ILPs and reflect on their progress.	Students will write goals for their ILPs based on their pre-assessment and teacher feedback.	Teachers will implement a pre-assessment to set goals.
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>professional books purchased for PD for ILP and goal-setting (<i>The differentiated classroom: responding to the needs of all learners by Carol A. Tomlinson, Data wise: a step-by-step guide to using assessment results to improve ..., Classroom assessment for student learning: doing it right, using it well</i>),</p> <p>With the budget cuts, all staff was maintained, except one history teacher was cut. We preserved our data specialist to allow for teachers to have access to data reports re. the DYOs and a teacher was given a light program to be the academic dean, to support student programs and teacher development.</p> <p>Intervisitations for tenured teachers, mentors and intervisitations for novice teachers, department team meetings, PD focused around ILP development, AIT team conducts visits to other schools and our own classes. Teachers attend network conferences around goal-setting. Bi-monthly professional development is around ILP use and teachers will be grouped by experience and will read a book on goal setting and development (books listed under budget section).</p> <p>Teachers meet weekly in department and collaborative partners, weekly as the AIT and PD committee and bi-monthly in PLCs around ILP use. Teachers meet triennially with administration to monitor progress toward goals and ILP use.</p>						
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>All teachers will have met with administration three times, in October, January and May and provided evidence of their work toward ILPs in their classroom.</p>						

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	11	2	8	25		0	0	0
10	1	4	2	1	1	0	0	0
11	0	1	0	6	2	0	0	0
12	0	1	1	3	2	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson is taught after-school for two students in need of AIS. In addition, all students who are AIS are mandated for extended day, where they work in small groups and confer with their teacher. Students who failed a Regents exam receive Regents tutoring by their English teacher after school once a week.
Mathematics:	All students who are AIS are mandated for extended day, once or twice a week, where they work in small groups and confer with their math teacher. Students who failed a Regents exam receive Regents tutoring by their Math teacher after school once a week.
Science:	All students who are AIS are mandated for extended day, once or twice a week, where they work in small groups and confer with their Science teacher. Students who failed a Regents exam receive Regents tutoring by their Science teacher after school once a week.
Social Studies:	All students who are AIS are mandated for extended day, once or twice a week, where they work in small groups and confer with their Social Studies teacher. Students who failed a Regents exam receive Regents tutoring by their Social Studies teacher after school once a week.
At-risk Services Provided by the Guidance Counselor:	The guidance counselors meet with students who are AIS on a weekly basis, individually and in small groups.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ Number of Students to be Served: _____ 1 _____ LEP _____ 6 _____ 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.

LEP students, which includes students who are in their transitional year, receive their mandated minutes of ESL instruction, during the school day and during extended day, by an ESL teacher, in a small, mixed-grade group. Students also take 200 minutes of English Literature in grades 9, 10 & 12 and 150 minutes of Writing Arts in grades 9 & 10, and in grades 11 they take 250 minutes of English Literature. The language of instruction is English and 7 students are served. The grade levels are grades 9 and 10. The rationale for freestanding ESL is because there are a small number of students at the school, so there are not enough to create a bilingual class. All ESL students are transitional (have passed the NYSESLAT) but for one, who is at the Intermediate level. The freestanding ESL program will service both our Intermediate and Transitional students. The program is for the 2008-09 school year and the service provider is Melody Kwan, who is licensed in ESL and has taught for four years. Our Intermediate student will receive 360 minutes a week of ESL, through 100 minutes of freestanding ESL during the day, 100 minutes of freestanding ESL in extended day, and 150 minutes of Writing Arts, plus 200 minutes of ELA instruction.

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.

Our ESL teacher is a teacher leader, and created a portfolio around teaching ELLs for the rest of the staff. This year, she will be leading the Academic Inquiry Team in a school-wide focus around how to effectively teach former ELLs, which is a large population at our school. Our ESL teacher will continue to receive professional development through attending outside workshops and professional development offered by the City throughout the year, and will complete a portfolio, for her annual review, where she will examine ESL teaching methodologies, visit other schools, to see their programs, and read professional literature. All staff who also teach ESL students will learn about developing Individualized Learning Plans for their students, and will learn how to write goals to support ELL students. In addition, the Inquiry Team work will provide professional development for all staff, as they will receive suggestions for teaching ELLs and former ELLs and will be involved in the AIT work, as it will span all grades and academic areas.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Page 1

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5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The steps taken to identify possible ELLs are any new entrants are given the Home Language Survey and the information is entered into ATS. If the primary language at home is not English, the student is given the LAB-R. Janice Salmeri, our parent coordinator, administers the HLS. The principal then reviews in ATS which students qualify for the LAB-R, and our ESL teacher, Melody Kwan, administers the LAB-R and scores the exam. ELLs are evaluated annually by the NYSESLAT exam, which is administered by Melody Kwan, the ESL teacher.
2. In order for parents to be aware of choices for programming, a letter is sent home to all new ELL students, in the family's home language, informing them of their options. Since we have a very small ELL population, we only offer freestanding and push-in ESL. The letter asks for

parents to respond within the month, and the parent coordinator collects parent responses. If we do not hear back from a family, our parent coordinator calls home, or we use over the phone translation to assist in calling home.

3. Parent survey and program selection forms are mailed home. The parent coordinator tracks if they are returned. If they are not returned, we reach out to the families with phone calls home. Because our school has a small ESL population, we only offer freestanding ESL, as we have a student already in that program.
4. Students are placed in freestanding ESL because we do not have enough students to offer a bilingual program. In the past, families have not asked for a bilingual program, and when the LAP team meets, we have not seen a need for a student to be in a bilingual program. If such a situation arose, the ESL teacher, parent coordinator and principal would meet with the family to discuss schools that offered transitional bilingual programs that could be a better support for their child.
5. After reviewing the parent survey and program selection forms over the past few years, the trend has been that parents choose freestanding ESL. We, on average, test one student a year with the LAB-R, and there have been years, such as this year, when no students qualify for ESL services.
6. The program model offered at our school aligns with parent requests.

Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
<ol style="list-style-type: none"> 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. 4. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.

1. Instruction is delivered in a freestanding ESL model and push-in. Our ELL student meets with the ESL teacher and transitional ELLs two times a week in a self-contained program, and twice a week in a push-in, and three times a week in a writing arts class. The program model is ungraded and heterogeneous. As there is currently only one ELL in the school, he is with transitional ELLs or meets one on one with the ESL teacher.

2. Explicit ESL and ELA minutes are delivered in our free-standing ESL model with: 100 minutes of freestanding self-contained ESL, 100 minutes of push-in ESL, 350 minutes of ELA instruction a week.
3. Content areas are delivered in our ESL program in that the teacher will support students with readings from their classes and assist them in comprehending what is expected in each class. Students attend all core academic classes, in addition to ESL, so they receive their content instruction through those classes, primarily. All students who meet for ESL with our ESL teacher meet with her in a small group and look at vocabulary, speaking and listening. The teacher reads out loud to the students and they engage in question and answer sessions, to ensure understanding in context and vocabulary development. Students also work on writing in ESL, looking at common errors in Korean/English and ways to self edit their work. Students are grouped in their academic classes in heterogeneous groups, where they work on reading strategies (double entry notes, post it notes, reflection logs, vocabulary lists) and discussion in small groups. ELLs attend after school sessions, where they preview material for their academic classes, so that they then participate in whole class discussions the following day. Additionally, the ESL teacher reviews content area vocabulary with students. Students read aloud in class and have small group discussions. The ESL teacher meets weekly with the 9th grade English teacher to plan how to teach content and grammar. They review what ELLs are learning in English and what they need support in. The ESL teacher aligns the units with her ESL program. For example, when they were writing personal essays in Writing class (which ELLs do not take) she taught point of view essay in ESL, so that they can master similar benchmarks. The Balanced Literacy Strategy is implemented towards their instruction to help develop the immediate skills of (these skills are what our students stated that they are having the most difficulty with and what the teacher assessed from student work): Comprehension (analyzing what is said or what is read), Speaking (sharing in small groups) and Writing. To plan, the ESL teacher analyzes student work and plans from there, and is developing a curriculum.
4. Differentiating for ELLs:
 - a. **Describe your plan for SIFE students:** Although we currently do not have SIFE students at BCCHS, our plan for them if they were to enter would be to assess their literacy levels by assessing them in their native language. We would then program them for the appropriate minutes of ESL and they would attend mandated extended day supports in literacy and other major subject areas. We would order materials in the students' native language to help support their understanding of key concepts, as they learn literacy in English.
 - b. **Describe your plan for ELLs in US Schools less than three years (newcomers).** For newcomers, our plan is for students to be in ESL for their mandated minutes, and to attend extended day supports in all subject areas. Additionally, they will be provided with additional English support with a Writing Arts class, and will not take a foreign language, in order to focus on learning English. We would also create a group for newcomers for social and emotional supports with guidance, where they would discuss cultural differences and adjustment. In the past, when newcomers have arrived at BCCHS, we have paired them with a teacher who meets with them to discuss culture shock and have done what is described above. Additionally, as it is part of our LAP, newcomers have access to texts in their native language, to help them learn the content necessary in their academic classes.
 - c. **Describe your plan for ELLs between 4-6 years:** Currently, we have no long-term ELLs at our school. In the past, we have pulled them for ESL and supported them with academic interventions. As our ESL population grows, it will be a more pressing need if we have more long-term ELLs. The plan for long-term ELLs is to assess their progress in academic subjects and look at what areas they are struggling in. We provide them with ESL mandated minutes, along with at-risk supports with our SETTS teacher, helping them

with study skills. Additionally, these students are mandated to attend the additional 50 minutes for each subject area and attend additional after school academic supports. If we feel there is another learning issue, we will refer them for assessment for special education. Last year, we had a long-term ELL who graduated and went on to college with these supports helping her get to that point.

- d. **Describe your plan for long-term ELLs (in NYC school six years or more.)** Currently, we have no long-term ELLs at our school. Because we currently have such a small cohort of ELLs, in the past, we have pulled them for ESL and supported them with academic interventions. As our ESL population grows, it will be a more pressing need if we have more long-term ELLs. The plan for long-term ELLs is to assess their progress in academic subjects and look at what areas they are struggling in. We provide them with ESL mandated minutes, along with at-risk supports with our SETTS teacher, helping them with study skills. Additionally, these students are mandated to attend the additional 50 minutes for each subject area and attend additional after school academic supports. If we feel there is another learning issue, we will refer them for assessment for special education. Last year, we had a long-term ELL who graduated and went on to college with these supports helping her get to that point.
- e. **Describe your plan for ELLs identified as having special needs.** Currently, we do not have any ELLs with special needs, but we do have one ELL who is being tested. Our ELLs with special needs will attend classes with their peers, but will be pulled from either foreign language or electives (depending on the grade level) to meet with the SETTS teacher and ESL teacher. Additionally, these students will have modified criteria, which teachers will be trained on, and will attend mandated extended day supports in all subject areas. These students will be eligible to take RCTs if they cannot pass the Regents exams. We have been training the staff during professional development to look at how to assess students in a variety of ways, and how to teach in ways that support *all* students, such as with visuals, books on tape and note taking skills, as well as multiple opportunities for students to speak in class in discussions and group work.

Programming and Scheduling Information—Continued	
5.	Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6.	Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7.	What new programs or improvements will be considered for the upcoming school year?
8.	What programs/services for ELLs will be discontinued and why?
9.	How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10.	What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11.	How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12.	Do required services support, and resources correspond to, ELLs' ages and grade levels?
13.	Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14.	What language electives are offered to ELLs?
Schools with Dual Language Programs	
1.	How much time (%) is the target language used for EPs and ELLs in each grade?
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3.	How is language separated for instruction (time, subject, teacher, theme)?
4.	What Dual Language model is used (side-by-side, self-contained, other)?
5.	Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
Professional Development and Support for School Staff	
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

5. Targeted intervention for ELLs in all subject areas is offered through our extended day program. All students who score below proficiency level on their 8th grade tests, or Regents exams, are mandated for extended day in each subject area. There, they work in small groups with their teacher, to receive support in the subject. Tutors are also arranged for in extended day, to support more one-on-one intervention. All extended day is in English. In 9th and 10th grade, all students take a Writing Arts class, in addition to ELA, to support students in developing their writing skills. In addition, students have extended ELA classes in 11th grade, and extended science classes in 9-11 grade.
6. **Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT.** In our current 9th grade class, two students entered as ELLs and then soon after passed the NYSESLAT. They went from a bilingual program in middle school to a regular English language program here. The students have received supports through the advisory program, with each student with an advisor and intense literacy classes, including English, writing arts and a literacy program in advisory. These students were also mandated to attend extended day supports in all subject areas.
7. New programs/improvements considered for next year: we are attempting to expand our ELL population, in order to have a larger cohort, by recruiting ESL students through the articulation process. In reviewing our data, our ESL program and additional supports has been successful, as all ELLs have passed the NYSESLAT and are passing Regents exams.
8. No programs or services for ELLs will be discontinued, as we hope to maintain a freestanding ESL program, as long as we have students for the class.

9. ELLs are offered equal access to all programs in our school. ELLs are integrated into all academic classes, which are heterogeneous, and have the same expectations and requirements as other students in the school. Our extended day program is open to all students, and our ELLs take a foreign language, writing arts and art and gym. Because of programming constraints, our ELL students this year only take a half program for PE and art, but will have the opportunity to take art electives in their junior and senior years.
- 10. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?**
Novels from English class, short stories, vocabulary lists (created from texts students are reading), excerpts from grammar text books, and Writers' Reference Guides. Books: The House on Mango Street, Yell-Oh! Girls, 2 grammar textbook. Students are assessed with vocabulary quizzes and studying grammar.
11. Native language support is delivered in our ESL program by providing students with bilingual glossaries and ordering texts (whenever possible) of books they are reading in English class in their native language. Students are also provided with required glossaries and extended time when taking the Regents exams.
12. Required services do support our ELL student's age and grade level. Currently, we have on ELL who is a ninth grader, who is fourteen, and he is intermediate level. He receives 550 minutes of ESL/ELA.
13. In our school, to assist newly enrolled ELLs in our school before the beginning of the school year, we have an orientation for all new entrants in June, where Senior students are paired up with our 9th graders and other new entrants, and provide them with support. Guidance and administration meet with families as well. In the beginning of the school year, Senior Mentors are assigned to new students, and guide them through the start of the school year intensively, and then on a monthly basis after October.
14. Our ELL students are enrolled in Spanish in 9th-11th grade, and in 11th and 12th grade can choose to take French, or another language through College Now, with our collaboration with Baruch College.

Professional Development and Support for School Staff:

1. **1. Describe the professional development plan for all personnel of ELLs at the school.**
The LAP principle that the school is focusing on this year is individualized learning plans that instill academic rigor. This principle already exists in the school, but there is always a need to revisit, refine and discuss further. Through regular conferences with teachers and our year-long professional development, we have focused on collaboration, both in staff planning and with students. The whole staff (all teachers and guidance counselors) has been meeting two Thursdays a month for an hour. Teachers work in small groups on projects around specific focuses.
2. staff are provided with the following support to assist ELLs transitioning from middle school to high school: the ninth grade teachers meet on a monthly/quarterly basis to discuss students that they are concerned about. In addition, all departments meet weekly, to discuss instruction and student progress. 9th grade advisors attend the orientation in June for incoming 9th graders, and are provided with a curriculum which addresses transitional issues that they use throughout the year with 9th graders.
3. The minimum of 7.5 hours of ELL training for all staff is implemented through the work the AIT is doing this year. The AIT, which is comprised of teachers of various grade levels, meet weekly to look at student work in the Individualized Learning Plan, and are specifically tracking ELLs and F-ELLs. In our monthly staff meetings, the AIT has presented various times on how to read data regarding ELLs and how to look at and analyze ELL goals.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement in BCCHS is moderate, and for parents of ELLs it is less so. We have parents attend PTA meetings and workshops, but only about 10% of families attending. We have had outreach for our ELL families, with evenings and workshops in Chinese, and for those events, we get a larger turnout of Chinese speaking families than at events that are in English with translation.
2. Our school has partnered with Baruch College, APEX and used contracted translation services for parent services and communication.
3. We evaluate the needs of parents through the annual Learning Survey, where parents provide feedback on the school. The School Leadership Team reviews this information annually, as does the PTA.
4. Our parental involvement activities address the needs of parents in that we hold a financial aid night, college night, SAT night and other college information sessions, as that is what our parents have indicated the most interest in.

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

1. In looking at the NYSESLAT and LAB-R we found that we have one student who scored at intermediate level on the NYSESLAT. No students took the LAB-R this year.
2. There are no patterns across the NYSESLAT modalities, as we only have one ELL.
3.
 - a. In examining the student results, there are no patterns across grades. The only pattern is that all students passed the NYSESLAT after the 9th grade, this past year. In terms of our current ELL, in looking at his first quarter report card and mid-term report, he is struggling in Global Studies and Art, but otherwise is doing well academically. He is also doing well in Spanish and ESL.
 - b. School leaders and teachers use the results of the periodic assessments to set goals for individual students and to inform instruction. Our school gives DYO assessments in English and Math. However, we only give them in math in the 9th grade. The department looks at all student scores and looks for trends, and then modifies instruction.
 - c. We do not use our ELLs native language on periodic assessments. Thus far, it is too soon to tell how our ELL is faring on interim assessments. Our Academic Inquiry Team is analyzing this year's Individualized Learning Plans that are being implemented in each grade and subject area. They are specifically looking at how Former ELLs are faring in terms of meeting and setting appropriate goals. In looking at broad patterns in data, however, our ELLs have, over the years, been very successful in school, passing all Regents exams and moving on to college.
4. N/A
5. We evaluate the success of our ESL program through observations of instruction, bi-annual goals meetings with the ESL teacher, and looking at student progress in academic classes and on State exams, including Regents exams and the NYSESLAT.

Form TIII – A (1)(b)

School: Baruch College Campus High School _____ BEDS Code: 02411

Title III LEP Program
School Building Budget Summary - we did not receive Title III funds.

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	(e.g., \$9,978)	(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)

Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We examine the students blue cards, to see what families note as their preferred language, which is entered into ATS. We also look at home language surveys, and informally poll families during Parent Teacher Conferences, and in class, by teachers.

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 the majority of our families who require translation are Chinese speaking, speaking Amoy (Fukinese), Cantonese and Mandarin, with Cantonese being the most prevalent. We reported our findings to the school community by translating school documents into Chinese, so that these families could read communication with the school.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All documents that are mailed home will be translated by using the Department of Education translation services. In order to ensure timely provision of translated documents to parents, materials will be sent for translation two weeks prior to when they need to be mailed home. In addition, translated documents will be posted on the school website.

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

Oral translation will be provided during parent teacher conferences by parent volunteers, staff and outside translators, as well as over the phone translation provided by the Department of Education. Parent evening events and breakfasts will be translated orally by a staff member.

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>.

All families who are at the school for one-on-one meetings, will be provided with oral translation, if needed, in Chinese or Spanish. If the family speaks another language, the school will use over the phone translation services from the Department of Education. All oral translation at the school will be provided by teachers, who are paid a per diem rate of missed prep, during the day, and per session after school hours.

Notices letting families know that translation is available will be posted outside the main office so that all families can see, and on the school website.

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:		299,292	299,292
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,993	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		14,964	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		29,929	

- 8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 90%
- 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.

There is one teacher on staff who was not highly qualified in last year’s BEDS. Since then, she has met the criteria to be highly qualified, by completing her Master’s Degree in Chemistry education. This year, the school is implementing the following activities and strategies:

- mentoring
- department team meetings aligned around DY0 interim assessments
- professional development focused around creating Individualized Learning Plans, to support teachers in learning to monitor student progress.

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.

Baruch College Campus High School (BCCHS) Parental Involvement Policy

BCCHS agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will incorporate this parental involvement policy into its school Comprehensive Educational Plan (CEP).
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of the children served in Title I SWP programs in decision about how the 1 percent of the Title I ARRA funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities, including ensuring –

- That parents play an integral role in assisting their children’s learning.
 - That parents are encouraged to be actively involved in their child’s education at school
 - That parents are full partners in their child’s education and are included, as appropriate, in decision –making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. BCCHS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Meet and plan with the PTA Executive Board, SLT and Parent Coordinator on a monthly basis.
 - Inform parents during orientation meetings in September of ways they can be involved in school planning and functions throughout the year.
 - Provide workshops on academic, social, health and emotional issues that directly affect the students and parents who are part of our school community; and
 - Disseminate information through the school website, email and letters backpacked home on a regular basis.
 2. BCCHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Inform parents of students’ data on formal and informal assessments through the monthly PA meetings, and notices sent home quarterly linked to the interim assessments, and quarterly phone calls home by advisors.
 - Inform parents of online resources to access their students’ assessment data, including ARIS Parent Link
 3. BCCHS will incorporate the Parent Involvement Policy (PIP) into its CEPT through the following means:
 - parents and teachers on the School Leadership Team (SLT) will be informed of the current PIP and update the policy as needed.
 - SLT minutes will be distributed to teachers and parents to inform them of any revisions, by posting them on the school website and staff room.
 - parents will be encouraged to contact SLT representatives for suggestions for improvement of the PIP.
 4. To fulfill the requirement of section 1111 of the ESEA for parents of limited English proficient students, BCCHS will:
 - Translate the PIP into Chinese and Korean
 - Have the policy read to parents upon request
 5. Parents will be involved in the 1% of Title I ARRA funding allocated for parent involvement by:
 - Meeting with the PTA executive board to discuss how to spend the allocation.
 - Meeting with SLT members to discuss how to spend the allocation.
 - Presenting suggestions to the PTA general membership.
 6. BCCHS agrees:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and the school activities, including ensuring –
 - a. That parents play an integral role in assisting their child’s learning
 - b. That parents are encouraged to be actively involved in their child’s education at school
 - c. That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - d. The school will inform parents and parental organizations of the purpose and existence of the Parental information and Resource Center in the State.

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.

Baruch College Campus High School (BCCHS) School-Parent Compact

BCCHS and the parents of the students, participating in activities, services, and programs funded by Title I SWP of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year 2009-2010.

School Responsibilities

BCCHS will:

1. Provide high-quality curriculum and instruction through the writing workshop model, inquiry-based science, and student centered collaborative work in mathematics and the humanities. This will provide a supportive and effective learning environment that will enable the students to meet the State's student academic achievement standards
2. Hold parent-teacher conferences, specifically those conferences will be held: November 2009 and March 2010.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows: Interim assessment reports on a quarterly basis for math and English, and quarterly report cards issued at the end of each marking period.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parents may request a meeting with the teacher or member of the school staff via a letter, email or phone call. The school staff member will follow up to confirm a date and time for the conference, as well as phone calls home by advisors for students at-risk in any class.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: monthly grade breakfasts, class field trips, publishing parties, participation during parent workshops and PTA events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I SWP and to explain the Title I SWP requirements, and the right of parents to be involved in Title I SWP. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many as possible can attend.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education for their children. The school will respond to any such suggestions as soon as practically possible.

10. Provide to each parent in grades 9-11 an individual student report about the performance of their child on the school's interim assessments in math and English., and students in grades 10-11 PSAT scores.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

1. Monitoring attendance
2. Making sure that homework is completed
3. Monitoring the amount of television, video games and internet our children watch.
4. Volunteering in my child's classroom and in the school.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. serving, to the extent possible, on policy advisory groups, such as being the Title I SWP parent representative on the school's School Leadership Team, the Parent Teacher Association, the District Wide Parent Council or other school advisory or policy groups.

Student Responsibilities

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

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Complete at least 20 hours of community service annually.
- Give to parents or the adult who is responsible for my welfare all notices and information received from the school every day.

SIGNATURES:

SCHOOL	PARENT(S)/GUARDIAN(S)	STUDENT
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-wide 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.

In analyzing the data regarding State proficient and advanced levels of student academic achievement, our school can improve in the following ways:

Students at BCCHS pass the Regents exams at Regents proficiency(mastery level) at a high rate, roughly 60-70% of all students in each cohort. Our goal is to continue to raise the percentage of students passing at the mastery level, which is in accordance with the fact that we are a screened, college preparatory program. This past school year, we increased the mastery rate on the English Regents by eight percent. However, on the Algebra Regents, which was given for the second year, we dropped in the mastery level significantly, with a 34% drop. This is most likely due to the decrease in amount of minutes the classes met, due to programming constraints. In Global History, we have gained mastery over three years by 15%, although continue to have the most failures (3%) along with chemistry. In chemistry, we would like to raise mastery. It has been fluxuating around 20% for the past three years. Biology has the highest mastery rate, in flux around 60% mastery.

There were no students who failed English or Math A Regents exams, and in analyzing racial/ethnic and gender data, there are no gaps in performance.

See "Needs Assessment", on page 10, for further detail.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Reform strategies will be the following:

- *9th and 10th grade math will be increased to meet an additional 55 minutes per week, at a total of 5 times a week.*
- *Continue to have the extended day program for all academic subjects, where students are mandated based on teacher feedback and data. English and math extended day are manned by multiple teachers who work collaboratively with students in groups, and older students are trained to tutor students.*

- *Individualized Learning Plans are being instituted in all classes, to support students in individual goal-setting and teacher tracking student progress.*
- *Low academic achieving children are supported in addition to all students, through the following school-wide programs: college and career awareness through our Junior/Senior Institute Program, Senior Exit Project (Career Investigation), and individual meetings with the college office for all 11th and 12th grade students and their families and SAT prep for all juniors; counseling programs, including group counseling, individual counseling and counseling programs and clubs; mentoring for all incoming freshmen to ease transition, through the senior mentor program; extended day program with academic supports in all subject areas; enrichment programs, including clubs and the arts for all students and Advanced Placement and CollegeNow courses for all juniors and seniors; all students are supported through our advisory program, which links teachers to students and families, and supports literacy through regular letter writing and reading.*
- *All 9-11 grade students and families will receive triennial/quarterly reports on their progress with interim assessments for English and Math. Students also will receive progress on interim assessments in history and science in all classes.*

3. Instruction by highly qualified staff.

All but one teacher at BCCHS are highly qualified. One teacher, who holds a biology license, and is teaching chemistry, is currently in graduate school, completing her masters degree in teaching Chemistry and will be highly qualified by September, 2009.

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.

All staff are engaged in professional development study groups, looking at developing individualized learning plans, and are reading professional books to support this study. Teachers meet in department teams weekly to analyze interim assessment data and align curriculum, and collaborative partners meet weekly to plan and align curricula.

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

N/A

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

The school website is a main vehicle to increase parental communication and hence, involvement. There is a parent corner, where information is posted, and a calendar, showing school events, and information for families. In addition, we host quarterly grade breakfasts, where topics around curriculum, helping students, college transition and high school transition are presented. There are speakers at PTA meetings around financial planning, college planning and study skills, as well as guidance programs. There are also family breakfasts in Chinese, specifically for our Chinese-American population. College night for 11th grade each year, and this year we are planning on having a college night for all grades. In meeting and planning with the SLT, they have outlined the following suggestions for programs to increase parental involvement:

- Parent workshops with topics such as: helping parents with transitions to the outside world, life skills, facebook/internet, future business skills for students, adolescent expectations, sex education, use of internet for research, time management strategies, reading policy and getting teens reading, career day.
- Subject mornings (math, English, writing mornings)
- Inviting parents to sit in on classes during open school week
- Inviting families to cultural events & performances

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Students will use Individualized Learning Plans to monitor their progress towards goals.	Teachers & students will use Individualized Learning Plans in classes.	1.	Three times in the 2009-2010 school year, teachers will monitor student progress through the use of ILPs in one class and be able to articulate the progress students made/did not make towards improvement in their classes, which will be measured through triennial meetings with staff.
		2.	By June 2010, 70% of students will have used ILPs at least three times and have written reflection on assessments used in class.
Professional Development will be linked to goal-setting and data analysis.	Teachers will monitor their progress in assessing student growth through regular use of a teacher ILP.	1.	By June 2010, 85% of teachers will indicate that they are at the 'practitioner' stage on at least one section of the ILP staff rubric.
		2.	

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.

Students will be mandated for extended day, based on their performance on Regents exams, course grades and 8th grade ELA/Math scores for incoming 9th graders. Students will be studied by the Academic Intervention Team, the PPC and will receive at-risk SETTS and guidance services when needed. Student progress will be monitored through ILPs and the interim assessments.

In our school, data is captured all year, throughout the year, in four streams of grades (1: participation and classwork, 2: homework, 3: projects and essay, 4: tests and quizzes). In each grade, our DYO enables us to measure longitudinal growth in very clear and easy to understand methods. In the 9th grade, teachers introduce the most fundamental skills measured according to our DYO rubric. Students see the DYO rubric for the first time when the rubric is attached to their summer assignment to enter the 9th grade. The skills assessed by the DYO are identified by the teacher. For example, when students learn how to do a double-entry-journal, they learn the art of developing meaning. The teachers use the DYO rubric for any and several major unit assignments. 9th grade students set goals based on the feedback they receive from their teachers. Data is gathered throughout the year in the form of homework assignments (such as reading notes, double-entry journals and reflections), in class discussions (that demonstrate students' ability to analyze literature), major assessments (including essays that are Regents-based and graded using the DYO rubric), and projects (which incorporate the 6 sets of skills assessed by the DYO). In the 10th grade, we begin grading the DYO as a formative interim assessment. These students take interim assessments three to four times per year. Each time, the entire department grades these essays and discusses our findings. We analyze the data gathered to modifying existing curricular plans and possibly set new goals altogether. In the 11th grade, students continue to take the DYO, reflecting on their work in earlier grades (which is collected in a portfolio passed up from teacher to teacher). After administering multiple interim assessments, students sit for the NYS Regents exam in January. Taking the Regents allows them to see how successful their work with essay writing and DYO skills has been. In their senior year, we are looking beyond the Regents. Students continue to be assessed using the same standards, but more is expected of them. Their expository writing is now expected to incorporate more creative elements. One goal we have for future years is that each teacher utilizes the portfolios. We plan to create a more formal, organized method of collecting student work so that the portfolios are user-friendly for both students and teachers. In the 9th and 10th grade, students have a Writing Arts portfolio and a Literature portfolio. In the 11th grade, these portfolios are merged, and students look back on their work to set individualized goals. In the future, we would also like to create and use a goal-setting structure in every class. Next year, we will be working as a community to develop ILPs (individualized learning plans) for each student. We hope to align these ILPs with our DYO assessments so students are even more clearly capable of identifying their areas of strength and weakness, and we can more adeptly make plans to move them from one level to the next.

Our school communicates DYO results to families in a few key ways. First, each time a formal DYO assessment is given, data is collected by the mathematics department and entered into a database by our data specialist. For each assessment we divide the student's grade into three categories, conceptual understanding, procedural understanding, and multiple choice questions. Students receive this breakdown when their tests are returned to them. In addition we create a sheet which documents their breakdown and also includes suggestions for improvement such as work on multiple choice, include more detail, you need to be clearer, you need to work on understanding the concepts as opposed to just memorizing them, etc. These sheets are distributed to students after each assessment. A letter is then sent home to the parent/guardian of that student to inform families of the student's performance in each area of the DYO. This letter (which is attached) explains to the

parent/guardian what the DYO is, what it measures, and how the child performed on the most recently administered DYO assessment. We also let the parent know how the student performed on the other DYO's given, so they can see progress or lack of progress over time.

In all grades, student feedback is given using the DYO goals, and those goals are included in our beginning-of-the-year Welcome Letters, which parents/guardians review and sign. We also share the DYO goals at our annual Curriculum Night and Parent/Teacher Conferences. It will also be on our school's E-Chalk website for mathematics classrooms starting next year. Next year, we will most likely ask students to get the letter sent home to parents signed so we can see that students have shared their performance feedback with their guardians.

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

N/A

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A

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.

N/A

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

N/A

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;

N/A

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: In Good Standing **SURR¹ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We received these findings towards the end of the school year, and did not have sufficient time as a community to investigate this. However, the principal reviewed this over the summer and shared her findings with the SLT in September 2009.

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

Applicable x 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?

Our teachers develop **curriculum maps** that are aligned to grade level, by meeting in grade and department teams at the start of and throughout the year. This year, all teachers are instituting individualized learning plans, which address key skills for each subject and grade level. In English, our department developed a "DYO Interim Assessment" in which the department developed a rubric that is used in all 4 years, to assess student writing skills. Each grade has modified this to meet the developmental needs of the grade, and have made this decision as a team.

All curriculum maps include **skills**, final assessments and strategies taught. For example, in the 9th grade, the focus is on teaching reading strategies that are then used in later grades, such as paired reading and note taking.

Alignment to State Standards – Speaking, Listening, Reading & Writing are focused on each year, with the skills scaffolded from 9-12.

All classes engage in the accountable talk model in class, and students have additional time writing in grades 9 and 10, where they take a writing class, in addition to 200 minutes of English Literature. Students read extensively, reading books such as "The Oddysey" and Dantes "Inferno" as well as reading three times a week in advisory class.

Students are taught listening skills through accountable talk, where students are asked to build on each other's ideas.

ELA materials – we have book clubs in every grade, which allows for differentiation of texts, and each year have literature that represents a broad range of experiences. Because 60% of our population is Asian, we have thoughtfully included Asian American literature and other Asian literature in different grades, as well.

ESL – we have a very small program, with only one mandated ELL student. Therefore, this is difficult to assess. However, in looking at historical data, all students who entered as ELLs at our school in the past three years have passed the NYSESLAT to proficiency level within a year and have been very successful in school.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The principal met with the math department and observed math classes, as well as examined math curricula.

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

Applicable Not Applicable

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

The math curriculum is aligned to NCTM standards, and teachers teach beyond the Regents standards. This is evidenced with high passing rates on the Math Regents. In addition, there is extensive writing in mathematics across all four years, critical thinking and group work. Two of the teachers in the department are Math for America Master Teachers, one is completing her PhD in teaching mathematics at Columbia University. Our math department has presented at NCTM in the past.

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 x Not Applicable

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

There is very little direct instruction in our ELA classes. In our writing arts classes, we follow the writer's workshop model, and in other ELA classes, the norm is group work, paired reading, and accountable talk. Student engagement is high, and this is evidenced with our 100% Regents pass rate, and student discourse in English classes. There is almost no independent seatwork (self-paced worksheets) in English classes in our school. Students work in pairs, in groups and engage in whole class discussions.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories:

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.

We met with the math department and observed math classes.

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?

In general, this is not applicable. In our math classes, through observation and knowledge of the school's philosophy, student group-work, mathematical inquiry and having students up at the board are regular practices. Technology is integrated in Calculus, especially, with use of the geometer sketchpad, but could be used more in all grades. Hands-on learning is seen most in our 9th grade math class, where students engage in projects such as designing a rocket and creating geometric shapes through movement. Students write extensively in mathematics, and are asked to explain *why* in all classes, particularly in grades 9-11.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

(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.

The SLT looked at the staff table of organization, the BEDS report and discussed staff stability and experience.

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

Applicable x Not Applicable

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

In the past three years, we have had strong staff stability, which is new for our school, whereas in the past we had on average a 20% turnover rate a year. The past two years, we have had 0% turnover rate. All teachers hold advanced degrees and only 2 teachers are provisional.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The SLT spoke with our ESL teacher and polled staff members regarding this question.

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

x 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?

Teachers as a whole, were not aware of resources available outside the school for supporting ESL instruction. Most PD has happened in-house.

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

We will encourage teachers to use the professional development online application to find out about upcoming opportunities. We are also focusing our Academic Inquiry Team Work around looking at how to teach ESL students effectively, and each grade team will be choosing one ELL or recent F-ELL and the AIT will look at those students throughout the year and provide professional development and support to their teachers.

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.

We looked at our NYSESLAT data and surveyed teachers about their knowledge of ESL reports.

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

x 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?

Teachers as a whole are unfamiliar with the NYSESLAT test and do not know the scores of their ELL students, except for the ESL teacher. The report that the school receives of the student's test score does not provide detail that would be useful to teachers. Therefore, all teachers know is that they are "intermediate" but do not know what areas or questions they specifically did not master.

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.

Now that the NYSESLAT score is on ARIS, this is providing more accessibility to data for all staff. It would be helpful if central provided a more comprehensive breakdown of what skill areas students scored well/weakly in, so that school's could target instruction and remediation.

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.

We met with the SETTS teacher and interviewed staff about these findings.

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

Applicable x Not Applicable

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

Our SETTS teacher provides all teachers with copies of their students IEPs and highlights in confidential emails, what accommodations students should receive, and what strategies will assist them in succeeding.

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

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

We looked at IEPs of our current students.

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

Applicable x 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?

When we receive IEPs from incoming middle schools, we find these findings to be accurate. When we revise IEPs in annual reviews, we are able to create appropriate modifications. However, the way IEP goals are drafted, they are often disconnected from the curriculum as a whole and it is difficult to align with standards.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are currently no students in Temporary Housing attending BCCHS.

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

If students become STH, we will provide the following services:

Students will meet weekly, if not more often, with the guidance counselor for services and will be referred to outside support services if deemed necessary.

Advisor will ensure that the student has adequate materials for school, by working collaboratively with the guidance counselor, and communicating with academic teachers, to ensure that the students are continuing to succeed academically.

Advisor will ensure that the student has a quiet place to complete homework, by working collaboratively with guidance and administration. The parent coordinator will ensure that the student has transportation to and from school, and a way to reach the family is established.

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.

n/a