



**LEADERSHIP AND PUBLIC SERVICE HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 02M425**  
**ADDRESS: 90 TRINITY PLACE**  
**TELEPHONE: (212) 346-0007**  
**FAX: (212) 346-0612**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M425      **SCHOOL NAME:** Leadership Public Service High School

**SCHOOL ADDRESS:** 90 Trinity Place New York, NY 10006

**SCHOOL TELEPHONE:** (212) 346-0007      **FAX:** (212) 346-0612

**SCHOOL CONTACT PERSON:** Lawrence Pendergast      **EMAIL ADDRESS:** LPender@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Melanie Mendonca

**PRINCIPAL:** Lawrence Pendergast

**UFT CHAPTER LEADER:** Richard Bernstein

**PARENTS' ASSOCIATION PRESIDENT:** Robin Hodge

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

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

**DISTRICT:** 02      **SSO NAME:** Children First Network 12

**SSO NETWORK LEADER:** Emily Sharrock

**SUPERINTENDENT:** Elaine Gorman

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Lawrence Pendergast	*Principal or Designee	
Richard Bernstein	*UFT Chapter Chairperson or Designee	
Shana Marks-Odinga	*PA/PTA President or Designated Co-President	
Melanie Mendonca	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michael Mehmet	DC 37 Representative, if applicable	
Joshua Nelson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robin Hodge	Member/ Parent	
Carmeta Rodney	Member/ Parent	
Takisha Davis	Member/ Parent	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The High School for Leadership & Public Service (HSL&PS) is an Education Option School, open to students from all five boroughs, with the bulk of the students residing in Manhattan, followed by Brooklyn, the Bronx, Queens, and Staten Island, respectively. HSL&PS was designed as a theme-based high school in collaboration with Syracuse University (SU). Our main goal is to create a learning institution that would foster the principles of democracy, including leadership and public service, and create a setting where students would have an opportunity to participate in policy making, and help strengthen the nation's concept of public service. Our goal is to teach our students how Public Policy works and to provide the opportunities and hands-on experiences that help the students benefit from this instruction as well. "If student interest is kindled, they can go back to their own neighborhoods and use those skills to take charge of the system." (Donald Schupak, Syracuse University Alumnus who first proposed the concept of the High School for Leadership and Public Service to the NYC Board [now Department] of Education).

Four years of a rigorous academic program are finely embroidered together with an opportunity for a one-on-one mentoring experience through our collaboration with Syracuse University. From tutoring, to social events, to career exploration, to college preparation, the ultimate goal is academic success, leading to a diploma. Every spring semester a group of Syracuse University students leaves the comfort of their homes and school, pack their belongings, and arrive at HSL&PS for a semester-long internship in leadership and public service. These young men and women have a commitment to public service and, as students of the Syracuse University Maxwell School of Public Policy and Citizenship, they choose to put into practice what they have experienced in their classrooms at the University. Their main goal is to have a greater understanding of education in an urban school setting with an approach to leadership and public service, and to see students succeed. Several of these interns have joined our faculty as teachers over the past several years.

We always seek the means which will allow us to maintain low class registers in many of our academic classes. This permits a greater opportunity for learning and for the mastery of literacy, as each child might require. Tradition and data tell us that the entering 9<sup>th</sup> grade students need greater academic assistance if they are going to meet with success. This is especially true in the area of literacy. When the students' literacy skills are lacking, they suffer in all academic subjects, considering the high level of reading, writing, and understanding required in all subject areas. The smaller classes we attempt to provide allow teachers more flexibility in the preparation and delivery of instruction in order to meet the needs of different learners. Extensive reading and writing support is essential for all 9<sup>th</sup> grade students, including ELL students, and former ELL students, who are programmed for a double period of English. We have brought together the different academic disciplines to assist with the integration of reading and writing throughout all disciplines. With the assistance of our staff, we have been able to better utilize the equipment in the building providing greater technology access to all students in all subject areas. We now have two networked computer labs, thanks to a generous gift from Morgan Stanley, and a brand new media center in our library funded through a grant from the Lower Manhattan Development Corporation. Our location in the nation's financial heart in downtown Manhattan, next door to the American Stock Exchange Building, allows easy transportation access to and from all boroughs.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Leadership and Public Service High School			
<b>District:</b>	2	<b>DBN #:</b>	02M300	<b>School BEDS Code #:</b> 310200011425

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					83.6	83.5	85.4		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					49%	56%	27%		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					27%	46%	75%		
Grade 8									
Grade 9	236	241	222	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	174	181	187	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	161	172	160		4	7	6		
Grade 12	144	147	154						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	645	653	649		7	9	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	21	26	24						
No. in Collaborative Team Teaching (CTT) Classes	31	28	34	Principal Suspensions	154	218	296		
Number all others	45	63	62	Superintendent Suspensions	20	13	19		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	n/a	24	18	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	n/a	5	6				
# receiving ESL services only	n/a	24	26	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		5	3	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	41	41
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	34	33	27
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	3	4	6
		131	129				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school		100%	100%
American Indian or Alaska Native		.30	.00	Percent more than two years teaching in this school		63%	81%
Black or African American		33.9	31.9	Percent more than five years teaching anywhere		61%	72%
Hispanic or Latino		56.2	54.3				
Asian or Native Hawaiian/Other Pacific Isl.		6.8	8.1	Percent Masters Degree or higher		74%	86%
White		2.8	3.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100%	100%
Multi-racial		0	0				
<b>Male</b>		49.17	48.23				
<b>Female</b>		50.83	51.77				

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

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

Over the course of one year Leadership and Public Service High School has a New York City Department of Education Progress Report Grade of "C," with an overall score of 51.7 out of 100, missing the cut of a "B" by just 2.3 points. Between 2005 and 2009 the graduation rate steadily decreased, from 64% to 62.7% to 59.7% to 57.1% last year. Under the new, more rigorous rubric, our Quality Review rating improved to a "Proficient" rating. This year the Leadership community is proud to report that the graduation rate will not only halt this steady downward trend, but we have set a goal of jumping up and over the 60% line. This improvement was foreshadowed by an increase in attendance last year and this year, from 83.5 to 85.4 and now 87.5%, and by dramatic improvements in our school environment survey. More importantly, this year we expect to nearly double the number of Advanced Regents diplomas and do the same for the number of students graduating with Regents diplomas. Clearly, though, we still have work to do, as we seek to return Leadership to its standing as one of the best college preparatory high schools in the city.

The last Quality Review charged us with improving the overall quality of instruction, developing a common language with regard to teaching, creating a schedule that allows for teams of teachers to meet, developing better communication systems for teachers to keep parents and students informed of student progress, and delve more deeply into the school's theme and mission. We have locked this year's school goals into those recommendations, and into the important graduation rate statistic of a minimum of 60%.

The school faculty has come together to meet the challenges, has reorganized the school schedule, and has committed itself to working together on planning, curriculum, and collaborative inquiry to achieve improved student progress. The most significant aids to the school include its central location in a modern building in lower Manhattan, a committed faculty and staff that are determined to support the students, its close connection with Syracuse University and a wonderful spirit of community fostered by the school's advisory board, the Friends of Leadership and Public Service High School. The Friends provide a terrific mentoring program comprised of Syracuse alums. Student Interns from Syracuse University provide a Public Policy class for seniors, and we continue to see great success. In addition, we have added Syracuse University Project Advance courses, so for the first time our students can earn college credits from Syracuse University while still students in high school.

It is a new day at Leadership.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### School Goals

1. **By October 2009 we will have common planning teams by department operating daily.**  
As per our most recent School Quality Review Report, we will create common language around instruction by creating in the school program periods for common planning and professional development, lesson study, and collaborative inquiry teams by department.
  
2. **By August 2010, in each subject area there will be a 10% year-over-year increase in student performance as measured by credit accumulation.**  
In light of the most recent Progress Report raw data, we will increase the percentage of students earning credits by 10 points in all subject areas.
  
3. **By April 2010 our parent participation rate on the school environment survey will have evidence a rise to the participation rate of the 2009 city average.**
  
4. **By March 2010, as per the most recent School Quality Review Report we will create a theme-based seminar for students in the 9<sup>th</sup> and 10<sup>th</sup> grades**
  
5. **By February 2010, as per the School Quality Review Report, we will use technology to make it possible for teachers to collaborate with parents, students and colleagues in creating learning goals for students**



**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By October 2009 we will have common planning teams established in all departments. As per our most recent School Quality Review Report, we will create common language around instruction by creating in the school program periods for common planning and professional development, lesson study, and collaborative inquiry teams by department.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Assistant Principal (Organization) creates common planning periods by subject in teacher programs. (July 2009)</b> <b>UFT consultation committee will assist in creation of Circular 6 option to utilize professional periods. (September 2009)</b> <b>Principal leads common planning, curriculum development and inquiry teams by department. (October 2009 – January 2010) – Then teachers assume management of teams.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Utilization of professional period</b> <b>CFE monies for instructional materials in classrooms</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Bi-weekly check-ins on progress with AP Organization, AP Guidance and UFT Consultation Committee</b> <b>Quarterly reviews of summative student performance data to make modifications for student performance (November 15, February 1, April 1, June 25)</b></p>

## SECTION VI: ACTION PLAN

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>In light of the most recent Progress Report raw data, we will increase the percentage of students earning 10+ credits in the third year in every subject area.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Creation of Saturday Academy to support third year students in need of credits and Regents exams. Creation of “Homework Centers” which third year students are assigned to.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Utilization of 150 minutes small group instructional time. FSF monies for instructional materials in classrooms Title I monies used for Academic Intervention Services in the form of tutoring and academic support.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Mid-marking period progress reports and marking period report cards to ensure target of 10 percent increase is realized.</b></p>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>As per the School Environment Survey, our parent participation rate will rise to a level equivalent to the city average.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Review situation with School Leadership Team and Parent Coordinator Establish timelines, coordinated by Parent Coordinator and Guidance Team Distribution of Surveys: March 2010. First Collection: one week later. Guidance Team and Parent Coordinator organize to monitor and coordinate outreach to support goal.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Use of Title I Parent Involvement monies to support parents in getting the surveys to school.</b></p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Daily counts on survey returns.          Twice per week meetings with Parent Coordinator, Guidance Team, Attendance Team and bi-weekly reports to School Leadership Team and Parents Association to ensure target is met.</b>
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**SECTION VI: ACTION PLAN**

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>As per the most recent School Quality Review Report we will create a theme-based seminar for students in the 9<sup>th</sup> and 10<sup>th</sup> grades</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Principal and partner organization (Friends of Leadership and Public Service Curriculum Committee) develop curriculum outline for course.          Assistant Principal Organization will create class in program – two 60 minute seminar per week. One professional partner feedback session for students per semester.          Trinity Church will partner to provide AmeriCorps Volunteer to coordinate.</b>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>9<sup>th</sup> Grade English classes will integrate 60 minute Leadership seminars.          Two days per semester alternative schedule to allow teams of professional private-sector partners to give feedback in critiques of student work.</b>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Semester check-ins. Bi-semester check-ins with professional partners via surveys regarding coordination and student progress.</b>
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**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):** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>As per the most recent School Quality Review Report we will use technology to make it possible for teachers, parents and students to use communicate regarding progress toward student goals.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>We will review different data communication systems (Blackboard, Skedula, etc.) (August 2009).  We will select and purchase one (October 2009).  After a implanting, we will run a pilot semester (Spring 2010).</b>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Monies (\$10,000 FSF) set aside for purchase</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Introduction to faculty (November 2009)</b>  <b>Introduction to parents and students (February 2010)</b>  <b>Review of Progress by SLT, faculty and students (April 1, June 25).</b></p>

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

**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	117	90	121	152	75	0	4	2
10	No Test	37	31	No Test	90	0	6	3
11	No Test	10	9	22	55	0	8	2
12	16	9	8	26	48	0	6	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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>We provide after school tutoring on Tues., Wed., and Thurs., We also provide a double period for freshmen everyday. In addition, we provide intensive Regents Prep one month before the exam after school and on Sat.</b>
<b>Mathematics:</b>	<b>After school tutoring is provided on Tues, Wed, and Thurs. A double period of math is given to freshmen everyday. In addition, we provide intensive Regents Prep one month prior to the exam after school and on Sat.</b>
<b>Science:</b>	<b>All 9<sup>th</sup> graders are taking Living Environment this year. Tutoring is provided on Tues, Wed, and Thurs. Intensive Regents Prep is offered 1 month before the exam after school and on Sat.</b>
<b>Social Studies:</b>	<b>In contrast to the 9<sup>th</sup> graders, the 10<sup>th</sup> graders are programmed for a double period of Global History whereas the 2<sup>nd</sup> period is used for Regents Prep. As in the above mentioned areas, tutoring and Sat. Regents Prep class is also offered.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>We provide individual and group counseling on an ongoing basis. Large group and classroom presentations are done on an as needed basis as well. Parent and phone conferences when necessary. Crisis interventions, consultations with teachers and outside referrals when needed. Academic and attendance interventions.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>The School Psychologist is at our school 1 x per week. She is unable to have a caseload due to her demanding testing schedule.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>In addition to the mandated caseload, we provide individual and group counseling to at risk students and their families. This counseling can be short or long term. We provide crisis intervention, parent and phone conferences and referrals are made to outside agencies and community based organizations.</b>

<b>At-risk Health-related Services:</b>	<b>We provide crisis intervention and short term counseling. In addition, we refer students and their families to outside and community based organizations.</b>
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**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 (2008-2009) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual  X  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2008: \_\_\_\_\_  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
  - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09**

School Building: Leadership and Public Service High School District 02

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

Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	ESL Program
n/a	1	n/a	0	n/a	1	2

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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



**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

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

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

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

**Title III, Part A LEP Program**

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

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Level 1 students (7) meet for 123 minutes every day for LEP instruction which is in English.  
Level 2 students (8) meet for 82 minutes every day for LEP instruction which is in English.  
Level 3 students (16) meet for 41 minutes every day for LEP instruction which is in English.  
For the remainder of the school day these students are in regular subject classes.  
The LEP teacher is licensed in ESL and Social Studies.  
Our guidance staff which includes counselors and a social worker work with our EILL population.

**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.

English and ELL teachers take advantage of our close working relationship with Syracuse University’s Department of Teacher Education to explore Professional Development opportunities for teachers of English Language Learners. Our ELL teacher participates in an annual workshop series on best practices in second language instruction which allows for curricular and pedagogical enhancement. This high quality program which is classroom-based, ongoing and responsive to teacher concerns is supplemented by our Department of Education Network Support Team, which provides bi-weekly school visits to offer consultation on programming and compliance matters, and an inter-network sharing of instructional practices among our 28 schools.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,000.00	Tutoring and outreach after school; class and sub coverage for teachers attending professional development workshops and conferences.
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$5,000.00	Special classroom needs
Travel		
Other		
<b>TOTAL</b>	<b>\$15,000.00</b>	

## **Appendix 2: Program Delivery for English Language Learners (For All Schools)**

Revisions Requested: **Yes or No**

Suggested Revisions (If applicable):

**Kindly review the bullets below.**

### **List of LAP Team Members and Meetings**

- Our LAP Team meets twice monthly. Team members include: Allan Marks, ELL Teacher and Services Coordinator; Beverly Herskowitz, Assistant Principal (Guidance); Rosemary Lebron, Guidance Counselor (Grades 9 & 10); Roberto Fernandez, Guidance Counselor (Grades 11 & 12); Lawrence Pendergast, Principal; Valerie Casey, Parent Coordinator; Orianna Chavez, Family Para; Lizbet Ramirez, Teacher and Coordinator for Special Education Services; Emily Sloan, English Teacher; Kathryn Grassel, Math Teacher; Abigail Mente, Science Teacher; Lee Bodofsky, Spanish Teacher.

### **Teacher Qualifications**

- Our ESL teacher is Allan Marks. A copy of his license is on file in the office of the school secretary for human resources.
- Mr. Marks has attended, among other trainings, the QTEL trainings, and trainings with the Syracuse University Department of Teacher Education.

### **ELL Demographics**

We have 23 ELL students.

- We have 5 freshmen in the beginning ESL class and 2 freshmen and 2 sophomores in the intermediate class. The advanced ESL class has 5 freshmen, 4 sophomores, 4 juniors and one senior. It is a freestanding ESL classroom taught in English in a self-contained environment.
- We have 4 special education students and 4 long-term ELLs. Sixteen are Spanish speakers, three speak Chinese, 2 speak Arabic, 1 speak Haitian Creole and one speak Urdu.
- Less than 3% of our students are categorized as English Language Learners.
- SIFE students are too small in number to group. Newcomers to the school meet with the guidance counselor, Ms. Lebron, the parent coordinator, Ms. Casey, the family para, Ms. Chavez, and the ESL teacher, Mr. Marks. A diagnostic assessment is made within ten days of the student's arrival. Teachers are advised – and advise – of progress and best placement in the LAP committee meeting and in department common planning meetings.

- Each student in the school has short-term and long-term goals. Teachers, after making accommodations for ELL students, check progress toward goals via periodic assessments. We offer testing accommodations for state assessments and school assessments.

### **Parent Program Choice**

- At the current time we do not have enough students for parent choice but we review on an annual basis to ensure parent consultation and inclusion in the decision making process. The Parent Coordinator monitors parent responses and questions with regard to services and relays and concerns to the LAP Team. We review on an annual basis to ensure appropriate placement and parental agreement with intervention decisions.

### **Assessment Analysis**

- According to the RNMR, most student weaknesses are in the areas of reading and writing. We have 12 students at the Beginner level, 16 students at the intermediate level and 4 students at the Advanced level. Their reading and writing modalities are areas in need of improvement. When they are taking state assessments, we offer students the accommodation of utilizing the English version and the translated version of each exam, keeping both exam booklets open on their desks for the duration of the assessment. Students have experience in classrooms prior to assessments to work with translated tests and glossaries. We utilize Acuity tests and L interim assessments to gain insight into progress toward goals over time. These results are shared with the school community and within the English department to inform instructional decisions and planning.
- NYSESLAT and LAB-R data reveal weakness in expository writing, syntactic and semantic development in expressive writing, vocabulary retention and reading comprehension. Strands are developed that are emphasized in content areas: vocabulary building in the sciences and social studies; expressive and expository writing in the languages. Student progress is reviewed in department and LAP team meetings and the inquiry teams, integrated into instructional approach, and effectiveness is analyzed in periodic assessment and regents examination performance.
- In Math A and Integrated Algebra examinations, 71% of our ELL students, by city cohort methodology, demonstrated proficiency scores above a score of 55. 42% demonstrate proficiency score of 65 or higher. In Global History and Geography, 46% of ELL students demonstrated scores of 65 or higher on the translated versions. 21% demonstrated proficiency in English language versions.
- We utilize Acuity tests and L interim assessments to gain insight into progress toward goals over time. These results are shared with the school community and within the English department to inform instructional decisions and planning.

- Native language skills are utilized in instruction and language development. We maintain collections of native language books in the library. In independent reading time during classes, students are encouraged to select native language texts in assist in native language development.

### **Planning for ELLs**

- We provide 540 mandated of ESL instruction for beginners, 360 intermediate, and 180 for advanced students. Our ESL teacher has attended QTEL training, and is supported by our school's unique relationship with Syracuse University's School of Education. The former Dean, Professor Louise Wilkinson, is a noted specialist in English Language Learner instruction, and has provided workshop series and curriculum development units for our ESL teacher and our regular education English teachers. Standard scaffolding strategies for reading comprehension, expressive writing and vocabulary-building in the content areas help content area teachers become knowledgeable about ESL strategies.
- Our ESL teacher is Allan Marks. A copy of his license is on file in the office of the school secretary for human resources. Mr. Marks has attended, among other trainings, the QTEL trainings, and trainings with the Syracuse University Department of Teacher Education. On-site professional development and curriculum planning is provided via common planning time and lesson study. Teachers are knowledgeable of ESL strategies, as Mr. Marks leads ESL-related common planning meetings in each department, and has conducted workshops for the entire faculty, the last one being held in April, 2009.
- SIFE students are too small in number to group. Newcomers to the school meet with the guidance counselor, Ms. Lebron, the parent coordinator, Ms. Casey, the family para, Ms. Chavez, and the ESL teacher, Mr. Marks. A diagnostic assessment is made within two weeks of the student's arrival. Teachers are advised – and advise – of progress and best placement in the LAP committee meeting and in department common planning meetings.
- Each student in the school has short-term and long-term goals. Teachers, after making accommodations for ELL students, check progress toward goals via periodic assessments. We offer testing accommodations for state assessments and school assessments.
- ELL students are programmed for ESL classes according to their proficiency level. They are grouped heterogeneously in all other subject area classes. Teachers use scaffolding modeled in professional development workshops and in meetings to make instructional modifications.
- Based up LAB R and NYSESLAT results, students are programmed for the mandated number of minutes for ESL classes at their assessed proficiency level. Classes are specifically identified in our HSST programming system and are available upon request.
- In accordance with the latest school quality review rubric, teachers are expected to differentiate instructional practice in support of student learning. Assessment modifications are made available regardless of subject area class. As students advance and test out of ELL programs via demonstration of mastery level on the NYSESLAT, support is provided by continuing to require students to report to a tutoring class in addition to their regular education English Language Arts class. The tutoring class may stand alone or may be offered as differentiated instruction within an advanced proficiency level class.
- For ELL students requiring more than four years to graduate, specialized programs are created to meet the unique needs of each student. Saturday Academy tutoring is provided specifically to ELL students by our ESL licensed teacher. School-to-career advisement is an integral part of post-secondary planning sessions.

- Language electives offered to ELL students are confined to Spanish language electives only: Spanish 1, 2, 3, 4, 5 & 6, and College Board Advanced Placement Spanish. For students displaying proficiency in languages other than Spanish, we arrange for regents exam testing in the language of their proficiency. Last year, for example, although we are located in Manhattan, we arranged for an Arabic speaker to take the Arabic regents exam at a high school in Queens.
- ELL students are prepared for New York State Regents Examinations in all subject areas via planning, developing familiarity with the exam formats and question styles, and integrating regents exam modifications into classroom assessments. All ELL students take mock regents exams in the months leading up to the exams, making possible the accurate assessment of need areas when it comes to skills and content acquisition necessary for success in Regents examinations.
- We do not offer dual-language programs. For ELL students who require more than four years in order to graduate we offer a continuation of services provided to fourth-year students, along with resume-building and employment counseling via our college office and transition linkage coordinator.

### **Resources and Support**

- ELL students are provided a variety of instructional supports. Two computer labs, the Rosetta Stone software, and Exam-Gen software are all used to varying degrees in the different subject areas to support ELL students. Students are supported via books on tape that are listened to while reading class texts and, if necessary, electronic glossaries.
- Professional development in these areas is offered via daily common planning time by subject, full faculty workshops and via training provided by specialists from the Syracuse University Department of Teacher Education. All teachers and special education teachers and paraprofessionals receive a mandated minimum of 10 hours of professional development via these opportunities. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions.
- This year we have created daily (44 minutes) common planning time by subject area in our school's program. As per "Jose P.," our network support team will provide push-in professional development amounting to 5 hours in each subject area. On November 3, 2009, A three hour workshop with break-out planning sessions will be held to focus on integrating ESL strategies into the standard curricula in each content area. For special education teachers and para-professionals, the additional professional development time will be provided on January 29, 2009.
- As students transition from middle school to high school they receive academic counseling and intervention through a specifically assigned guidance counselor. The parents association and parent coordinator support families in the transition via workshops on Saturdays and through facilitating translation services. We have a 9<sup>th</sup> grade orientation for freshman every June. All students are invited, including ELL students. In September, ELL students and parents are invited to participate in the first Parents Association meeting. Students are programmed for classes based upon LAB R proficiency results. In October our first Parent Teacher Conferences of the year feature representatives from the office of translation services. In October we begin Saturday Academy classes for ELL support. After examining NYSESLAT scores in

September, we return to interim assessment results throughout the fall and spring, leading up to regents exams. Differentiation is a part of ongoing professional development taking place in common planning periods.

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

### **1. Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

#### **Extracurricular Activities**

- Extra curricular activities include men's basketball, women's softball, chess club, band, chorus, drama club, student council, Saturday Academy, PM School, Sierra Club, Green Club and Syracuse University Mentor Mentee Alliance (SUMMA). ELLs are invited in home language translation and English announcements, to participation in all.

#### **Parent Involvement**

- Parents are involved in the PTA, School Leadership Team, Parent Teacher Night, and Guidance Conferences. To support ELL Parents, interpreters are provided. The office of translation services translates home-bound materials.

#### **Project Jump Start**

- Each year we have an orientation for incoming 9<sup>th</sup> graders. We have our welcoming letter translated into all pertinent languages and distributed to parents. Translation occurs at the orientation in real time and interpreters are available to answer questions. All incoming 9<sup>th</sup> grade students are invited, including English Language Learners.
- In August families are contacted regarding expectations and orientation.
- In September mid-marking period progress reports are mailed to families.
- In October First Marking Period Report Cards are mailed out, and the first Parent Teacher Night and Afternoon are held on October 29 and 30.
- A second Parent Teacher Night is held in December. Additional nights are held in March and May.
- NYSESLAT scores are examined immediately after results are reported. Students are enrolled in Saturday Academy Regents exam prep classes beginning October 3 and running through January 23. Saturday Academy resumes in the second Semester at the end of February and runs through June 21.
- Differentiation is a part of ongoing professional development during common planning periods.

### **Description of Professional Development Activities**

- Professional development in differentiation and student engagement is offered via daily common planning time by subject, full faculty workshops and via training provided by specialists from the Syracuse University Department of Teacher Education. All teachers and special education teachers and paraprofessionals receive a mandated minimum of 10 hours of professional development via these opportunities. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions.
- This year we have created daily (44 minutes) common planning time by subject area in our school's program. As per "Jose P.," our network support team will provide push-in professional development amounting to 5 hours in each subject area. On November 3, 2009, A three hour workshop with break-out planning sessions will be held to focus on integrating ESL strategies into the standard curricula in each content area. For special education teachers and para-professionals, the additional professional development time will be provided on January 29, 2009.

### **Support Services**

- We provide 540 mandated of ESL instruction for beginners, 360 intermediate, and 180 for advanced students. Our ESL teacher has attended QTEL training, and is supported by our school's unique relationship with Syracuse University's School of Education. The former Dean, Professor Louise Wilkinson, is a noted specialist in English Language Learner instruction, and has provided workshop series and curriculum development units for our ESL teacher and our regular education English teachers. Standard scaffolding strategies for reading comprehension, expressive writing and vocabulary-building in the content areas help content area teachers become knowledgeable about ESL strategies.
- Teachers are knowledgeable of ESL strategies, as Mr. Marks leads ESL-related common planning meetings in each department, and has conducted workshops for the entire faculty, the last one being held in April, 2009.
- SIFE students are too small in number to group. Newcomers to the school meet with the guidance counselor, Ms. Lebron, the parent coordinator, Ms. Casey, the family para, Ms. Chavez, and the ESL teacher, Mr. Marks. A diagnostic assessment is made within two weeks of the student's arrival. Teachers are advised – and advise – of progress and best placement in the LAP committee meeting and in department common planning meetings.
- Each student in the school has short-term and long-term goals. Teachers, after making accommodations for ELL students, check progress toward goals via periodic assessments. We offer testing accommodations for state assessments and school assessments.
- Guidance Counselors conduct quarterly assessment review meetings with families and interpreters to analyze progress toward goals and set new benchmarks. AIS in the form of small group instruction, Homework Center, Saturday Academy and peer tutoring all serve to support student progress.
- ELL students are programmed for ESL classes according to their proficiency level. They are grouped heterogeneously in all other subject area classes. Teachers use scaffolding modeled in professional development workshops and in meetings to make instructional modifications.
- Based up LAB R and NYSESLAT results, students are programmed for the mandated number of minutes for ESL classes at their assessed proficiency level. Classes are specifically identified.

**Part C – CR Part 154 – Number of Teachers and Support Personnel for 2009-2010**

- Level 1 students (7) meet for 123 minutes every day for LEP instruction which is in English.
- Level 2 students (8) meet for 82 minutes every day for LEP instruction which is in English.
- Level 3 students (16) meet for 41 minutes every day for LEP instruction which is in English.
- For the remainder of the school day these students are in regular subject classes.
- The LEP teacher is licensed in ESL and Social Studies. Our guidance staff which includes counselors and a social worker work with our ELL population.

**Part D – CR Part 154 – Sample Student Schedules**

**SAMPLE STUDENT SCHEDULE 2009-10 (ESL)**

ESL Program Type:         Free-Standing     Push-in         Pull-out  
 Indicate Proficiency Level:     Beginning         Intermediate     Advanced

School District: 02M425

School Building: Leadership and Public Service

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:35 To: 9:16	ESL Level 1				
<b>2</b>	From: 9:21 To: 10:09	ESL Level 1				
<b>3</b>	From: 10:14 To: 10:55	ESL LEVEL 1				
<b>4</b>	From: 11:00 To: 11:41	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>5</b>	From: 11:46 To: 12:27	PHYSICAL EDUCATION				
<b>6</b>	From: 12:32 To: 1:13	GLOBAL HISTORY 3				
<b>7</b>	From: 1:18 To: 1:59	WORLD LEADERSHIP 1				

<b>8</b>	From: 2:04	INTEGRATED MATH 1				
	To: 2:45					
<b>9</b>	From: 2:50	Subject (Specify)	TUTORING	TUTORING	TUTORING	Subject (Specify)
	To: 3:40					
<b>Part E – Title III: Language Instruction for LEP and Immigrant Students – SY’ 2008-2009</b>						
N/A						

<b>Appendix 3: Language Translation and Interpretation</b>
Revisions Requested: <b>Yes or No</b>
Suggested Revisions (If applicable):
<p><b>Part A: Needs Assessment Findings</b></p> <p>According to our Home Language Report in ATS, there are 26 languages other than English spoken in the homes of our students. These include, but may not be limited to, Albanian, Amoy (a.k.a. Fukienese), Arabic, Armenian, Bambara, Bengali, Breton, Cantonese, Cham, Chinese, French, French-Haitian Creole, Fulani, Georgian, Mandarin, Papiamentu, Polish, Portuguese, Serbo-Croatian, Spanish, Turkman, Urdu, and Wolof. To service these many and diverse families we utilize the New York City Department of Education Office of Translation and Interpretation services. We send home translated versions of the Parents Bill of Rights and New York City School Discipline Code. For families with languages that can be difficult to serve, we ask that families bring a non-family member to do translation, if possible.</p> <p>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.</p> <ul style="list-style-type: none"> <li>- Our school collects a Home Language Identification Survey from each family in a blue folder that includes a variety of mandated school forms and releases. The information is maintained on the blue emergency contact cards, is written in the student’s contact page in our attendance office binders and is entered into ATS by our pupil accounting secretary.</li> <li>- The student population of Leadership and Public Service High School is 49% Latino.</li> </ul>

As such, the need for services for Spanish speaking parents is very great. Through outreach provided in August via our Department of Pupil Personnel, along with Mandarin and Cantonese speaking consultants, counselors and consultants report back to the office households which are in need of translation services.

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

- This section should provide the results of your needs assessment. In other words, provide the number of parents, languages they speak, and whether or not they require written translation and oral interpretation. How were these findings shared with your school community, (and if findings have not been shared, how do you intend to do this)?

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

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.

- We have provided all families that speak languages other than English with a translated copy of the Parents Bill of Rights. We utilize in-house staff and contract out to have documents translated and maintain and distribute translated signage and forms (i.e., lunch forms and NYCDOE Discipline Codes).

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 interpretation is provided by in-school staff, family-identified translators and oral interpretation services provided by NYCDOE services.

Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

- As noted above families receive all notifications in formal announcements contained in a blue folder distributed to all families at orientation and on the first day of school. We invite parents to our school to meet interpreters on staff in our school to develop a needs assessment in the event the language is a hard-to-staff language (Fujianese, Urdu, etc.)

## **Part A: Needs Assessment Findings**

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

The student population of Leadership and Public Service High School is 56% Latino. As such, the need for services for Spanish speaking parents is very great. Through outreach provided in August via our Department of Pupil Personnel, along with Mandarin and Cantonese speaking consultants, counselors and consultants report back to the office households which are in need of translation services.

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.

Due to the large Spanish speaking community within our school, we have found that the best way to ensure that parents receive the information they deserve in a manner that is both timely and accessible is to send every mailing home in both English and Spanish to the entire school population, with consultant translations into written Chinese. Our social worker and guidance counselors, support staff, and numerous teachers are bilingual, ensuring that there is always a Spanish speaking staff member available to talk with parents either on the phone or in person. We discuss the needs of our Spanish speaking parents at our school wide staff meeting and PTA meetings.

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

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

Our Coordinator of Special Education, our two guidance counselors and one social worker share the responsibility for translating all communication from the school to parents into Spanish. Using a computer translation program and their own native knowledge of the Spanish language, they translate every letter mailed home from the school including school wide mailings and letters to parents about individual students.

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.

Lizbet Ramirez, our Special Education Coordinator, and Enrique Rodriguez, our Social Worker, are primarily responsible for communicating in Spanish with Spanish speaking parents. In their absence, Rosemary Lebron and Roberto Fernandez, our Guidance Counselors, Miguel Montanez, our Community Assistant, and Cindy Kong, a paraprofessional, among others, are all available to act as interpreters.

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

The school sends a mailing out to all parents in June and September informing them of the Chancellor's regulation and the rights that it provides them. They receive the information in a packet of forms that all families must complete upon enrolling students in the school, and the notification is included in with report cards and teacher contact information distributed on parent nights. Our monthly parents' newsletter will regularly include one-line reminders, in multiple languages, that the service exists.

# Leadership and Public Service High School

~~Lawrence Pendergast, Principal~~

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LAP NARRATIVE

## List of LAP Team Members and Meetings

Our LAP Team meets twice monthly. Team members include: Allan Marks, ELL Teacher and Services Coordinator; Beverly Herskowitz, Assistant Principal (Guidance); Rosemary Lebron, Guidance Counselor (Grades 9 & 10); Roberto Fernandez, Guidance Counselor (Grades 11 & 12); Lawrence Pendergast, Principal; Valerie Casey, Parent Coordinator; Orianna Chavez, Family Para; Lizbet Ramirez, Teacher and Coordinator for Special Education Services; Emily Sloan, English Teacher; Kathryn Grassel, Math Teacher; Abigail Mente, Science Teacher; Lee Bodofsky, Spanish Teacher.

## ELL Demographics

We have 23 ELL students.

We have 5 freshmen in the beginning ESL class and 2 freshmen and 2 sophomores in the intermediate class. The advanced ESL class has 5 freshmen, 4 sophomores, 4 juniors and one senior. It is a freestanding ESL classroom taught in English in a self-contained environment.

We have 4 special education students and 4 long-term ELLs. Sixteen are Spanish speakers, three speak Chinese, 2 speak Arabic, 1 speak Haitian Creole and one speak Urdu.

## Parent Program Choice

At the current time we do not have enough students for parent choice but we review on an annual basis to ensure parent consultation and inclusion in the decision making process. The Parent Coordinator monitors parent responses and questions with regard to services and relays and concerns to the LAP Team.

## Assessment Analysis

According to the RLAT, most student weaknesses are in the areas of reading and writing. We have 12 students at the Beginner level, 16 students at the intermediate level and 4 students at the Advanced level. Their reading and writing modalities are areas in need of improvement. When they are taking state assessments, we offer students the accommodation of utilizing the English version and the translated version of each exam, keeping both exam booklets open on their desks for the duration of the assessment. Students have experience in classrooms prior to assessments

to work with translated tests and glossaries. We utilize Acuity tests and L interim assessments to gain insight into progress toward goals over time. These results are shared with the school community and within the English department to inform instructional decisions and planning.

### Planning for ELLS

Our ESL teacher is Allan Marks. A copy of his license is on file in the office of the school secretary for human resources. Mr. Marks has attended, among other trainings, the QTEL trainings, and trainings with the Syracuse University Department of Teacher Education. On-site professional development and curriculum planning is provided via common planning time and lesson study. Content-area teachers are knowledgeable of ESL strategies as Mr. Marks participates in common planning meetings in each of the departments, and has conducted workshops for the entire faculty, the last one being held in April, 2009.

SIFE students are too small in number to group. Newcomers to the school meet with the guidance counselor, Ms. Lebron, the parent coordinator, Ms. Casey, the family para, Ms. Chavez, and the ESL teacher, Mr. Marks. A diagnostic assessment is made within two weeks of the student's arrival. Teachers are advised – and advise – of progress and best placement in the LAP committee meeting and in department common planning meetings.

Each student in the school has short-term and long-term goals. Teachers, after making accommodations for ELL students, check progress toward goals via periodic assessments. We offer testing accommodations for state assessments and school assessments.

ELL students are programmed for ESL classes according to their proficiency level. They are grouped heterogeneously in all other subject area classes. Teachers use scaffolding modeled in professional development workshops and in meetings to make instructional modifications.

Based up LAB R and NYSESLAT results, students are programmed for the mandated number of minutes for ESL classes at their assessed proficiency level. Classes are specifically identified in our HSST programming system and are available upon request.

In accordance with the latest school quality review rubric, teachers are expected to differentiate instructional practice in support of student learning. Assessment modifications are made available regardless of subject area class. As students advance and test out of ELL programs via demonstration of mastery level on the NYSESLAT, support is provided by continuing to require students to report to a tutoring class in addition to their regular education English Language Arts class. The tutoring class may stand alone or may be offered as differentiated instruction within an advanced proficiency level class.

Targeted intervention programs in math include offering students previously identified testing accommodations and check-ins with peer tutors. As, statistically, our ELL students do not demonstrate the same lag in skills acquisition in mathematics that may be observed in more language-based courses, the need for instructional modifications has – to this point – not been demonstrated to the same extent.

For students reaching proficiency, two years of instruction support are provided via the fore-mentioned tutoring classes the run concurrently with regular education English Language Arts classes, and support via our college office post-secondary planning and maintenance.

We do not offer dual-language programs. For ELL students who require more than four years in order to graduate we offer a continuation of services provided to fourth-year students, along with resume-building and employment counseling via our college office and transition linkage coordinator.

Language electives offered to ELL students are confined to Spanish language electives only: Spanish 1, 2, 3, 4, 5 & 6, and College Board Advanced Placement Spanish. For students displaying proficiency in languages other than Spanish, we arrange for regents exam testing in the language of their proficiency. Last year, for example, although we are located in Manhattan, we arranged for an Arabic speaker to take the Arabic regents exam at a high school in Queens.

ELL students are prepared for New York State Regents Examinations in all subject areas via planning, developing familiarity with the exam formats and question styles, and integrating regents exam modifications into classroom assessments. All ELL students take mock regents exams in the months leading up to the exams, making possible the accurate assessment of need areas when it comes to skills and content acquisition necessary for success in regents examinations.

ELL students are provided a variety of instructional supports. Two computer labs, the Rosetta Stone software, and Exam-Gen software are all used to varying degrees in the different subject areas to support ELL students. Students are supported via books on tape that are listened to while reading class texts and, if necessary, electronic glossaries.

Professional development in these areas is offered via daily common planning time by subject, full faculty workshops and via training provided by specialists from the Syracuse University Department of Teacher Education. All teachers and special education teachers and paraprofessionals receive a mandated minimum of 10 hours of professional development via these opportunities. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions.

As students transition from middle school to high school they receive academic counseling and intervention through a specifically assigned guidance counselor. The parents association and parent coordinator support families in the transition via workshops on Saturdays and through facilitating translation services. We have a 9<sup>th</sup> grade orientation for freshman every June. All students are invited, including ELL students. In September, ELL students and parents are invited to participate in the first Parents Association meeting. Students are programmed for classes based upon LAB R proficiency results. In October our first Parent Teacher Conferences of the year feature representatives from the office of translation services. In October we begin Saturday Academy classes for ELL support. After examining NYSESLAT scores in September, we return to interim assessment results throughout the fall and spring, leading up to regents exams. Differentiation is a part of ongoing professional development taking place in common planning periods.

### Appendix 3: Language Translation and Interpretation

According to our Home Language Report in ATS, there are 26 languages other than English spoken in the homes of our students. These include, but may not be limited to, Albanian, Amoy (a.k.a. Fukienese), Arabic, Armenian, Bambara, Bengali, Breton, Cantonese, Cham, Chinese, French, French-Haitian Creole, Fulani, Georgian, Mandarin, Papiamentu, Polish, Portuguese, Serbo-Croatian, Spanish, Turkman, Urdu, and Wolof. To service these many and diverse families we utilize the New York City Department of Education Office of Translation and Interpretation services. We send home translated versions of the Parents Bill of Rights and New York City School Discipline Code. For families with languages that can be difficult to serve, we ask that families bring a non-family member to do translation, if possible.

**1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

*Note: Our Parent Involvement Policy will be re-evaluated in June, 2010.*

*Parent Involvement Policies will be distributed by October 1, 2009.*

(See Next Page)

# Leadership and Public Service High School

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## LEADERSHIP AND PUBLIC SERVICE HIGH SCHOOL SCHOOL-PARENT COMPACT 2009-2010

Leadership and Public Service High School [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Leadership and Public Service High School staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### School Responsibilities:

**Provide high quality curriculum and instructions consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- ❖ Using academic learning time efficiently;
- ❖ Respecting cultural, racial and ethnic differences;
- ❖ Implementing a curriculum aligned to State Standards;
- ❖ Offering high quality instruction in all content areas; and
- ❖ Providing instructions by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

### Support home-school relationships and improve communication by:

- ❖ Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- ❖ Convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- ❖ Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- ❖ Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education:
- ❖ Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- ❖ Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- ❖ Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ❖ Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- ❖ Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- ❖ Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- ❖ Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- ❖ Planning activities for parents during the school year (e.g. Open School Week);

**Provide general support to parents by:**

- ❖ Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- ❖ Assisting parents in understanding academic achievement standards and assessment and how to monitor their child's progress by providing professional development opportunities (times will be schedule so that the majority of parents can attend);
- ❖ Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- ❖ Supporting parental involvement activities as requested by parents; and

- ❖ Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- ❖ Advising parents of their rights to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirements for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- ❖ Monitoring my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ❖ Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- ❖ Check and assist my child in completing homework tasks, when necessary;
- ❖ Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- ❖ Set limits to the amount of time my child watches television or plays video games;
- ❖ Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- ❖ Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- ❖ Volunteer in my child's school and assist from my home as time permits;
- ❖ Participate, as appropriate, in the decisions relating to my child's education. I will also;
  - Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school and district;
  - Respond to surveys, feedback forms and notices when requested
  - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teachers Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- Share responsibility for the improved academic achievement of my child;

### **Student Responsibilities**

- ❖ Attend school regularly and arrive on time;
- ❖ Complete my homework and submit all assignments on time;
- ❖ Follow the school rules and be responsible for my actions;
- ❖ Show respect for myself, other people and property;
- ❖ Try to resolve disagreement or conflicts peacefully; and
- ❖ Always try my best to learn

**This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Leadership and Public Service High School Title I Parents on January 14, 2009. This document will be available on file in the Parent Coordinator's office. A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.**

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**Parent/Guardian Signature:**

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**Date:**

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

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

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

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

Currently our school has conducted individual interviews with all ELA teachers and ELL students, and administration has conducted a survey of classrooms and teachers, and has interviewed the new ESL Coordinator, to determine the extent to which the findings of the audit are relevant to our school's educational program.

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

Applicable    Not Applicable

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

Evidence that the findings of the audit are applicable to our school include the following:

- Currently no curriculum maps exist on file in any administrative office in the school; departments do not maintain curriculum outlines; teachers develop curricula independently.
- What ad hoc materials teachers create do not take into account the cognitive skill development of students, vertically, over time.
- There is an enormous amount of curricular material in the English department office, but it is not organized in a coherent fashion. There is little evidence of emphasis on speaking and listening. While writing is broadly focused, and critically reading is being explored at the introductory level, with the exception of the Advanced Placement English Literature and Language course, there is little evidence of in-depth analysis of literature – deeply critical reading.

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.

The school has begun to address the issue by compiling drafts of curriculum maps from all teachers, and departments have begun to meet regularly and on professional development days to unify those curriculum outlines. Interim assessments, constructed from regents tasks, are being developed and scheduled, which will attempt to measure the development of regents performance skills over time. Cross grade alignment of curricula implementation will be put into effect, and the school will outline a four-year curriculum outline which will begin to

vertically develop students' cognitive and performance skills, tied to regents and Advanced Placement English tasks, all with the intended outcome of increasing the number of Regents Diplomas of our graduates.

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## **1B. Mathematics**

### **Background**

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

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

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Currently our school has conducted individual interviews with Math teachers, and administration has conducted a survey of curriculum outlines, to determine the extent to which the findings of the audit are relevant to our school's educational program.

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

Applicable    Not Applicable

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

As comprehensive curriculum maps are not available in mathematics, confirmation of connection to process strands in all classrooms and courses cannot be established. However, while the finding is applicable, it is applicable to a far lesser degree in Mathematics than the findings are in English. The results of student performance in Mathematics is far stronger than in other subject areas in the school, and is reflective of the greater connection between instructional planning and practice and state standards in Mathematics.

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.

Currently the mathematics department is conducting a review and revision of curriculum maps and is putting in place interim assessments to measure development of skills in the process strands outlined in NYSED's Mathematics curriculum. The department has drafted a four-year flow chart to establish the development of students' mathematics skills over time.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The principal has visited every ELA classroom multiple times through the first months of the school year, on a nearly daily basis, has met with ELA teachers as individuals and as a department, and anecdotal sources such as the Quality Review Report have been reviewed.

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

Applicable    Not Applicable

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

Numerous classroom visits, formal observations, professional dialogue and findings from the 2007-2008 Quality Review Report all support the findings of Key Finding 2A.

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.

The school has made the goal of increased student engagement an item to be addressed in every teacher observation.

With regard to terms, "increased engagement," may be taken to include learning activities that are individualized, that require active learning and the engagement of higher-order thinking skills from the individual learner. As a number of assessments at the secondary level are individualized (SAT, AP exams, Regents exams), to some degree, learning will be individualized. However, it is the consensus of the School Leadership Team that as learning requires "doing," instruction should not be "teacher dominated" for extended lengths of time, but should offer opportunities to engage learning alone or with others, and receive coaching from the teacher as they complete assigned tasks.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>2</sup>) and SEC results also shed light on some of the instructional practices in the mathematics

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

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. The principal has visited every Math classroom multiple times through the first months of the school year, on a nearly daily basis, has met with Math teachers as individuals and as a department, and anecdotal sources such as the Quality Review Report have been reviewed.

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?

Numerous classroom visits, formal observations, professional dialogue and findings from the 2007-2008 Quality Review Report all support the findings of Key Finding 2B.

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.

The school has made the goal of increased student engagement an item to be addressed in every teacher observation. With regard to terms, “increased engagement,” may be taken to include learning activities that are individualized, that require active learning and the engagement of higher-order thinking skills from the individual learner. As a number of assessments at the secondary level are individualized (SAT, AP exams, Regents exams), to some degree, learning will be individualized. However, it is the consensus of the School Leadership Team that as learning requires “doing,” instruction should not be “teacher dominated” for extended lengths of time, but should offer opportunities to engage learning alone or with others, and receive coaching from the teacher as they complete assigned tasks.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Review of human resource statistical data.

*A simple review of statistics reveals that we have hired one new teacher this year, and only one teacher left (retired) last year. Therefore, we believe this finding is not relevant to our school at this time.*

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

Applicable  Not Applicable

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

*There has been teacher turnover consistent with teacher turnover rates in urban areas where employee compensation is not commensurate with cost of living expenses.*

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

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

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The school has one ESL teacher for its 17 ELLs. The teacher has participated over the last three years in Syracuse University's Department of Teacher Education professional development series, and regularly disseminates relevant information to colleagues.

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

Applicable  Not Applicable

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

*As noted in the Needs Assessment, we are closely linked to Syracuse University's School of Education, which provides professional development to our staff in the areas of ESL instruction for ELLs.*

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

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

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Assessment has included interviews with the ESL coordinator, the special services coordinator, teachers, and the assistant principal (organization).

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

Applicable  Not Applicable

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

The number of ELL students in the school is, currently, extremely small, as a percentage of the total population. Communication and analysis of progress is extremely clear, consistent and well monitored.

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

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Assessment has included interviews with staff, support staff and teachers, as well as classroom visitations and interviews with parents.

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

Applicable    Not Applicable

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

Parents regularly cite concerns that teachers do not implement all IEP recommendations and do not provide necessary modifications (particularly with regard to testing). Teachers acknowledge receiving IEPs and email correspondence demonstrates that specific modifications are emailed to teachers.

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.

Teachers readily admit to not being consistently vigilant with regard to IEP modifications. This may have less to do with negligence than the need to balance a college preparatory sequence with the scaffolding students need to be successful in high school. It is also a function of the burden on teachers of having numerous students with IEPs, all of whom have different modifications.

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. A review with the special education coordinator and transition linkage coordinator, as well as the special services manager from our Network Support team have reviewed IEPs and consulted with the pupil personnel support team to assess the relevance of this finding.

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

Applicable  Not Applicable

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

*We attempt to include in IEPs specific instructional modifications where applicable. We also have created new goals commensurate with the skills and content mastery needed to earn New York State Regents Diplomas.*

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 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

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

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

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

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

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

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

- xx Yes  
 No

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

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09
9	ENGLISH	ALL	30	4	26
9	INTEGRATED ALGEBRA	ALL	29	6	23

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

- Yes  
X No

## II. Time on Task

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

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

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

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

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

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

Program Description:

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

- New implementation  
 Program expansion

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

Details of Program Expansion:

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

Program Description:

A Regents Intensive Academy will be established during vacations and summer for the purpose of developing students' cognitive and performance skills, with the measurable objective of increasing the number of Regents diplomas and Advanced Regents Diplomas earned by graduating seniors.

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

- New implementation  
 Program expansion

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

Details of Program Expansion:

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

Program Description:

Due to concerns regarding low pass rates in Global History and Geography, additional monies will be made available to allow for a double period of Global History for 9<sup>th</sup> Grade students.

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

- New implementation  
 Program expansion

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

Details of Program Expansion:

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

Program Description:  
New York City Leadership Academy Executive Principals Mentoring Program

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

- New implementation  
 Program expansion

### III. Teacher and Principal Quality Initiatives

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

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

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

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

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

Program Description: We have one new teacher this year. The teacher has been assigned an experienced teacher/mentor from our staff, within license. The mentors meet with their teacher twice a week for a total of 90 minutes during the school day for the course of the year. Mentors also observe their teachers delivering classroom

instruction. All interactions are recorded electronically on a DOE website. A regional coordinator also observes and assists with the program.

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

- New implementation  
 Program expansion

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

Details of Program Expansion:

Non-participation in the Lead Teacher program and an increase in the number of new teachers has required the expansion of the program.

#### **IV. Middle and High School Restructuring**

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

For schools with middle or high school grades only:

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

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

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

Program Description:

Due to an increased number of students requiring collaborative team teaching new collaborative team teaching classes will be created.

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

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

No