



HIGH SCHOOL FOR LAW AND PUBLIC SERVICE

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 06M467
ADDRESS: 549 AUDUBON AVENUE
NEW YORK, NY 10040
TELEPHONE: 212-927-1841 EXT. 414
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M467 **SCHOOL NAME:** High School for Law and Public Service

SCHOOL ADDRESS: 549 Audubon Avenue New York, N.Y. 10040

SCHOOL TELEPHONE: 212-927-1841 ext. 414 **FAX:** 212-781-9516

SCHOOL CONTACT PERSON: Nick Politis **EMAIL ADDRESS:** npoliti@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Suzanne Block

PRINCIPAL: Nick Politis

UFT CHAPTER LEADER: Stuart Kaplan

PARENTS' ASSOCIATION PRESIDENT: Maria Jurado

STUDENT REPRESENTATIVE:
(Required for high schools) Stephanie Fernandez

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Anya Hurwitz

SUPERINTENDENT: Francesca Pena

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
Nick Politis	*Principal	
Stuart Kaplan	*UFT Chapter Chairperson	
Maria Jurado	*PA/PTA President	
Nancy Pereira	Title I Parent Representative	
Oneida Bonet	DC 37 Representative,	
Stephanie Fernandez	Student Representative	
Suzanne Block	Guidance Counselor	
Lydia Fernandez	Teacher	
Amy Conners	Teacher	
Milagros Paulino	Parent	
Maria Hernandez	Parent	
Dulce Rodriguez	Parent	
Kristina Caban	Student	
Maritza Vasquez	Parent	

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The High School for Law and Public Service is located in a high poverty area in Washington Heights in Manhattan. The school is located in the old George Washington High School building sharing certain resources. The school has use of the Teacher's/Professional Development Center and other resources that include the gymnasiums, student cafeteria and the health clinic. This 9-12 school serves an ethnically diverse population, with 89.63% Hispanic population, either new immigrants or first generation Americans from Central, South America, 1.08% non-Latino Caucasian and 8.51% Black. The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 43 teachers of which 45% are Hispanic, 55% non-Latino Caucasian.

The High School for Law and Public Service provides its students with in-school and community opportunities to explore careers in law; law related fields and public service, while engaging them in a rigorous academic course of study. Our school is linked to the US Treasury Department, local government offices, College Now College courses of CUNY, John Jay College of Criminal Justice, the NYC Board of Education's Law and Justice Resource Center, the New York City Police Department, the Manhattan District Attorney's Office and other justice-related institutions. Students have opportunities to learn from working adults in these fields, such as police from local precincts, legislators, and local lawyers. Students are also involved in community service projects and internships. A career cluster course sequence will include Introduction to Careers in Law and Public Service, Mock Trial, Global Law, Constitutional Law, and Criminal Justice. Career related concepts and skills are integrated into Social Studies, English, Mathematics, and Science courses. Students have the opportunity to complete internships at such sites as Manhattan law offices, police precincts, community-based organizations, government agencies, local legislators' offices, and the District Attorney's Office. The instructional program is aligned with the Learning Standards of the New York State Board of Regents and the Performance Standards of the New York City Board of Education. The New York State Learning Standards will be the framework supporting the instructional focus of each course. The instructional program is aligned with the New York City Performance Standards of the New York City Department Education.

The major area of concern of the High School for Law and Public Service is the low achievement of its incoming students as evidenced by the achievement test scores of the incoming class of fall 2009. Since the school is a neighborhood school, one can expect the 2009 incoming ninth grade students to be similar to the fall 2009; 85% of the incoming 2009 ninth grade students scored below the 50th percentile in the citywide 8th grade ELA test. 88% scored below the 50th percentile in the citywide 8th grade California Achievement Test in Mathematics. All students are programmed into Mathematics blocks of instruction. Students participate in programs such as: Balanced Literacy and Integrated Algebra.

These programs are designed to improve, enhance, and enrich student skills in reading, listening, writing and mathematics. Title I and Part 154 LEP funds will be used to support double period ELA and Mathematics classes. ELL students receive additional support through our after school tutoring classes.

Many of the students entering our school have little previous English school experience with over % of the students being Limited English Proficient (LEP), 88% of the entering students below the 50th percentile in Reading. They all require a strong English balanced literacy program with a comprehensive language program directly related to the curriculum. Our focus is to develop communication skills in the classroom. Our teachers use English as Second Language teaching strategies within the content areas. The non-traditional 90-minute block of instructional time provides a more favorable learning environment and provides the teachers the opportunity to incorporate alternative instructional activities. The activities are standards-based and integrate technology into the content area. Activities include but are not limited to guide free writing, reflective writing, journal entries, reader response logs, roundtable discussion, cooperative think and share, and the writing process. Students learn to develop rubrics to be used in assessing the different activities and research assignments. They maintain a portfolio and accomplish a peer assessment system. The High School of Law and Public Service offers an extended day program and after school activities. The Academic Intervention Services are numerous. All incoming ninth, tenth and eleventh graders have a double English Language Arts class. Our school has in place After School Tutoring, Homework Helpers, Saturday classes and faculty lunch tutoring. Every student in our school has an Individual Student Support Plan as Individual Counseling and Guidance is given to the students. Paraprofessionals make after school home contacts made every day. Other interventions include an on-site clinic where immediate referrals can be made as necessary. Monthly parental workshops and conferences are held to involve parents with their children's education.

Our school focuses on the professional development activities for our staff on English language instruction including specific methodologies in critical and literacy skills, reading and writing across the curriculum, infusion of technology into the academic subject areas, ESL instructional methodologies, cooperative learning, problem-based learning and alternative assessments. Professional development is secured through the services of the Subject Area Team Meetings, Faculty Meetings, UFT-Professional Development Support program, Teachers Center, Department of Education Office of Teaching and Learning Professional Development Activities, Network Workshops on ELA, Mathematics, Science and Social Studies Standards, The Principal and Assistant Principals will promote expert instruction designed to meet the needs of the students.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	High School for Law and Public Service						
District:	6	DBN:	06M467	School BEDS Code:	310600011467		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		87.4	88.2	88.0
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		96.3	96.0	96.3
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		92.3	84.0	73.8
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		2	2	18
Grade 9	264	229	218	Recent Immigrants - Total Number:			
Grade 10	188	208	195	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	92	133	141		40	30	28
Grade 12	87	75	125	Special Education Enrollment:			
Ungraded	2	15	10	(As of October 31)	2006-07	2007-08	2008-09
Total	633	660	689				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	39	16	16	Principal Suspensions	79	74	83
# in Collaborative Team Teaching (CTT) Classes	1	19	28	Superintendent Suspensions	15	8	5
Number all others	24	37	38	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	255
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	43	18	18	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	118	156	145	Number of Teachers	39	43	43

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	12	0	16	Number of Administrators and Other Professionals	11	13	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	26	19	15	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.0	73.3	75.6
				% more than 5 years teaching anywhere	68.3	62.2	71.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	87.0	87.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.1	97.5	100.0
American Indian or Alaska Native	0.0	0.2	0.0				
Black or African American	4.7	4.8	8.3				
Hispanic or Latino	94.2	93.5	89.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.6	0.7				
White	0.6	0.9	1.2				
Male	52.0	48.8	50.8				
Female	48.0	51.2	49.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native					-	-	
Black or African American					-	-	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		NR			
Overall Score:	85	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	19.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

Summary of Data Analysis/Findings – ELA:

Data derived from the 2008-2009 Annual School Report Card and from the school's scholarship reports indicate that the students at the High School for Law and Public Service have made great strides in meeting the New York State and City performance standards. 92% percent of the students in the 2009 cohort met the NY State and City performance standard in English Language Arts through August 2009. We have exceeded the State-designated SURR targets for ELA. Our weakness in the ELA performance is the English Language Learners statistic. Sixty-seven percent of the ELL students met the NY State and City performance standard. The implementation of our balanced literacy block program in the ninth, tenth and eleventh grade instituted in September of 1999, resulted in our successful results for the 2009 cohort in ELA. Our students are served best when they are provided with instruction in a highly structured environment consistently repeated over the course of the school year. The balanced literacy program has also provided our English Language Learners and Special Education students with a constant exposure to literature and the acquisition of reading strategies has provided them with more meaningful experiences and opportunities to make connections with texts.

Implications for the Instructional Program:

Our school's strategies for improving students' achievement in English have been successful. There remains room for improvement. During the 2009-2010 academic school year the primary goal of the school is to increase the level of instruction in the writing process. The writing process will be expanded and interwoven with the reading component of the literacy block.

A greater emphasis on essay writing, essay development, and peer evaluation using rubrics, as the benchmark in the classroom will enhance our students' ability to write. Once achieving a solid foundation through the literacy block, we can then bridge English Language Arts with the content areas.

Summary of Data Analysis/Findings – Mathematics:

Data derived from the 2008-2009 Annual School Report Card and from the school's scholarship reports indicate that the students at the High School for Law and Public Service have made great strides in meeting the New York State and City performance standards. Approximately 96% of the students in the 2009 cohort met the NY State and City performance standards in Mathematics through August 2009. We have exceeded the State-designated SURR targets for Mathematics. Our weakness in the Mathematics performance is the English Language Learners' statistic and the sixty-seven percent the Special Education students meeting the NY State and City performance standard. The continued implementation of a double period of mathematics instruction for all tenth graders instituted with an emphasis on the workshop model will definitely improve our 2010 cohort statistics in mathematics. The first period of this 90-minute balanced mathematics block has stressed content while the second half of the block has focused on providing the students with practice and feedback. The school's academic intervention services (AIS) program has been an integral part of the school's mathematics program. Students are mandated to attend after-school tutoring and Saturday classes. Constant parental notifications of student progress in mathematics have also helped to improve our school's mathematics statistics.

Implications for the Instructional Program:

Our school's strategies for improving students' achievement in Mathematics have been successful. There remains room for improvement. During the 2009-2010 academic school year, the primary goal of the school is to increase the number of students achieving a 75 or higher on the Integrated Algebra Regents. This will also increase the number of Regents diplomas. The mathematics department will continue to focus its attention on student achievement. The strategies to be implemented are as follows:

- All Integrated Algebra classes will use the Prentice Hall mathematics program with a four semester pacing calendar. This program will include a comprehensive coverage of core concepts; an integrated approach to content that incorporates algebra, geometry, probability and data analysis, real world and problem solving techniques and applications, and on-going assessments.
- The integration of literacy strategies will be implemented. Reading and writing as a routine activity will be included in every lesson plan. Lesson will be developed with high order thinking questions, emphasis on *how* and *why*. The use of math journals, graphic organizers will enhance the students' problem solving skills.

Summary of Data Analysis/Findings – Grade 9:

According to our school's scholarship report, our incoming 9th graders had the possibility to earn a total of 10+ credits for the academic school year 2008-2009. Our findings indicate that only 75% of our first year students earned 10+ credits. The lowest passing subject areas in the ninth grade were Living Environment and Integrated Algebra.

Implications for the Instructional Program:

Literacy skills will be integrated into the science and mathematics curriculum in the 9th grade. The Living Environment, Integrated Algebra and English teachers will collaborate on infusing the balanced literacy components into the math and science curriculum. Independent reading, independent writing, shared reading, read aloud and guided reading activities will be developed as part of the Living Environment curriculum. Math journals will be instituted in every integrated math classroom.

The ESL classes will develop a parallel balanced literacy program at every level. Professional development will include the balanced literacy program of all ESL and Living Environment teachers. The development of classroom libraries in the ESL classrooms with appropriate level books will be one of the ESL department's goals this coming school year.

Summary of Data Analysis/Findings: Attendance & Cohort Graduation

According to ATS attendance reports, our school has an attendance rate of 88 % for the academic school year 2008-2009. This was a 1 % increase over the 2007-2008 school year. Our 4 year 2009 cohort graduation rate was 82%

Implications for the Instructional Program:

For the 2009-2010 academic school year, we will continue to assess the student absences, intervene with daily phone calls and home visits by family paraprofessionals. We will target the cohort 2010 students intervening when necessary to make sure they are on target with their graduation requirements. Although the 2010 graduation cohort is largest ever in our school, we will do our best to increase the 2010 graduation rate by 2%.

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.

ANNUAL GOALS	DESCRIPTION
SMART GOAL #1: By June 2010, the 2010 cohort graduation rate will be 78% an increase of 1% over the 2009 cohort graduation rate.	After conducting our needs assessment the SLT determined that our 77% 2009 cohort graduation rate is not adequate and therefore decided that a 2010 cohort graduation rate of 78% will be a new school goal for 2009-2010.
SMART GOAL #2: By June 2010, the ELA Regents cohort results will be 2% higher than the 2009 cohort results.	After conducting our needs assessment the SLT determined that the 2009 ELA cohort Regents results should be higher and therefore has determined that reaching a 2% increase in the 2010 ELA cohort results as a new school goal.
SMART GOAL #3: By June 2010, the Science Regents cohort results will be 2% higher than the 2009 cohort results.	After conducting our needs assessment the SLT determined that the 2009 Living Environment (Science) cohort Regents results should be higher and therefore has determined that reaching a 2% increase in the 2010 Living Environment (Science) cohort results as a new school goal.
SMART GOAL #4: By June 2010, the Integrated Algebra Regents cohort results will be 2% higher than the 2009 cohort results.	After conducting our needs assessment the SLT determined that the 2009 Integrated cohort Regents results should be higher and therefore has determined that reaching a 2% increase in the 2010 Integrated Algebra cohort results as a new school goal.
SMART GOAL #5: By June 2010, the Global History and US History Regents cohort results will be 2% higher than the 2009 cohort results.	After conducting our needs assessment the SLT determined that the 2009 Global History and US History cohort Regents results should be higher and therefore has determined that reaching a 2% increase in the 2010 Global history and US History cohort results as a new school goal.

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.

English Language Arts

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the ELA Regents 2010 cohort results will be 2% higher than the 2009 cohort results.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students are enrolled in a double period ELA and/or ESL class. • Balanced literacy and content literacy approaches used in the classroom • Continue after school program and provide students with additional support by offering tutoring services; notify parents about students' who must attend tutorial. • Assess needs of the students at the start of the school year; address student needs; reinforce student strengths during class time, in after school activities, and on homework assignments. • Review curriculum and criteria for grading with a rubric with all teachers; require teachers to use rubrics when grading essays, research reports, book reports, oral presentations, portfolios, etc.; • Enroll students in theme-based courses that complement ELA/ESL program, such as creative writing, journalism • Continue to provide professional development • Purchase textbooks, software, materials and supplies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • <u>Resources:</u> Regional District personnel, UFT Teacher Center Specialist, Principal, Assistant Principals, librarians, workshops, Instructional Specialist, Coaches, Teachers • <u>Cost:</u> \$150,000 • <u>Source:</u> Tax Levy, Reimbursable funds, NYSTL, Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Improved student reading and writing skills when comparing initial tests/pre-writing samples with post-writing tests. • Results on exams that focus on listening and note taking skills. • Minimum of 2% increase of student performance at or above Level 3 on the ELA Regents • Minimum of 3% ELL students pass the NYSESLAT

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 2008-09 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 (SINI/SRAP/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.

Mathematics

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>B June 2010, the Integrated Algebra Regents 2010 cohort results will be 2% higher than the 2009 cohort results.</p>
<p>Action Plan <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><u>Components of the Comprehensive Instructional Approach for Mathematics</u> Grades 9 – 12: Instructional Materials/Texts: Integrated Algebra—Prentice Hall Planning Guide – Pacing and Alignment Calendar Intensive Professional Development, including:</p> <ul style="list-style-type: none"> • School-based Professional Development Team, which includes the Principal, the AP Supervision Mathematics, a full-time Math Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school. • Ongoing PD for all teachers, coaches, and school administrators. <p>Additional Support for Students (when necessary) Prentice Hall Integrated Algebra (Grades 9 – 12) is a rich and demanding high school mathematics program that is fully aligned to the New York State Core Curriculum for Mathematics A and Integrated Algebra. The program provides test-taking strategies and practice preparation for the Integrated Algebra examination.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • <u>Resources:</u> Assistant principal, teachers, UFT Teacher Center Specialist, Regional District personnel and workshops, university/college collaborative • <u>Cost:</u> \$100,000 • <u>Source:</u> Tax Levy, Reimbursable funds,, NYSTL and Contract for Excellence Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Improved grades based on a comparative analysis of grades during first marking period and subsequent marking periods. • Minimum of 2% increase of students scoring at or above Level 3 on the Integrated Algebra Regents

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 2008-09 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 (SINI/SRAP/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.

Science

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the Science (Living Environment) Regents 2010 cohort results will be 2% higher than the 2009 cohort results.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Create unit exams that are aligned with the standards; create unit exams that replicate Regents type questions/format • Teach students to develop rubrics to be used in the grading of varied assignments, for peer evaluation, and for self-assessment. • Purchase the necessary textbooks, materials, software, and supplies. • Provide professional development that includes: activities that demonstrate the implementation of a standards-based science curriculum, development of inquiry-based laboratory experiences, content literacy approach, use of graphic organizers, integration of technology; understanding and using rubrics, project-based learning, and research report writing; planning for State mandated labs; continuation of study groups, inter-visitations. • Purchase textbooks, review materials, software, notebooks, and supplies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Resources:</u> Assistant Principals, District support personnel, UFT Teacher Center Specialist, Regional district workshops, university/college collaborative, teachers <u>Cost:</u> \$100, 000 <u>Source:</u> Tax Levy, Reimbursable funds, NYSTL and Contract for Excellence Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 5 % Increase in student scholarship • Evidence of the quality of instruction - Observation Reports, Walkthroughs, and informal observations • Improved grades on unit exams, labs, and mock Living Environment Regents. • Minimum of 2% increase of students scoring at or above Level 3 on the Living Environment Regents

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 2008-09 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 (SINI/SRAP/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.

Social Studies

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the Global History and US History Regents cohort results will be 2% higher than the 2009 cohort results.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Bring technology into the Social Studies classrooms • Use a balanced literacy and content literacy approach to teach Social Studies • Replicate Regents Document Based Questions in class work, homework assignments, and exams. • Encourage project-based learning, and inclusion of NYC Writing Project strategies for essay writing. • Conference with guidance counselors, parents, and students about students’ progress • Refer students in need of improvement to guidance counselor and after school/Saturday School tutoring • Continue to offer professional development activities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • <u>Resources:</u> UFT Teacher Center Specialist instructional specialists (Chancellor’s District), citywide and borough-wide workshops (professional development), principal, assistant principal, teachers • <u>Cost:</u> \$100, 000 • <u>Source:</u> Tax Levy, Reimbursable funds, NYSTL and Contract for Excellence Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 5% improved student scholarship; comparative analysis of 1st marking period with subsequent marking periods will note improvement • Minimum of 2% increase of students scoring at or above Level 3 on the Global History and U.S. History Regents. • Evidence of the quality of instruction – Observation Reports, Walk troughs, and informal observations

SECTION VI: ACTION PLAN

Cohort Graduation Rate

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the 2010 cohort graduation rate will be 78% an increase of 1% over the 2009 cohort graduation rate.</p>
<p>Action Plan <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>Description of Proposed Strategy/Program to Improve HS Graduation Rate:</p> <ul style="list-style-type: none"> • Guidance staff reviews the records of all students; identify students who have exhibited at-risk behavior, such as, habitual tardiness, excessive absenteeism, patterns of cutting, and lack of credit accumulation; meet with parents; schedule small group guidance sessions; hold individualized guidance sessions. • Arrange for case conferences and include parent(s)/guardian(s), student, dean and teachers in these conferences. • Allocation of funds to allow for tutoring services (during/after school and Saturdays). • AP reviews attendance procedures with attendance coordinator, guidance counselors, dean, family assistants, and school aides. <ul style="list-style-type: none"> • Continue to provide entire staff with basic behaviors that signify at-risk behavior. Establish procedures to be followed, such as, parental notification (telephone calls, letters, case conferences, and home visits), guidance counselor intervention and counseling, and referrals to NY Presbyterian Health Clinic and Community Based Organizations for counseling services. • Continue early morning, early evening, and Saturday morning telephone outreach program. Schedule assemblies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy and Title I • \$75,000 • Guidance counselors, family paraprofessionals, guidance School aides.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Continuous evaluation of cohort graduation candidates' grades. • Parental contact and intervention.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	84	69	46	66	57	11	8	12
10	122	83	89	50	62	9	7	7
11	27	41	74	22	13	7	6	9
12	4	18	18	3	5	3	5	2

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • 11th and 12th grade students who did not pass the ELA Regents are programmed into an ELA Regents Prep course during the school day. • Identify students, assess their needs, notify parents about AIS; program students into 10th period one-to-one tutorial after school. • Guidance counselors review exam results with each student and their parent/guardian, provide individualized counseling to encourage enrollment in the programs, and schedule outreach activities with the parents to ensure the success of the programs. • Saturday School Regents Review and preparation Classes
Mathematics:	<ul style="list-style-type: none"> • Students who did not pass the Integrated Algebra Regents are programmed into an Integrated Algebra Regents Prep course during the school day. • Identify and recruit teachers to participate in Homework Helper and tutoring sessions after school. • Offer Homework Helper in September as a lead-in to tutoring; create tutoring schedule. • Guidance counselors refer students based on grades earned in previous term; teachers refer students based on in-class tests and marking period results; notify parents about student's need to attend program; program students into 10th period tutoring class after school. • Offer tutoring during lunch periods and after school. • Saturday School Regents Review and preparation Classes
Science:	<ul style="list-style-type: none"> • Students who did not pass the Living Environment or Earth Science Regents are programmed into a Living Environment and Earth Science Prep course during the school day. • Identify and recruit teachers to participate in Homework Helper and tutoring sessions after school • Offer Homework Helper in September as a lead in to tutoring; create tutoring schedule; program students into a Regents preparation course for students who were unable to pass a Science Regents. • Guidance counselors identify students based on prior science scores; teachers refer students based on the results on exams and marking period grades; notify parents that student must attend Homework Helper and tutoring sessions after school • Schedule make-up lab sessions. • Saturday School Regents Review and preparation Classes
Social Studies:	<ul style="list-style-type: none"> • Students who did not pass the Global History or United States History Regents are programmed into a Global Regents Prep course of a United States History Prep course during the school day.

	<ul style="list-style-type: none"> • Identify and recruit teachers to participate in Homework Helper and tutoring sessions after school • Offer Homework Helper in September as a lead in to tutoring; create tutoring schedule; program students into a Regents preparation course for students who were unable to pass the Global History and/or U.S. History Regents. • Guidance counselors identify students based on prior science scores; teachers refer students based on the results on exams and marking period grades; notify parents that student must attend Homework Helper and tutoring sessions after school. • Saturday School Regents Review and preparation Classes
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Guidance staff reviews the records of all students; identify students who have exhibited at-risk behavior, such as, habitual tardiness, excessive absenteeism, patterns of cutting, and lack of credit accumulation; meet with parents; schedule small group guidance sessions; hold individualized guidance sessions. • Arrange for case conferences and include parent(s)/guardian(s), student, dean and teachers in these conferences. • Allocation of funds to allow for tutoring services (during/after school and Saturdays). • AP reviews attendance procedures with attendance coordinator, guidance counselors, dean, family assistants, and school aides. • Continue to provide entire staff with basic behaviors that signify at-risk behavior. Establish procedures to be followed, such as, parental notification (telephone calls, letters, case conferences, and home visits), guidance counselor intervention and counseling, and referrals to NY Presbyterian Health Clinic and Community Based Organizations for counseling services. • Continue early morning, early evening, and Saturday morning telephone outreach program. • Schedule assemblies.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Weekly visits by students in need of services by School Psychologist • Annual evaluations for Special Need students
At-risk Services Provided by the Social Worker:	<ol style="list-style-type: none"> 1. Weekly visits by students in need of services by Social Worker 2. Annual evaluations for Special Need students
At-risk Health-related Services:	<ol style="list-style-type: none"> 3. Weekly visits by students in need of services by School Based Clinic

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) 2009-2010

LAP Team Members:

Nick Politis, Principal

Cecilia Villabona, Assistant Principal

Nelia Polanco, Parent Coordinator

Maria Jurado, PA President

Elish Sari, ESL Teacher

Robert O'Leary, ESL Teacher

Lydia Fernandez, Bilingual Science Teacher

Mercedes Santos, Bilingual Social Studies Teacher

Carmen Zea, Guidance Counselor

Christopher Garcia, Related Service Provider

Elssie Cano, Special Education Teacher

2 Certified ESL Teachers & 4 Certified NLA Teachers and 1 Content Area Teachers with Bilingual Extension.

Introduction:

Currently at the High School for Law and Public Service, ELLs make up 25,2% of our student population (173 students) including 44 SIFE, 44 newcomers, 55 ELLs in year 4-6, 22 Ells in Special Education and 82 Long Term ELLs. The ELL break down by subgroup include 34 ELLs (0-3 years), 54 ELLs [(including 16 SIFE (4-6 years)] and 83 ELLs Long term (including 1 SIFE Student) while 90% of our total student population is either a current or former ELL. We currently have 33 ninth and 17 tenth ELLs in Spanish Transitional Bilingual Program along with 54 ninth grade, 42 tenth grade, 37 eleventh grade and 26 twelfth grade Spanish ELLs in our ESL Program.

Our ELLs are fully integrated into our school culture, participating in everything from our journalism program to the Advanced Placement program. We have a freestanding ESL program as well as a Transitional Bilingual Program for our incoming 9th graders whose parents choose that option. **There are 11 ELL classes, one-inclusion class and 40 SIFE students.**

ELL Identification Process:

New admits are first interviewed by the Guidance Office when the parents bring the student for admission. The ELL Coordinator, Ms. Sari, a licensed ESL teacher administers the HLIS to every student coming from outside the system – i.e. another country, another state, or a private school.

The HLIS is then evaluated by the ESL coordinator, who has the responsibility of determining whether or not the LAB-R should be administered. If it is determined that the student has a home language other than English, the LAB coordinator then takes the student to another room to administer the LAB-R right away while the parent waits. After this, the LAB-R is hand-scored and the Lab coordinator determines the right ESL level, based on the score, an interview with the student, and a writing sample. The LAB-R is administered within ten days of the student being enrolled. If the student passes the LAB-R, the parent and guidance counselor are informed and no further action is necessary. If the student is determined to be an ELL, after the LAB-R is administered, the counselors show the DVD to the parent, after which the LAB coordinator interviews the

parent about their choice of program. The results of the interview are conveyed to the guidance counselor, who draws up a program for the child. Thus, the newly admitted student receives the correct placement from the day he/she first enrolls. The NYSESLAT is administered each spring in each ESL class by Ms. Elish Sari and Mr. Robert O’Leary both licensed ESL teachers. The test is administered at an agreed upon date within the window, leaving time to administer “make –up” tests to students absent from one part or both. The tests are sorted by grade and packed and returned by the ESL coordinator. The ESL coordinator is responsible for finding the students to take “make-ups”.

Parent Program Choice:

As we have established these mechanisms to facilitate parent choice and requests, we are able to accommodate preferences according to policy. Nine out of ten of our parents overwhelmingly choose the ESL program over the bilingual program. Even our low level students’ parents choose the ESL program instead of a bilingual program. Much of this program preference stems from the perception that a bilingual program separates

students from the general population of the school. While this is true because of the nature of the program, it does not limit students' ability to participate in all activities and services at our school. In fact, we stress the importance of a bilingual education, the benefits of developing academic language abilities in both languages, and the impressive research results on the progress of bilingual students.

We continue to impress upon the parents the need to complete the program choice form and, as stated above, the parents who do complete the form are defaulted to the Transitional Bilingual Program. It seems that for the moment our educational program offerings and parent choice is aligned. If, in the future, we have parents selecting other programs, we will meet their needs.

Parent Orientation Meetings: At the beginning of each year and when necessary as new students who are identified as ELLs enroll, our parent coordinator and ESL coordinator schedule orientation sessions for all parents of newly enrolled ELLs. We use the City's informational materials and video to provide the information and further discuss program choices with them at these sessions. This year, we

invited subject area teachers to be a part of the information sessions in order to give their perspectives on the bilingual program and Free Standing ESL program. We explain all of the program options available at our school and the ways in which programs currently not offered at our school can be available to parents.

Parent Survey/Program Selection Forms: After students have been determined as entitled. As part of our incoming student procedures for new students, we provide parents the information and forms so that they can select the appropriate program for their child upon determination of entitlement based on the LAB-R score. This makes up approximately .5% of our total ELL population.

Continued Entitlement: Every year, student's families are informed of their status in terms of continued entitlement, based on the NYSESLAT results, and the program they will be programmed for in the fall. Parents are given the opportunity to change their program selection, if they so choose. Almost 100% of our ELLs fall into this category. Outreach is made to parents through phone calls for the return of the entitlement forms.

LAP Committee: Through the LAP Committee, consisting of both the parent coordinator and a parent representative, we discuss our programs, the needs of families, and evaluate effectiveness. The inclusion of a wide variety of stakeholders on the committee allows for constant evaluation of our current programs and future programming needs. This committee meets monthly.

Programming and Scheduling Information:

We have a free standing ESL program which offers the mandated minutes at each level as well as an additional Regents preparation period for ELLs in 11th and 12th grade. Students are scheduled for this extra course until they pass the ELA exam.

We have a full transitional bilingual program for our 9th graders that choose this option. Please refer to the introduction in which this program is further explained.

All of our native Spanish speaking ELLs receive Spanish language/literature classes through the 12th grade, including Advanced Placement. We believe that with the added support provided in a language classroom, our students will be better served.

English As A Second Language:

All academic courses offered in the general education program are offered to the ELLs in addition to ESL instruction. Beginners received 540 minutes; intermediate 360 minutes and advanced 180 minutes of ESL. The advanced receive 1 unit of ELA and 1 unit of NLA taught by a licensed teacher. Students at the intermediate level of ESL receive a 90 minute ESL block and one unit of native language arts instruction; science, math and social studies are taught using ESL methodology. Once ELL students reach the 11th grade; they are given the ELA Regents preparation support class, in addition to their ESL and ELA classes, in order to better prepare them for the ELA Regents examination. Enrichment/elective classes such as art, music, P.E. and Law classes are taken in English with the General Education population. ESL classes are taught by a licensed teacher. The Title III Program will be supervised by a licensed administrator.

Transitional Bilingual Education Program

There are 44 ELLs (including 8 CTT) in the Transitional Bilingual Program.

- I. Bilingual classes are taught by qualified teacher with state certification.
- II. Instruction and grouping are based on the NYSESLAT, English assessment scores, native language proficiency and students' progress.
- III. Bilingual content area courses use ESL strategies such as sequencing, graphic organizers and mapping to enhance language acquisition while focusing on content specific course work parallel to the general education curriculum in order to prepare students for the Regents examinations.
- IV. Native Language Instruction and English instruction is fully aligned with New York City's Language Allocation Policy and reflects 40%/60% instruction in English and Native language for beginners; 50%/50% for intermediate and 25%/75% or advanced.
- V. Classes are taught by a fully licensed bilingual teacher.

At the present time, we have identified 40 SIFE students and are in the process of

developing and instructional plan. At this point our SIFE students are taking a full

program of classes with the required amount of minutes for ESL and bilingual classes.

Our ninth grade students, newcomers, are in a free standing ESL class according to their

literacy needs. Their content area subjects are bilingual classes in Living Environment,

Integrated Algebra and Global Studies. ELLs who will take the ELA Regents examination is given a Regents Prep class taught by an ESL teacher. For ELL students receiving 4-6 years of service differentiated instruction takes place in each classroom.

Long-term ELLs. Students who are identified as ELLs having special needs receive ESL and bilingual services based on each students' Individual Education Plan.

We have several very low level literacy students among our bilingual freshmen. We have instituted a special combination class between native language arts and social studies, infusing literacy strategies and specially designed activities to strengthen literacy skills in Spanish. We also offer them additional interschool tutoring and Saturday school sessions in math, science and Spanish language arts/ESL.

Newcomers continue to be served in the manner that we currently serve them in our program. This has proven to be effective. Our newcomer 9th grader parents generally choose to enroll their children in the bilingual program in 9th grade. We offer specially designed Saturday classes for our newcomer students so that they can increase their English language acquisition. We also include a lot of fieldtrips around the City so that students gain insight into their new culture and learn about their new country as part of the educational program.

Our largest group by far is the long-term ELLs. We currently have 67 long-term ELLs in our school. Of this group, only 4 parents have elected a bilingual program for their students. This group presents our biggest challenge and so this year we instituted a new transitional 9th grade block English class, modeled after the NCEE Ramp-Up to literacy. This has proven to be effective for our incoming students. We offer after-school tutoring, Saturday programs and additional Regents preparation.

We currently have 12 special needs ELLs. These students are grouped according to ESL level, as are all of our ELLs. Therefore, some students are in classrooms where we have enough special education students to have a team teacher in the room while others may need extra assistance provided through resource room. All of our teachers have the opportunity to review student's IEPs and design their instruction to fit student's needs.

All ESL classes use the balanced literacy workshop model for instruction. In order to better serve our ESL students in their academic language acquisition, we have developed an enrichment program based in a content area (environmental studies/science) for our 65 LEP students preparing for the Living Environment and Earth Science Regents Exams. The instructional program will incorporate after school and extended environmental educational trips throughout the school year to give students hands-on experience with the natural

world. The class passing rates and Regents passing rates will be used to monitor effectiveness. Also, NYSESLAT scores in the spring will be used as comparative indicators for language acquisition rates. Informal teacher assessments as well as supervisory observations will monitor progress on an on-going basis. LEP students have the lowest achievement rates on the Science Regents at our school. By providing additional instructional time through this program, it is expected that student achievement will rise.

HSLPS offers several high interest extracurricular activities for students. There is daily after-school tutoring and Saturday classes for language development and for Regents review. We will not be discontinuing any programs or services for ELL students. We have written a SIFE/LT grant for the second time once again this school year. We are aware of the fact that there have been times where our ELL population can be better served with a more direct access to technology which with the implementation of interventions will increase their literacy reading and writing skills. At this point, we have only have a mobile cart of lap-top computers to use with our ELL students, hopefully once we receive this grant we can purchase an interactive Smart Board to be used as an instructional tool with our ELL students. We offer a full program of study of Spanish Native Language Arts with the opportunity for our students to not only fulfill their basic Spanish language requirement but also to take Advanced Placement Spanish Language and Literature classes during their high school career. All levels of ELLs have corresponding required services and support. As mentioned before we are in the process of developing and formalizing an instructional program that will meet the needs of our SIFE population.

Our students that effectively test out of mandated services are not left on their own. One of the benefits of the small school is being able to follow students after they have left our program. ESL teachers discuss particular student cases with the new English teacher and we track student progress in their subject areas. Additionally, guidance counselors provide a much needed link for students transitioning into the mainstream academic program. Tutoring and Saturday school are other supports provided for all students in our school.

All incoming students are given an in-house placement interview and test upon arrival at our school. This is used in tandem with the NYSESLAT scores so that students are grouped appropriately. The administration programs the school according to the amount of students we have at each level. ESL teachers are constantly assessing students' abilities to make sure that placements are correct. Additionally, the ESL Coordinator checks all ELL's programs at the beginning of each semester to make sure that the students are correctly placed in classes and that they are receiving the mandated minutes. All students receive the mandated minutes.

ESL classes are designed to offer explicit instruction for students based on the level of the class. All four skills (reading, writing, speaking and listening) are addressed in the classes and teachers closely follow the ESL Standards. Teachers use a variety of methods including CALLA, Readers/Writers Workshop model, the Language Experience Approach and content integration. Every classroom is designed around a language objective and a content objective. ELA and NLA classes use the workshop model and serve as the space for

literature exploration and analysis. ELA classes may use the Ramp-Up model as appropriate. As students move up in level, they are able to participate in independent reading as part of their English class. Every classroom has a leveled classroom library.

Professional Development Program:

After-school professional development will be provided by lead ESL teachers. Teachers will work on developing strategies and instructional practices to support language development in ESL and content areas. These PD sessions will take place at our school. The action research team members will also attend conferences with BETAC and NYC DOE OELLs. Training from these conferences will then be turn-key to appropriate staff through these sessions. The Rubin Museum Educator staff will provide training and curriculum connections for ESL and social studies teachers. ESL teachers will work to incorporate language development activities and train content area teachers to use these strategies in their classes, and they will develop curriculum around these topics. Our Children First Network has monthly ELL workshops. The guidance counselors, guidance staff, parent coordinator receive in-house training and support from the ESL coordinator and ESL teachers. Our school is expected to receive QTELL training this coming academic school year.

Passing rates on classroom assessments, Regents examinations and the NYSESLAT will be used as indicators for to monitor student gains as a result of professional development. Informal teacher assessments and supervision will be on-going and used to differentiate professional development to meet individual needs of teacher.

LEP students have low success rates on exams in our school. Professional development specifically designed for teachers of LEP students will increase student achievement.

Professional development for the entire staff (general education teachers, special education teachers, assistant principals and principal) in ESL methodology is held on an ongoing basis. Department workshops, study groups, and meetings between ESL and bilingual content area teachers all focus on meeting the needs of our ELL population. These are done during the common planning period monthly by the lead ESL teacher. Tentative Workshop Dates: August 31; September 11; October 2; November 7; December 4; January 30; March 5.

Topics include but are not limited to: The CALLA approach; preparing ELLs for the ELA Regents; ESL strategies in the content areas; the writing process; language acquisition and ELLs; Literacy in the Native Language; connecting NLA and ESL for greater student achievement. These sessions will be held at our School-wide professional development days, November 2009 (2.5 hours), February 2010 (2.5 hours) and June 2010. (2.5 hours) agendas and sign in sheets are kept on file in the school.

ELL students are provided with a Bilingual Guidance Counselor, bilingual speech therapist, and bilingual SETSS teacher for support. The ELL students take the New York State Regents Examinations, RCT Examinations and the NYSESSLAT examination. Based on the results of these assessments, programs are created according to the needs of the students. Regents preparatory classes, after-school classes, Saturday School are developed and taught by licensed teachers.

All personnel in our school receive 5 sessions of professional development regarding ELLs every year. These sessions range from CALLA to understanding NYSESLAT scores and what the implications are for students. Each department also uses professional development time to explore issues related to language development in specific content areas. Currently, we are doing action research between the math and ESL teachers in order to better understand the cognitive process for ELLs and former ELLs in the content area. Teachers also attend outside conferences and workshops and they turnkey this information back to the staff during professional development time. Any professional development that is done in our school must explicitly apply to ELLs as we have such a large percentage of ELLs and former ELLs.

Parental Involvement:

Every year, we have a survey completed by our ELL parents about their needs as parents of ELL students; the following is a list of needs from this survey:

- Parent ELL Workshop from September 2009-June 2010 every Thursday from 5:00 p.m. – 7:00 p.m.
- Parent Meeting on Science Curriculum---September 25, 2009 from 5:00 p.m. -7:00 p.m.
- Parent Family Life Education Course from November 2009 – May 2010 every Monday from 8: 30 a.m. – 11:00 a.m.
- Parent Workshop on College and how to pay for College---December 10, 2009 from 6:00 p.m. - 8:00 p.m.
- Parent Meeting on Mathematics Curriculum----November 2, 2009 from 6: 00 p.m. – 8:00 p.m.
- Parent Computer Workshop from January 2010 – June 2010 every Saturday from 9:00 a.m. – 12 noon.
- Parent Meeting on Social Studies and Law Curricula ---January 11, 2010

The above workshops will keep parents in the loop as to what their children are learning.

All outgoing correspondence to parents is sent in both English and Spanish. PTA meetings and the school leadership team have on-site translators available for parents who do not speak English. The Parent Coordinator is bilingual and there is a bilingual guidance counselor on staff assigned to serve the ELL population. At every parent workshop and meeting, translators are available. All newly arrived ELL students' parents are given a parent orientation upon intake including a discussion of programs available at the school. Parent orientation sessions are held at the beginning of the school year at a variety of times to accommodate parent schedules. The Parent Coordinator and/or ELL Coordinator run the sessions in Spanish.

We have a ninth grade incoming student orientation for all new students prior to the first day of school. Parents and students are developed with new school procedures and regulations and requirements.

Assessment Analysis:

With our 9th graders making up the majority of ELLs in our school, the numbers reduce accordingly in each grade level. There is a decrease in level B students across the grades. The smallest amount of ELLs is in the 12th grade, which makes sense. Students either test out over the 3 years of instruction, or move on to other schools. Our data suggests that our program is working in as much as our numbers from 9th to 12th grade have decreased by almost 80%.

The weakest areas are reading and writing. This year our ESL classes are focusing more on listening skills, writing skills and note-taking and reading non-fiction texts. Through these efforts we believe that we should see an increase in student achievement on the NYSESLAT in both listening and reading. Past scores indicate that 25% of the ELL tested with the 2009 NYSESLAT exam increased a level and 23% became proficient.

This year we continued to have the R/W notebooks in our ESL classes in order to strengthen writing skills. Students at the advanced levels of English also receive an English language arts class where they are exposed to more on grade-level writing assignments and can use these skills on the NYSESLAT and the English Regents Exam. Most of our students lack the writing practice in either English or Spanish and we have taken strides in our school to make sure that all ESL students, regardless of bilingual program placement, receive native language arts instruction in order to support academic language development. We are seeing the payoffs of this strategy this year.

NYSESLAT results indicate that most of the ELLs, with the exception of the newest arrivals do well in the Speaking and listening section of the test. The greatest weakness is reading. Students are scoring low on the reading section due to limited vocabulary and a tendency not to read the passage carefully. It is notable that newer students often get better results on the reading because they read very carefully. Long-term ELLs do poorest on reading because they bubble in answers that look superficially

correct but are not.

It is difficult to gain a full picture of ELL success on the Regents Exams because there are many variables affecting their success on the various state tests. We chose to examine science, math and English as markers of student progress.

At the end of 9th grade, ELLs taking the Living Environment have a 65% passing rate. There is a greater passing percentage for students taking the exam coming from the ESL program rather than the bilingual program. This could be because those students electing to be in the bilingual program are often our students who are struggling the most and do not have the academic background or familiarity with the material as those students who are coming from US junior high schools.

On the Integrated Algebra Regents, ELLs have a 52% passing rate. This is due in large part to the universal language of mathematics. Students fair equally well in the math assessment, regardless of their participation in the bilingual program or ESL program.

Those ELLs still entitled to mandated services in the 11th grade are able to pass the ELA Regents at a rate of only 55% in the 11th grade. Even though this seems low and we have a lot of work to do, we still consider this very encouraging and will continue to offer our 11th and 12th grade ESL students the additional Regents Prep course that we have been offering. This is above and beyond the mandated 360 minutes per week of ESL/ELA instruction. This statistic makes sense to us as it takes 5 to 7 years for students to develop CALP.

As for Regents administration protocols, students are given copies of the exam in both languages, content glossaries and separate examination rooms so that they will have the opportunity to use all tools made available to them. Whether or not they take the exam in English or Spanish is up to them. As is apparent from our statistics and programs, our low-level ESL and Bilingual students tend to take the exams in Spanish (Living Environment the prime example). As they grow to become more comfortable in English, they choose to write their responses in English. 11th and 12th graders coming to us mid-high school career, often elect to take the content exams in Spanish since they feel that they can express themselves better in their native language, even though their instruction is in English. These students receive special tutoring from instructors whose native language is also Spanish. According to our ELE results of 2009, 49% of the students taking the exam scored in the 1st quartile, 51% in the 2nd quartile, 20% in the 3rd quartile, and 14% in the 4th quartile.

School: __High School for Law and Public Service BEDS CODE: __3100000467_____

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

Form TIII – A (1) (a) 06M467 High School of Law and Public Service

Grade Level(s): 9-12 Number of Students to be Served: 90 LEP

Number of Teachers: 4 Other Staff (Specify): 1 (Supervisor)

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.

School Overview:

The High School for Law and Public Service is located in a high poverty area in Washington Heights in Manhattan. The school is located in the old George Washington High School building sharing certain resources. The school has use of the Teacher's/Professional Development Center and other resources that include the gymnasiums, student cafeteria and the health clinic. This 9-12 school serves an ethnically diverse population, with 89.8%Hispanic population, either new immigrants or first generation Americans from Central, South America, 1.2% non-Latino Caucasian and 8.4% Black. The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 42 teachers of which 45% are Hispanic, 55% non-Latino Caucasian. We presently have 186 ELL students grades 9-12.

ESL Instructional Program:

All academic courses offered in the general education program are offered to the ELLs in addition to ESL instruction. Beginners received 540 minutes; intermediate 360 minutes and advanced 180 minutes of ESL. The advanced receive 1 unit of ELA and 1 unit of NLA taught by a licensed teacher Students at the intermediate level of ESL receive a 90 minute ESL block and one unit of native language arts instruction; science, math and social studies are taught using ESL methodology. Once ELL students reach the 11th grade; they are given the ELA Regents preparation support class, in addition to their ESL and ELA classes, in order to better prepare them for the ELA Regents examination. Enrichment/elective classes such as art, music, P.E. and Law classes are taken in English with the General Education population. ESL classes are taught by a licensed teacher. The Title III Program will be supervised by a licensed administrator.

All ESL classes use the balanced literacy workshop model for instruction. In order to better serve our ESL students in their academic language acquisition, we have developed an enrichment program based in a content area (environmental studies/science) for our 65 LEP students preparing for the Living Environment and Earth Science Regents Exams. The instructional program will incorporate after school and extended environmental educational trips throughout the school year to give students hands-on experience with the natural world. The class passing rates and Regents passing rates will be used to monitor effectiveness. Also, NYSESLAT scores in the spring will be used as comparative indicators for language acquisition rates. Informal teacher assessments as well as supervisory observations will monitor progress on an on-going basis. LEP students have the lowest achievement rates on the Science Regents at our school. By providing additional instructional time through this program, it is expected that student achievement will rise.

Title III Instructional Program (Supplemental):

TITLE III funds will also be used to fund a special Saturday supplemental ESL and Math, Science and Social Studies content based activities. Ninety ELL students, graders 9-12, will participate for 4 hours each Saturday, for a total of 20 class sessions. The program will begin February 5, 2010 and end June 18, 2010. Classes will incorporate fieldtrips, cultural trips, computer use and special language acquisition software (i.e. Rosetta Stone). Teachers *will work on developing curriculum and implementing strategies in classrooms; action research to develop language support activities for ESL and content area classes.*

Title III funds will be used for new arrival ELL students. They have the lowest achievement rates on the NYSESLAT. By providing additional ESL instruction (120 minutes) instructional time along with 120 minutes of content based activities, it is expected that student achievement will rise.

Additionally, TITLE III funds will be used to enrich the Advanced level ESL instruction by providing an additional resource through the study of global history with the partnership of the Rubin Museum. Through this collaborative, students will receive supplemental content area instruction in order to better prepare them for the GLOBAL HISTORY Regents exam. The class passing rates and Regents exam scores will be used as comparative indicators of success.

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.

After-school professional development will be provided by lead ESL teachers. Teachers will work on developing strategies and instructional practices to support language development in ESL and content areas. These PD sessions will take place

throughout the year. The action research team members will also attend conferences within the City. Training from these conferences will then be turn-key to appropriate staff through these sessions. Environmental Education Center staff will provide training and curriculum development for hands-on science studies which can be done at the center or back in the local surroundings. The Rubin Museum Educator staff will provide training and curriculum connections for ESL and social studies teachers. ESL teachers will work to incorporate language development activities and train content area teachers to use these strategies in their classes, and they will develop curriculum around these topics.

Passing rates on classroom assessments, Regents examinations and the NYSESLAT will be used as indicators for to monitor student gains as a result of professional development. Informal teacher assessments and supervision will be on-going and used to differentiate professional development to meet individual needs of teacher.

LEP students have low success rates on exams in our school. Professional development specifically designed for teachers of LEP students will increase student achievement.

Form TIII – A (1) (b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$18,840.00	<i>Saturday Enrichment classes for students 4 hours x 20 Saturdays x \$46.16 = 3692.80 x 4 teachers = 16,070.00 Per-session for after-school participation –teachers will work on developing curriculum and implementing strategies in classrooms; action research to develop language support activities for ESL and content area classes. Sessions take place throughout the year. 60 hours = 2,770.00</i>
Purchased services such as curriculum and staff development contracts	\$3,000.00	<i>Purchased Services: Science and Environmental studies program for ESL students plus curriculum and professional development service Sandy Hook Environmental Center; and Rubin Museum of Art and various farms in New York.</i>

Travel	\$3,000.00	<i>Transportation expenses for fieldtrip. Bus fees and subway metro cards = \$3,000.00</i>
Other	\$1,732.00	<i>Entrance fees to various cultural sites/centers/museums and Arts performances in NYC – \$ 1732.00</i>
TOTAL	\$27,620.00	

Form TIII – A (1) (b)

School: High School for Law and Public Service

BEDS Code: 31000000467

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We have surveyed parents and used the Home Language Survey information to assess our parents' needs. Over 75% of our parents speak Spanish as their native language.

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.

In order for us to communicate with our parents and school community, we have determined that we need to have everything translated into Spanish. We also need to have translators on hand for our guidance counselors, teachers, PTA meetings and School Leadership Team meetings. For any events, we must have translation services provided.

Part B: Strategies and Activities

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

We currently have 4 licensed Spanish teachers on staff. These teachers readily provide written translation services for all official correspondence coming from our school. In addition, our parent coordinator and bilingual guidance counselor are also able to provide written translation services when needed. Once the translations of the documents have been done, these are kept on file for future use. New correspondence is translated on an as needed basis. Teachers and staff members are compensated for extra time for translation services.

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

Our school staff is able to provide oral interpretation services. We have a full-time school aide the guidance office to provide on call translation for parents. Our parent coordinator is bilingual and we have bilingual deans and a bilingual guidance counselor.

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

We provide our parents with written (in Spanish) notification of the translation and oral interpretation services which we provide at our school. Parents are also kept informed through PTA meetings and other events which keep communication channels open for parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$483,817	\$ 64,081	\$ 547,898
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,838		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 641	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	
6. Enter the anticipated 10% set-aside for Professional Development:	\$48,381		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6, 408	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100 %

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

4. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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

TITLE I SCHOOL-PARENT INVOLVEMENT POLICY

2009-2010

I. General Expectations

The High School for Law and Public Service agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The High School for Law and Public Service will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Have a Title I parent Meeting during the first month of the school year
2. The High School for Law and Public will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will participate in bi-monthly school visits
 - Parents will participate in quality reviews
3. The High School for Law and Public Service will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

See attachment of parental activities for 2009-2010

4. The High School for Law and Public Service will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. The High School for Law and Public Service will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

See attachment of parental activities for 2009-2010

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by September 15, 2008 parent's meeting. This policy was adopted by the High School for Law and Public Service on 09/15/08 and will be in effect for the period of 2009-2010 academic school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 3, 2009.

5. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2009-2010

SCHOOL RESPONSIBILITIES

The High School for Law and Public Service will:

- Provide high quality curriculum and instruction in a supportive, effective and safe learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

By providing all students with a rigorous theme-based curriculum in which students understand the relationships across subjects, between themselves and the world at large. Teachers, administrators, parents and caregivers work together to develop mature citizens committed to their community and high achievement. Students develop a sense of confidence, commitment and responsibility that will guide them through all of their endeavors as educated and productive members of society. Our graduates have experience in and knowledge of the public sector, law and their ability to make positive change in the community. Internships, mentoring programs and partnerships offer our students the opportunity to apply their academic knowledge to real life settings.

- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

October 29th and 30th 2009
March 2010

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

HSLPS generates progress reports three times a semester. Reports are sent home with students and given out to parents at the parent conferences. Also, parents are notified by teachers and guidance counselors if students are not performing up to Standards. Guidance counselors monitor student progress on a regular basis and parents are welcome to visit the school at any time regarding their child's progress.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers are available to speak with parents at anytime. Teachers call homes regularly to inform parents of student progress. Guidance counselors set up appointments for parents to consult with teachers during the school day.

- Encouraging students' awareness, reflection of their actions and consequences.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The Parent Coordinator works directly with the PA and parents to encourage participation in school activities. The Parent Coordinator organizes monthly meetings for parents, workshops pertinent to student academic issues and school issues as well as invites parents to volunteer for different events and activities. Teachers invite parents to classroom celebrations throughout the school year.

- Provide students the opportunity to make up work through scheduled academic intervention such as tutoring, Saturday School, and one to one assistance.
- Campus provides physical and mental health services.

PARENT RESPONSIBILITIES

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

- Supporting my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Ensuring my child's attendance; aiming for 90%.
 - Talking with my child about his/her school day;
 - Scheduling daily homework, assignments, projects are completed on time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of time my child watches television, uses the computer (especially the Internet) and listens to music;
 - Adhering to school calendar and observing only official DOE holiday and vacation days.
 - Updating changes in address and telephone numbers of their children
- Communicating positive values and character traits, including respect, hard work and responsibility;
- Express high expectations and offer praise and encouragement for achievement;
- Participating actively in the college application process and responding promptly to requests from the Senior/College Advisor;
- Respecting the cultural characteristics of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following rules and regulation of the school.
- Supporting the school's discipline policy;
- Encouraging and supporting students to participate in Advanced Placement courses, specialized after-school and summer programs, and pre-college programs.
- Volunteering at HSLPS;
- Participating in HSLPS school-based committees;
- Promoting positive use of my child's extracurricular time and encouraging my child to participate in those activities at school;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with HSLPS by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Making sure that my child has a library card;

School Demographics and Accountability Snapshot is located in the Statistics section of our school's Department of Education website at http://schools.nyc.gov/documents/oaosi/cepdata/2007-08/cepdata_M467.pdf

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See pages 6-9 of CEP

2. School-wide reform strategies that:

See pages 10-15 of CEP

3. Instruction by highly qualified staff.
 - a. On-going site based professional development support for all teachers through subject area team meetings and common planning time.
 - b. Integrate ELL content literacy strategies across the content areas including:
 - i. The writing process
 - ii. Read Aloud/Think Aloud
 - iii. Graphic Organizers
- On-going support from ELA and Math Assistant Principal
 1. AP will demonstrate effective strategies
 2. AP will support teachers to develop effective classroom management skills
 3. AP will work with teachers in lesson planning and other instructional procedures
 4. AP will do professional development for teachers in the City and State ELA and Math Standards.
- Create study groups in each content area during common planning time.

- Develop interdisciplinary curricula
 - Mentoring of new teachers
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- On-site professional development via Subject area team meetings and common planning time, faculty conferences in area such as:
 1. Integrating technology in subject area classes/
 2. Integrating content literacy across the curricula
 3. Classroom management skills
 4. Instructional Strategies
 5. Lesson Planning
 - Providing mentoring and coaching for teachers.
 - Keeping teachers informed as to off-site professional development activities.
 - Providing teachers with the opportunities to observe their colleagues.
 - Providing opportunities for teacher to plan and facilitate professional development activities within the school.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Develop consistent and clear guidelines.
 - Provide ongoing Professional Development
 - Promote a safe learning environment
 - Make resources available to teachers
 - Supportive administration
6. Strategies to increase parental involvement through means such as family literacy services.

Pages 24-25 in CEP

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

N/A

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

Pages 23-24 in CEP

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Action Plans of CEP

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

Tax-Levy, Title I, IDEA, ERSSA, PCEN, Title III

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ 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.
- **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.

¹ 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.

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

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

Teachers and administrators in the English and ESL departments met to assess whether Finding 1A was relevant to our school's educational program during weekly common meetings. During each common meeting, we evaluated and reflected upon the alignment of our ELA and ESL curricula. Members of the group evaluated our goals and action plan from our previous CEP and evaluated school data, primarily scholarship reports and Cohort data, to look for possible gaps within our written curriculum. The results of these common meetings have led us to determine that the Curriculum Audit findings were not applicable to our school's educational program in the areas of gaps in the written curriculum, curriculum maps, taught curriculum, and ELA materials. We did conclude that based on a shift in our current ESL population, we need to enrich the current written curriculum for beginner ELL students.

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

Applicable-----**X Not Applicable**

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

The core curriculum in ELA and ESL are aligned to the New York State Regents examinations and the New York State standards in the range of topics covered and the depth of understanding required. This curriculum clearly identifies what students should know and be able to do by the end of each grade level. These skills sets are categorized by the core performance indicators in the key ideas of reading, writing, listening and speaking. The curriculum also addresses a shift in new literacies with an emphasis on the inclusion of media as a public and functional document that students will be able to critique. Teachers are guided in the delivery of the curriculum through curriculum guides, calendars, and weekly common meetings. This curriculum, which has been enriched and revised within the last year, also provides a good level of challenge for all students through advanced placement courses in English Literature and elective courses in creative writing and law. All students take an eight semester sequence of English courses that scaffold the skills identified in the core performance indicators. Weekly common meetings have concluded that students are moving forward in attaining the skills in the core performance indicators.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The finding suggests that many curricula do not specify the process strand alignment and that the content strands are not taught in depth. Our school was out in front of other schools in New York City in terms of alignment and depth within the content strands. While the rest of the city was using the Prentice Hall curricula that was not fully aligned for Math A and Math B, our school developed its own curricula for both classes even though Prentice Hall textbooks were being used. Then as the switch to the three class sequence began, our school developed its curricula for the new classes and their standards. For these classes the curricula and the pacing guides were originally written using only the State standards as reference documents. As sample exams and actual exams (for integrated algebra, and now geometry) have become available the pacing guides have constantly adjusted to show the relative priority of problem types and the standards. Our math coach develops a pacing calendar that is specific to the needs of our student population. The development of the pacing calendar is based on the close examine of the State Standards as it relates to the City requirements. The pacing calendar is disseminated during the common meetings of the Math department which is further used to create teacher and student goals. Goals will be assessed and modified periodically. Learning walks, walkthrough, observations, inter-visitation are happening on a weekly basis. Protocols are used to debrief during the common meetings where information is shared among teachers to improve practice as outlined by the goals of the math department

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

Applicable-----**X 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?

Our curriculum documents support our contention that we are aligned with both the content and the process standards. Our rising passing rates and scores on regents exams (especially in Math B), support our contention of students being taught all of the standards, and at an in-depth level. Further evidence can be found in our SQR from last year where we were commended for our curricula addressing the state and city standards. A total of 96.8 % passing Math A Regents in 4 year Cohort. 18 students passed Math B Regents in 2008 compared to 5 in 2007. The number of 4 year graduations is increasing from 72 % to 74% this year. Since the Spring of 2007, we offer the calculus classes and we will continue to keep up with the good work in teaching Mathematics successfully.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Teachers and administrators in the English and ESL departments met to assess whether finding 2A was relevant to our school's educational program during weekly common meetings. During each common meeting, we evaluated and reflected upon the instruction that takes place in our classrooms. The results of these common meetings have led to determine that the Curriculum Audit findings were not applicable to our school's educational program in the areas of ELA and ESL instruction

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?

Direct seatwork and individual seatwork are not the predominant instructional strategies used by teachers in our school. Instead, the manner in which our ELA and ESL program is set up enables teachers and students to participate in learning experiences that are very much student centered in practice. Students are programmed for a double period of ELA in grades 9-11. Double period English courses are used to give students a more intensive experience and this encourages greater levels of engagement using the balanced literacy model. The common structure of each double period ELA class includes: independent reading, responding to literature in a variety of modes, a mini-lesson, application/collaborative activity, and summary. A variety of pedagogical strategies are utilized during ELA lessons, ranging from the use of scaffolding content via an anticipation guide to utilizing the jig saw method to analyze characters in a literary work. These best practices are shared with colleagues during common meetings and inter-visitations.

Teachers utilize data collected from reading conferences, writing conferences, class based assessments, and standardized examinations to differentiate instruction accordingly for students. Data collected from these sources shape grouping formations and the types of assessments that are designed and implemented in classes. When possible, teachers utilize tiered assessments based on students' readiness levels. These best practices and uses of differentiated instruction are observed during formal observations of instruction and documented in post-observation reports on a regular basis.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

² 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.

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

The finding stated that many classrooms are not engaged in best practices and differentiated instruction. Our school is continually involved in staff inter-visitation and in the math department visitations from the math department chairperson. Post observation conferences amongst the staff and math chairperson focus around best practices, which ones were in use in the class and where/how more could be used. Our math department is also expanding the use of technology and in particular using the Interactive Whiteboard to create power point lesson plans. Our curriculums are well supporting the needs of our students as well as aligning with the NYS Core curriculum

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

Applicable----- **X 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?

Our increasing success on the state Regents Exams reflects the best practices that occur in our classrooms

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable----- **X Not Applicable**

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

This statement does not apply to our school.

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.

There has been no teacher turnover in our school in the last five years

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

This statement does not apply to our school.

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?

Our ESL and content bilingual teachers attend QTEL and other trainings offered through the Office of English Language Learners. Our ELL certified teachers regularly attend subject area team meetings and are given time to share strategies for

ELL instruction. Our ELL teachers address the staff and share information regarding the ELL students at our school, the level present and the Language Allocation Policy the school created as we also encourage teacher feedback and questioning.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The ELA and ESL teachers met during common meeting times to assess the statement above and have found it to be irrelevant to our school.

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?

All ELL students take periodic assessments to mark their progress throughout the academic school year. Our ELL teachers met with the other departments to discuss the level of our students and the areas of strength of students in their classes. Our ELL teachers also provide staff development on the NYSESLAT examination and how to interpret and use the results.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

During the first faculty meeting of the year, the process of reading an IEP was reviewed with all general education teachers. This was done through the use of a PowerPoint presentation as well as a paper copy of a blank IEP. Furthermore, in an effort to ensure ease of access to reading their student's IEP, each teacher was given a CD containing their student's IEP at the beginning of the year. Additionally teachers are emailed copies of their students' IEP each time they are updated. Additionally, opportunities to improve differentiated instruction are regularly provided to teachers through staff development. Moreover, teachers are provided with lists of activities that are available for differentiation in the areas of content, process, and product. These are provided by the special education department. At the beginning of the school year, each teacher receives a copy of the accommodations for each of their students is entitled to separately from their copy of their students' IEP. This was done to ensure clarity in identifying the proper accommodations for each student. Our professional development also includes workshops for CTT partnerships. The workshops focus on team building and working as teams to promote student learning.

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?

A school representative attends either (or both) the network or ISC PD and turnkeys the information. Our network SSM meets on a regular basis with the staff serving special education students to discuss methods of modification. Inter-visitations among

teachers are occurring so teachers have the opportunity to observe others and/or receive feedback regarding implementing accommodations/modifications in the classroom. Our general education teachers attend the ASCD Differentiated instruction workshop presented by our network. We provide consultation time so general education teachers can meet with the special education teachers regarding the provisions of accommodations/modifications.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Prior to IEP meetings, and prior to being finalized and sent to the parents and the CSE the IEPS at Law and Public Service are reviewed and edited by multiple persons. Each IEP is written by a Special Education teacher who is familiar with the student. Using questionnaires and interviews, the Special Education teacher gathers information from the individuals involved with the student's education including the student's classroom teachers, the parents, and the students themselves. Each IEP is peer-reviewed by another special education teacher and is then also submitted to the building-wide Assistant Principal of Special Education for review. During this process a student's goals are reviewed to ensure that they not only match observed student performance in the classroom but that they also match state standards and are appropriately guided towards meeting the requirements of state assessments.

In practice the special education teacher lists the state testing accommodations on page 9 of the IEP. Page three, which documents the current academic level of performance, of a student's IEP is used to discuss both the rationale behind those accommodations as well as any additional accommodations and or modifications that teachers and previous IEPs have suggested may be useful in the classroom environment. In the past these have included mention of suggestions such as preferential seating in the classroom, the use of graphic organizers, increased use of kinesthetic instructional activities and posted written routines.

At the High School for Law and Public Service there are very few students who have an active behavior plan. However, for students who receive counseling, goals are written that address their behavior and social interactions. In addition the social and behavioral performance of the students is detailed on page four of each student's IEP and is written in conjunction with the student's counselor. Furthermore, there are multiple students who are currently in the process of receiving Functional Behavior Assessments (FBA) and will be receiving Behavioral Plans shortly thereafter.

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?

Professional development is held for staff regarding the types of accommodations and implementations. The special education teacher and IEP teacher attend subject area team meetings on a monthly basis and are given the opportunity to explain student accommodations and methods of implementation. Our teachers use the Ed Benefit chart during the drafting of the IEP so that alignment among student needs, goals and accommodations along with promotional criteria is ensured. Our teachers have attended PD and understand when a BIP is necessary as well as how to conduct the FBA. We have collegial reviews for teachers newer to the IEP writing process; they get feedback and assistance with correcting IEPs before the draft document is presented at the conference. We conduct "spot" audits; IEPs are randomly chosen for the special education department to review and discuss where goals/modifications and promotional criteria can be better aligned.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - **There are currently 6 students in temporary housing currently attending our school.**
2. Please describe the services you are planning to provide to the STH population.

The students will be provided with the following services:

- **Transportation Pass**
- **After-school tutoring and Saturday School**
- **Breakfast and Lunch**
- **School materials**
- **Counseling**
- **Parent education and training.**
- **Assistance resolving disputes.**

Part B: FOR NON-TITLE I SCHOOLS

Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

1. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
2. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.