



**HIGH SCHOOL FOR
LAW, ADVOCACY AND COMMUNITY JUSTICE**

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

SCHOOL: 03M492
ADDRESS: 122 AMSTERDAM AVE
TELEPHONE: 212-501-1201
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M492 **SCHOOL NAME:** High School for Law, Advocacy and
Community Justice

SCHOOL ADDRESS: 122 Amsterdam Ave NY, NY 10023

SCHOOL TELEPHONE: 212-501-1201 **FAX:** 212-501-1195

SCHOOL CONTACT PERSON: M. Nlghtengale **EMAIL ADDRESS:** mnighte@schools
.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Miriam Nightengale

PRINCIPAL: Miriam Nightengale

UFT CHAPTER LEADER: Peter O'Donnell

PARENTS' ASSOCIATION PRESIDENT: Zanaida Adames

STUDENT REPRESENTATIVE: Ivan Zhivkov
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 03 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Ms. Nightengale	*Principal or Designee	
Mr. O’Donnell	*UFT Chapter Chairperson or Designee	
Ms. Adames	*PA/PTA President or Designated Co-President	
Mr. Cheatham	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Ivan Zhivkov	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Leslie Gonan	Member/UFT	
Chris St. Armand	Member/Student	
Ms. Jenkins	Member/UFT	
Ms. Roberts	Member/Parent	
	Member/	
	Member/	
	Member/	

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

* 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.

In response to our students' needs, the High School for Law, Advocacy and Community Justice has developed programs and interventions that attempt to address the academic and cultural barriers that impede our students from following a college-bound path. These interventions include home-grown programs such as our Freshman Success Academy and Literacy Clinic, both of which have gained state-wide attention for their unique design. In addition, we have formed relationships with national organizations such as TeenBiz and College Summit to adapt their programs in response to the academic needs of our students. In particular, our partnership with College Summit has been so successful that we have been featured in their national publications for our modifications of their program which has resulted in growing numbers of graduates applying to and attending college.

Our goal is to create a school community that helps our students develop the independent habits of work and mind that will enable them to take advantage of college and career choices after high school. We share our students' college aspirations and expect from them the commitment to master their coursework, to serve the community and to be active participants in school. From the more supportive environment of our freshman classes to rigorous classes in senior year, we have built into our school structure the tools our students will need to build a strong portfolio of accomplishments. Some of our more notable features include:

- In January 2008, we were ranked by US News and World Report as one of the top 10% of schools nationally for our test results that showed strong progress of our students compared to other schools with similar demographics
- In October 2009, we were selected to take part in a workgroup examining best practices for ELLs. 100 school citywide were chosen to participate based on a sustained record of higher than average achievement for our ELLs.
- In order to help students make the sometimes-difficult transition from middle to high school, we support our freshmen by explicitly teaching academic and social skills during the freshman year, and increasing guidance services. Students are programmed so that they share teachers, though they do not necessarily move in blocks. In addition, 9th graders are supported by the Literacy Clinic, which provides intensive and targeted support to students who struggle with reading and writing.
- The centerpiece of our 10th grade program is an extended English class which focuses on the writing skills that students need to increase their success in rigorous courses, and to increase enrollment in four-year colleges.
- 12th graders participate in college workshops once a week in their English classes. They focus on creating their college portfolio, timelines for college submissions and exposure to different college and career possibilities. In addition, students take a Forensic Law/Science class which meets twice a month at John Jay College, to use their state-of-the-art forensics lab and to experience first-hand classes on a college campus.
- There are several agencies that support the High School for Law, Advocacy and Community Justice. With their help, our students will gain many more opportunities to succeed. Some of

the organizations are: Hunton & Williams law firm, M.O.V.E. Mentors, John Jay College of Criminal Justice, and Fordham University.**SECTION III – Cont’d**

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Independence High School							
District:	2	DBN:	02M544	School BEDS Code:	310200011544			
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		69.2 / 73.3			
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		60.7	40.7	55.6	
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		65.8	66.9	67.4	
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	1	8	
Grade 9	0	0	0	Recent Immigrants - Total Number:				
Grade 10	155	158	154	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	151	74	81		7	6	5	
Grade 12	177	184	179	Special Education Enrollment:				
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Total	483	416	414					
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	0	0	0	Principal Suspensions	0	1	1	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	2	3	
Number all others	0	37	32	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	0	
(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	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	22	18	28	Number of Teachers	32	32	27	

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	1	0	3	Number of Administrators and Other Professionals	7	10	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
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)	38	28	28	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	42.1	61.0	53.5
				% more than 5 years teaching anywhere	42.1	43.9	44.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	89.0	83.0	79.0
American Indian or Alaska Native	0.6	0.4	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.1	85.5	94.6
Black or African American	46.6	44.5	47.5				
Hispanic or Latino	49.3	50.7	45.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.9	3.1				
White	2.1	2.5	2.7				
Male	43.7	39.6	41.6				
Female	56.3	60.4	58.4				
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					√	√	X
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	4	4	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		NR			
Overall Score:	77.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.9	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:	15.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7						

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?
-

Our review of our school's performance over the past four years indicated that there has been significant improvement in a range of school-wide indicators. A summary of our gains is included below:

Metric	Score for 2008-09	Score for 2007-08	Increase from 2006-07 to 2007-08
Graduation Rate, 4 year	74%	56%	18%
Weighted Diploma Rate, 4 year	153%	106%	47%
Average Percentage Earning 10+ Credits	73%	66%	7%
Regents Diplomas, Lowest Third Citywide	27%	7%	20%
Percentage Earning 11+ Credits, Special Education	55%	44%	11%
Average Completion Rate for Remaining Regents	42%	27%	15%
Weighted Regents Pass Rate, Math	197%	100%	97%
Weighted Regents Pass Rate, Science	170%	80%	90%
Weighted Regents Pass Rate, US History	119%	90%	29%
Weighted Regents Pass Rate, Global History	116%	102%	14%
State Performance Index, ELA	176	154	22
State Performance Index, Math	174	158	16

Four-Year Trend in Annual Regents Passing Rates

		Scoring at or higher than			
	Year	Total Tested	55	65	85
ELA	2005-06	131	63%	42%	5%
	2006-07	128	69%	49%	1%
	2007-08	163	74%	61%	5%
	2008-09	136	80%	69%	9%
Math	2005-06	187	74%	47%	2%
	2006-07	158	69%	49%	6%
	2007-08	301	62%	42%	1%
	2008-09	271	76%	51%	1%
Global	2005-06	194	52%	37%	7%
	2006-07	150	50%	31%	5%
	2007-08	210	60%	40%	3%
	2008-09	179	76%	63%	16%
US History	2005-06	132	73%	53%	10%
	2006-07	110	75%	54%	15%
	2007-08	125	82%	58%	14%
	2008-09	123	83%	73%	12%
Science	2005-06	308	56%	26%	2%
	2006-07	323	51%	25%	2%
	2007-08	383	60%	31%	1%
	2008-09	374	71%	60%	4%

These results show strong overall gains, school wide and among subgroups.

In addition to these achievement results, we also show evidence of improvement in tone and culture. Our teaching staff is relatively stable (over 60% of our teachers have been teaching at our school for two years or longer), our suspensions have dropped substantially and we have steadily built our student voice by increasing participation in student government and student leadership events, both internally and among other schools. The state annual school report supplement reveals that our students' post-high school plans include 2-year and 4-year colleges at significantly higher rates than those of students in similar schools.

While these are encouraging signs, and we are proud of our progress, we recognize that there is still work to do. In particular, though we made gains in every subgroup, our students with disabilities

continue to lag far behind their peers in general education settings, both in terms of scholarship and test performance. And, while our ELLs have a strong showing in scholarship, they do not pass state exams at the same rate as native English speakers.

In order to make inroads with these difficult subgroups, we recognize the need to more effectively engage students in the classroom. Toward this end, we need to continue to build teacher capacity around using differentiated strategies that address the various learning styles, interests and readiness levels of students.

Another area of focus is our graduation rate which does not reflect our aspirations for our students, nor theirs for themselves. Since we have seen a significant rise in indicators that affect graduation, such as success on state tests and increased credit accumulation, we expect to see an increase in our percentage of diplomas granted this year. Regardless, we are redoubling our efforts to ensure an increase in promotion rates and passing rates for the state exams. An analysis of scholarship results shows that our lowest results during 2008-09 were in the 10th grade and in the lowest third, so we will focus on these groups this year.

Among the Regents exams, the math exams show the lowest results and the weakest gains over the past two years, followed by science. These exams continue to pose barriers for our students, resulting in fewer advanced Regents diplomas and excessive repetition of course work.

Lastly, though there is evidence that we are building a positive culture, we need to continue to build student engagement by increasing opportunities for student leadership, widening the selection of courses available for students and offering a more diverse array of options for after-school activities.

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1. By the end of the testing cycle in August 2010, to increase the passing percentage on Regents science exams by first time takers to 65% from 60% as compared to results from the 2007-2008 school year (a minimum of 99 students out of 152 passing) .**

As noted in our needs assessment, we have seen strong improvement in all Regents passing rates except science. Although we will continue the successful practices that generated the increase in Regents scores for other subjects, we will focus particularly on the science Regents this year.

- 2. By the end of the testing cycle in August 2010, to increase the passing percentage on Regents math exams to 60% from 51% as compared to results from the 2007-2008 school year (a minimum of 91 students out of 152 passing)**

With the introduction of two new math courses in the last two years, our math scores have not shown as much gain as in other subject areas. Although we are still performing well in relation to our peer group and to the city, based on our relation to Peer and City Horizons in the 2008-09 Progress report, we know that future improvement depends on mastering the courses and increasing our passing rates.

- 3. By August 2010, to increase the graduation rate for the 2006 cohort to 78% as compared to the 2005 cohort graduation rate of 74% (a minimum of 84 out of 108 students graduating).**

Our graduation rate showed a considerable increase this year; however we are still working toward higher rates of students who successfully attain diplomas. Therefore, we have chosen to work intensively with the 2006 cohort to increase scholarship, attendance and Regents passing rates, using strategies that are not necessarily applicable to other grades.

- 4. To increase from a baseline of 40% to 50% the percent of teachers reaching proficiency in the use of effective instructional techniques that address student levels, interests and learning styles in classroom differentiated practices as defined by surveys and the classroom observation tool described in the action plan.**

Building teacher capacity in instructional techniques around differentiation by readiness, interest and learning style continues to be a focus this year. As these techniques are simple to learn but complex to implement, we expect that this building of professional capacity will be a multi-year effort.

5. By June 2010, to increase the percent of student participation in school academic and extra-curricular elective activities by 5% as compared to student participation in 2008-09.

We continue to prioritize positive student engagement, and to build opportunities for students to exercise healthy choices that increase their opportunities post-high school. Since the students are our largest constituency by far, we chose as a goal to devise strategies that increased their positive engagement in our school community in a way that celebrates achievement and encourages community service

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Science Regents

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By the end of the testing cycle in August 2010, to increase the passing percentage on Regents science exams by first time takers to 65% from 60% as compared to results from the 2007-2008 school year (a minimum of 99 students out of 152 passing) .</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>USE OF DATA</p> <p>RESI and ITT (data specialist)</p> <ul style="list-style-type: none"> - to use RESI and ITT data in September 2009 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies <p>Item Analysis of Science Regents (coaches, teachers)</p> <ul style="list-style-type: none"> - to perform an item analysis of past Science Regents results in June 2009 and January 2010 to determine areas of instructional focus that will best serve our students - To establish a baseline of % passing percentage using final results from the 2008-2009 school year <p>Unit test analysis/ scholarship data (teachers)</p> <ul style="list-style-type: none"> - to use unit tests (every four weeks) and scholarship data (every six weeks) to predict performance of students who have not yet taken the Regents and target as necessary for intervention <p>CURRICULUM AND INSTRUCTION</p>

- In ongoing circular 6 meetings, to identify performance objectives aligned to the state standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)
- To build into the core science sequence support courses which support students performing at or below minimum standards.
- To add enrichment courses in science to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, coaches, APs)
- To modify core curriculum and instructional strategies to build student capacity in reading and writing about science content by:
 - o Incorporating constructed-response-type questions into daily work and homework
 - o Working with the Freshman English teachers to incorporate word-study of scientific vocabulary into science classes.
 - o Incorporating Regents review content and tasks into daily lessons and weekly assignments
 - o For students with disabilities, fostering strong student engagement by including student-interest-driven content in each unit and increasing hands-on problem solving.
 - o For ELLs, increasing the use of vocabulary-building strategies in each unit.
- Review lesson plans to ensure that standards are addressed.
- Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses.

PROFESSIONAL DEVELOPMENT

- To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies
 - o To utilize collaborative planning, in-class modeling by a coach and intervisitations to support teachers in creating open-ended questions and implementing a problem-solving focus in science classes
 - o To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to

	<p style="text-align: center;">performance objectives.</p> <ul style="list-style-type: none"> - Through teacher participation in targeted PD workshops offered through the LLSO, to build teacher capacity to differentiate instruction in the science classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. - Teachers will engage in professional development workshops to build capacity for the use of strategies that increase achievement of ELL and students with disabilities. - Supervisors will conduct regular observations to support and to identify professional development needs of teachers. <p>PERSONAL LEADERSHIP</p> <ul style="list-style-type: none"> • To work with Network Leader, Knowledge Management Team, cabinet and lead teachers to further refine science course sequence, curricula and PD structures in order to create conditions that foster improved student performance. • To participate in a national conference focusing on formative assessment to increase understanding of these practices <p>To participate in a book study of Marzano’s <i>Art and Science of Teaching</i> with Network Leader and principals to increase capacity to identify and communicate effective teaching practices.</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>	<p>Tax Levy: Hire coach for science with expertise in problem-based learning techniques. Contract for Excellence: Reduce class size by increasing the number of teachers hired.</p> <p>Scheduling Develop programming to enable teachers to meet during common planning time and to visit lab-sites and classrooms of colleagues to observe best practice and to participate in debriefings in order to provide collaborative feedback</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

To make progress toward the annual goal, students will increase performance on unit tests that are closely correlated in content and type of question to the Regents exams based on the premise that an average of 75 on these unit assessments will result in a passing score on the state exam. A baseline average will be established in September for each student. Subsequent unit assessments will be administered periodically, about every six weeks. For these subsequent periodic assessments, individual student progress goals will be set in the following way:

- Students whose baseline shows that they are scoring below 75 will incrementally increase their scores to reach a 75 average by or before the final periodic assessment.
- Students who are scoring at or above 75 will increase their unit assessment scores incrementally by 1% each marking period, to see a 5% improvement by or before the final periodic assessment.

Subject/Area (where relevant): Math Regents

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. By the end of the testing cycle in August 2010, to increase the passing percentage on Regents math exams to 60% from 51% as compared to results from the 2007-2008 school year (a minimum of 91 students out of 152 passing)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>USE OF DATA</p> <p>RESI and ITT (data specialist)</p> <ul style="list-style-type: none"> - to use RESI and ITT data in September 2009 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies <p>Item Analysis of Science Regents (coaches, teachers)</p> <ul style="list-style-type: none"> - to perform an item analysis of past Math Regents results in June 2009 and January 2010 to determine areas of instructional focus that will best serve our students - To establish a baseline of % passing percentage using final results from the 2008-2009 school year <p>Unit test analysis/ scholarship data (teachers)</p> <ul style="list-style-type: none"> - to use unit tests (every four weeks) and scholarship data (every six weeks) to predict performance of students who have not yet taken the Regents and target as necessary for intervention <p>CURRICULUM AND INSTRUCTION</p> <ul style="list-style-type: none"> - In ongoing circular 6 meetings, to identify performance objectives aligned to the state standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs) - To build into the core math sequence support courses which support students performing at or below minimum standards. - To add enrichment courses in math to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT) - To develop assessments that are aligned to the identified performance objectives in order

to better assess student progress towards mastery. (teachers, coaches, APs)

- To modify core curriculum and instructional strategies to build student capacity in reading and writing about math content by:
 - o Incorporating problem-solving tasks into daily work and homework
 - o Incorporating Regents review content and tasks into daily lessons and weekly assignments
 - o For students with disabilities, fostering strong student engagement by including student-interest-driven content in each unit and increasing hands-on problem solving.
 - o For ELLs, increasing the use of vocabulary-building strategies in each unit.
- Review lesson plans to ensure that standards are addressed.
- Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses.

PROFESSIONAL DEVELOPMENT

- To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies
 - o To utilize collaborative planning, in-class modeling by a coach and intervisitations to support teachers in creating open-ended questions and implementing a problem-solving focus in math classes
 - o To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives.
- Through teacher participation in targeted PD workshops offered through the LLSO, to build teacher capacity to differentiate instruction in the math classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students.
- Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs.
- Teachers will engage in professional development workshops to build capacity for the

	<p>use of strategies that increase achievement of ELL and students with disabilities.</p> <ul style="list-style-type: none"> - Supervisors will conduct regular observations to support and to identify professional development needs of teachers. <p>PERSONAL LEADERSHIP</p> <ul style="list-style-type: none"> • To work with Network Leader, Knowledge Management Team, cabinet and lead teachers to further refine science course sequence, curricula and PD structures in order to create conditions that foster improved student performance. • To participate in a national conference focusing on formative assessment to increase understanding of these practices <p>To participate in a book study of Marzano’s <i>Art and Science of Teaching</i> with Network Leader and principals to increase capacity to identify and communicate effective teaching practices.</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>	<p>Tax Levy: Hire coach for science with expertise in problem-based learning techniques. Contract for Excellence: Reduce class size by increasing the number of teachers hired.</p> <p>Scheduling Develop programming to enable teachers to meet during common planning time and to visit lab-sites and classrooms of colleagues to observe best practice and to participate in debriefings in order to provide collaborative feedback</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To make progress toward the annual goal, students will increase performance on unit tests that are closely correlated in content and type of question to the Regents exams based on the premise that an average of 75 on these unit assessments will result in a passing score on the state exam. A baseline average will be established in September for each student. Subsequent unit assessments will be administered periodically, about every six weeks. For these subsequent periodic assessments, individual student progress goals will be set in the following way:</p> <ul style="list-style-type: none"> • Students whose baseline shows that they are scoring below 75 will incrementally increase their scores to reach a 75 average by or before the final periodic assessment. • Students who are scoring at or above 75 will increase their unit assessment scores incrementally by 1% each marking period, to see a 5% improvement by or before the final periodic assessment.

Subject/Area (where relevant): Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2010, to increase the graduation rate for the 2006 cohort to 78% as compared to the 2005 cohort graduation rate of 74%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>USE OF DATA</p> <ul style="list-style-type: none"> - To use the various data sources to monitor credit accumulation and to identify patterns of student performance by grade, by class and by student for the purpose of modifying instruction and increasing support when necessary. A review of the following data will be conducted after each marking period: <ul style="list-style-type: none"> o HSST scholarship reports by subject and by teacher o Individual student line grades <p>Unit test analysis/ scholarship data</p> <ul style="list-style-type: none"> - To use unit tests and class records to predict performance of students before the issuance of grades and target as necessary for intervention. <p>Diploma certification tracking forms</p> <ul style="list-style-type: none"> - To use diploma certification forms as a means of identifying those members of the 2005 cohort in need of intervention. <p>CURRICULUM AND INSTRUCTION</p> <ul style="list-style-type: none"> - To build into the core sequence support courses which support students performing at or below minimum standards. - To add enrichment courses to the course sequence during the senior year to allow students performing at high levels to accelerate to college-level course work. - To increase partnerships with colleges to include those who offer college Now courses to increase the opportunity of junior and senior students to gain college credit before graduation from high school. - To increase the number of students participating in SAT and ACT testing, and to

incorporate in ELA and math classes during the junior and senior years, the explicit teaching of test prep strategies for these assessments.

- To increase the variety of options for students to enroll in credit recovery courses, including online options, PM school and Saturday school courses, to monitor attendance in these courses and to conduct conferences with students and parents when students' failure to attend puts graduation requirements in jeopardy.
- To use College Summit in all senior English classes as a means to encourage students to realize post-high school aspirations.
- To schedule frequent visits to senior classes from speakers from the world of college admissions and recent college graduates to motivate and prepare students for the transition from high school to post-secondary education.
- To schedule periodic one-on-one conferences with guidance counselors to track progress toward graduation using the graduation certification form, resulting in identification of students who need additional support through such programs as The Amazing Race, mentoring, social/emotional counseling and SPARK.
- For students with disabilities, to create personal interest inventories to identify post-high school opportunities, including connections with College Summit, VESID, and college and career fairs.
- To increase the number and variety of senior activities, and to restrict these activities to those students meeting promotional criteria set by the school.

PROFESSIONAL DEVELOPMENT

- To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies
 - o To use the Santa Cruz teaching standards and other resources, in collaboration with the staff, to develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging and meaningful instruction.
 - o To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives.
- Through teacher participation in targeted PD workshops offered through the LLSO and College Summit, to build teacher capacity to differentiate instruction in the classroom to

	<p>better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students, and to thereby increase the scholarship rate.</p> <ul style="list-style-type: none"> - Through our partnership with College Summit, to offer workshops to parents on the college admissions process. - To extend parent awareness of graduation requirements and their own child’s status, to increase the communication, through senior parent night, guidance conferences and written contracts and status updates, between the school and the parent. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. <p>PERSONAL LEADERSHIP</p> <ul style="list-style-type: none"> • To work with Network Leader, cabinet and lead teachers to further refine course sequence, curricula and PD structures in order to create conditions that foster improved student performance. • To help organize and to participate in student leadership conferences focusing on strong engagement of students. • To participate in College Summit training and training in the college admissions process to increase supervisory capacity to train staff in instructional and structural strategies that increase student enrollment in post-secondary education.
<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>Budget Alignment:</p> <p>Contract For Excellence: Increase time on task with PM school and credit-recovery courses OASAS Substance Abuse: Fund SAPIS worker for substance abuse counseling IDEA: Provide counseling for students with disabilities Children First Funding for LSO Support: Provide supervisory and professional development support to school faculty Title III: Funds PM school courses for ELLs and professional development for teachers Tax Levy: Funds College Summit – purchase of curricular materials, access to website and</p>

	<p>professional development</p> <p>Staffing</p> <ul style="list-style-type: none"> ○ Staff credit recovery classes with teachers who have expertise in intervention techniques and who have demonstrated mastery with students in need of support. <p>Scheduling</p> <ul style="list-style-type: none"> ○ Build into the course sequence electives for students designed for enrichment for high-achieving students and for support of students achieving below grade level.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To demonstrate progress toward the annual goal, as measured by interim scholarship reports and periodic (every four weeks) conferences with a guidance counselor: For students who are scoring below 65% in course grades and/or one of the five mandated Regents exams as of the first marking period in October, individual targets will be set to increase their scholarship in these courses incrementally to at least 65% , and to achieve a passing Regents score by June 2010.</p>

Subject/Area (where relevant): Building Capacity

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase from a baseline of 40% to 50% the percent of teachers reaching proficiency in the use of effective instructional techniques that address student levels, interests and learning styles in classroom differentiated practices as defined by surveys and the classroom observation tool described in the action plan.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>USE OF DATA</p> <p>Current baseline is that 40% of teachers use differentiated instructional techniques at least one time per week. Measurement methods include:</p> <p>Surveys</p> <ul style="list-style-type: none"> - to elicit teacher self-evaluation of how student levels, interest and learning styles are incorporated in plans for differentiation - to elicit student evaluation of the degree to which differentiated instruction meets their specific needs <p>Observation tool</p> <ul style="list-style-type: none"> - to determine the frequency and effective use of differentiated strategies that incorporate student levels, interests and learning styles in the instructional design (this measure was used to develop the baseline for the measurable objective and will be similarly used to gauge interim and summative progress) <p>CURRICULUM AND INSTRUCTION</p> <ul style="list-style-type: none"> - To use the Santa Cruz teaching standards and other resources, in collaboration with the staff, to develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging and meaningful instruction (classroom practice rubric). - Incorporate in the core curriculum good examples of differentiated lesson plans, covering a range of student needs, designed to correlate with varying performance levels,

	<p>student interests and learning styles. These plans will be implemented by teachers and further used as a model for planning.</p> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> - To extend our knowledge and understanding of differentiated practices by participating in book and research studies at multiple school levels as a means of informing our work. - To use our classroom practices rubric to identify and further develop strong practitioners that incorporate student levels, interests and learning styles in planning to ignite student achievement. A core of these teachers will introduce lab sites to demonstrate and model "best practices". Furthermore, lab sites will be used to experiment with different methods, giving colleagues opportunities to provide collaborative feedback using structured protocols. - Based on the individual professional development needs of teachers, assistant principals and coaches will design differentiated PD plans that incorporate coaching, modeling, demonstrations and collaborative planning sessions to reach customized PD goals. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs (i.e. Breakthrough - Creating Expert Instructional Systems). <p>PERSONAL LEADERSHIP</p> <p>To participate in LLSO study groups on differentiation and the Santa Cruz teaching standards to extend knowledge and understanding of differentiated practices and teacher development.</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>	<p>Children First Funding for LSO Support: Provides supervisory and professional development support to school faculty Title III: Funds professional development for teachers in effective strategies for ELLs Title I: Professional Development to increase teacher capacity on techniques that foster student engagement through funding of math and literacy coaches Tax Levy: Coverage for teacher release time and purchase of professional study materials</p>

	<p>Staffing</p> <ul style="list-style-type: none"> ○ Hire consultant for Social Studies, coach for ELA ○ Include in hiring interview rubric demonstration of differentiation of lessons . <p>Scheduling</p> <ul style="list-style-type: none"> ○ programming to enable teachers to meet during common planning time and to visit lab-sites and classrooms of colleagues to observe best practice and to participate in debriefings in order to provide collaborative feedback
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To demonstrate progress toward the annual goal, teachers will increase capacity in the use of differentiated instructional techniques to proficient as measured periodically (every eight weeks) using an adaptation of the Santa Cruz Continuum of teaching practices. For teachers who are already at proficiency in the use of differentiated instructional techniques, the individual target will be a 10% increase in capacity.</p>

Subject/Area (where relevant): Building a Positive Culture of Achievement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase the percent of student participation in school academic and extra-curricular elective activities by 5% as compared to student participation in 2008-09.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>USE OF DATA</p> <p>Attendance reports from elective classes and student events</p> <ul style="list-style-type: none"> - to use attendance reports generated periodically to identify students who have participated in one or more activities for outreach to maintain and/or build on their level of activity <p>Surveys</p> <ul style="list-style-type: none"> - To use student responses from the Learning Environment Survey to identify student attitudes toward school-wide practices and to target areas for improvement. <p>CURRICULUM AND INSTRUCTION</p> <ul style="list-style-type: none"> - To increase elective course options in math, English and Science for students who have completed core requirements in order to increase attendance and decrease class cutting. - To increase the number of events celebrating student achievement, such as attendance breakfasts and award nights in order to increase community awareness of student success. - To celebrate student success in classrooms with “student of the month”, “80’s club”, “Wall of Excellence” and similar initiatives in order to increase student engagement and awareness of achievement. - To create a “speakers” program in Law classes to bring professionals who are leaders in their fields to speak to the students about their careers in order to increase student connections from classroom to college and career. - To increase student participation in student government elections and activities in order to foster greater ownership of school improvement initiatives. - To establish and to distribute quarterly a student newspaper, and to address in the

	<p>newspaper from a student perspective such topics as the progress report, college and career options, overcoming challenges, and other topics pertaining to student interest and success.</p> <ul style="list-style-type: none"> - To schedule periodic classroom visits by guidance counselors to have small group discussions on topics such as graduation requirements, college admissions, positive choices, peer mediation techniques, etc. to increase student awareness of healthy life choices. <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> - To support teachers in developing positive interactions with students by offering professional development in classroom management, crisis management and other topics that relate to social-emotional issues. - PPT Team will participate in workshops geared toward increasing their capacity to develop positive interactions with students. - Teachers will participate in workshops geared to build their capacity to increase student engagement by incorporating higher-order questioning techniques and activities in unit plans and weekly lesson plans. - Supervisors will conduct regular observations to support and to identify professional development needs of teachers.
<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>Title I: Fund supplies for students, including motivational certificates and awards Title I: Professional Development to increase teacher capacity on techniques that foster student engagement OASAS Substance Abuse: Fund SAPIS worker for substance abuse counseling IDEA: Provide counseling for students with disabilities</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Using a baseline of cumulative participation in student events in 2008-09, to incrementally increase participation in “student of the month”, “80’s club”, Wall of Excellence” and similar initiatives, tutorials, student government elections and activities, student newspaper and other school extra-curricular events as measured periodically (every six weeks) to result in a 5% increase in attendance in these events by June 2010.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	90	21	90	92	30		30	126
10	94	33	18	34	43		15	85
11	11	15	12	16	20		9	84
12	4	8	4	5	22		4	58

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Academic Intervention Services are provided to meet the needs of all students who required additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students who were experiencing affective-domain issues that impacted on their ability to achieve academically. Although the intensity of the services provided varies, based on the individual needs of students, all students performing in Levels 1 and 2, and students deemed to be at risk, including students in special education and English language learners, receive appropriately targeted services. The school has developed Academic Intervention Service programs such as:</p>
<p>Mathematics:</p>	<p>• Literacy Clinic • Freshman Success Academy • PM school and Saturday school credit recovery • 50-minute small-group instruction</p>
<p>Science:</p>	<p>In addition, we continue to build on the Freshman Success Academy, providing every 9th grade student with a home English teacher who pushes in to content area classes to provide AIS and advisory services.</p>
<p>Social Studies:</p>	<p>Credit recovery initiative is a two-tier program. The test-prep tier takes place Tuesdays-Fridays from 3:30-5:30. Teachers use Kaplan materials to plan lessons that included content and test-prep strategies. The independent study tier took place on Saturdays. Students who passed the Regents, but still needed a course credit were eligible for these classes.</p> <p>Placement:</p> <ul style="list-style-type: none"> • A 50-minute program is offered to students on Tuesdays, Wednesdays, and Thursdays. Teachers work with students in small group settings on test-taking strategies using School Island materials, based on the individual needs of the students. Students in grades 10-12, including English language learners and special education students, are grouped based on their Regents exam levels. 9th grade students were programmed into Living Environment or

	<p>English AIS periods.</p> <ul style="list-style-type: none"> • Students are placed in the Literacy Clinic based on Performance Series ELA scores and teacher recommendation. • Guidance counselors program students into credit recovery classes based on credit and Regents exam needs.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • One-on-one meetings to identify individual student goals and action plans to reach them • Contracts signed by parents and students related to positive strategies the student can take to reach the individual goal • Small group sessions to address identified social-emotional barriers to academic success • Identification of career and college opportunities keyed to student interests • Referrals for substance abuse and pregnancy counseling • Parent outreach to solicit and support parent input and participation in addressing student needs
At-risk Services Provided by the School Psychologist:	Not applicable
At-risk Services Provided by the Social Worker:	<p>Small Groups (3-8 students) Discussion of various topics such as coping as a freshman in H.S., dealing with anger, depression, family issues, relationship issues, etc.</p> <p>Therapeutic Games to help students recognize and process their feelings.</p> <p>Individual Counseling with the individual student to process personal barriers to success or to manage a crisis</p>
At-risk Health-related Services:	<p>Pregnancy counseling</p> <p>Counseling for Self-mutilation/anorexia/other distorted self-image manifestations</p> <p>Depression testing, diagnosis and counseling</p> <p>Drug counseling</p> <p>Relationship abuse counseling</p> <p>STD testing/counseling</p> <p>Routine Care such as immunizations and check-ups</p>

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

NCLB/SED requirement for all schools

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

LAP 2009 Narrative

Part I: School ELL Profile

- A. LAP Allocation Team*
- B. Teacher Qualifications*
- C. School Demographics*

The 2009 Language Allocation Policy Team comprises a cross-section of talented, dedicated and qualified staff members. Administrators Miriam Nightengale (Principal) and Tamar Muscolino (Assistant Principal) head our team and ensure its success. Fully certified ESL teachers Peter O'Donnell and Amanda Moody provide ESL content knowledge to the LAP and educational processes. Programmer Greg Strong provides data and statistics that drive decision-making. Parent Coordinator Carlos Carrillo effects parent outreach and communication. Guidance counselor Mia Bradford contributes a student-centered approach. Coach Howard Segan supports all aspects of the LAP process. These carefully selected individuals both respond to and reflect the diversity of our school composition.

MLK Law is in its 7th year of existence, with a program for grades 9-12. It provides a freestanding ESL program for its 51 Spanish, French, Arabic, Haitian, Bengali, Tagalog, Korean and Tve-speaking ELLs (9.5% of a total population of 473 students) who fall in the Beginner to Advanced range, according to their most recent NYSELAT or LAB-R scores.

Part II: ELL Identification Process

At enrollment teachers and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to parents. If the HLIS indicates that the child may be an ELL, the student is tested with the Language Assessment Battery-Revised (LAB-R) and, when applicable, the Spanish LAB-R, within ten days of enrollment. This screening and testing is conducted by ESL teacher and coordinator Peter O'Donnell and/or ESL teacher Amanda Moody. Translation services for French are provided by Peter O'Donnell and Amanda Moody. Translation services for Spanish are provided by Parent Coordinator Carlos Carrillo and guidance counselor Mia Bradford. Translators are hired for Arabic, Bengali, Tagalog and Tve, although we have not had any newly admitted students who speak these languages in several years. Students entering our school from a New York City public middle or high school are identified as ELLs based on their most recent NYSELAT score.

Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. The orientations are facilitated by ESL teacher and coordinator Peter O'Donnell.

Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents' home language, such as A Guide for Parents and the New York City dvd instructing parents to programs available to ELLs. All print materials, the instructional dvd and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents' rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PTA functions and semi-yearly Open School opportunities. For the past 5 years, parents have evidenced a trend of preferring and requesting freestanding ESL, expressing a belief that this is the best way for their children to acquire English quickly. 100% of parents have elected freestanding ESL on the Parent Choice form and the school has responded by offering freestanding ESL classes. Mail and telephone follow-up is conducted for parents who do not attend the orientation in order to give these parents, if they wish, the opportunity to select a program.

Part III: ELL Demographics

A. ELL Programs

B. ELL Years of Service and Programs and ELLs by Subgroups

C. Home Language Breakdown and ELL Programs

D. Programming and Scheduling Information

F. Professional Development

G. Parental Involvement

The 51 ELLs are organized in block classes by grade level. Within each class is a mix of NYSESLAT and LAB-R determinations. According to the most recent available scores, there are 5 beginning students and 24 intermediate and 22 advanced students. Students receive the required minutes in accordance with New York State law (540, 360 and 180 minutes weekly for beginner, intermediate and advanced students, respectively) in double and triple period programming blocks. In the case of advanced students, more time than required is given. Beginning students receive an additional class 3 days/week during the 8.5 period. By grade level, there are twenty (20) 9th graders, seven (7) 10th graders, eleven (11) 11th graders and thirteen (13) 12th graders. Instructional blocks are coded to reflect both ELA and language support credit accrual. Rigorous, high school-level ELA content is present throughout class time and curriculum. This ELA content is delivered with ESL strategies and methodologies.

By language, seventeen (17) 9th graders, three (3) 10th graders, seven (7) 11th graders and six (6) speak Spanish. One student each in 9th, 10th and 12th grade speaks Arabic. Two (2) 11th and five (5) 12th graders speak French. One (1) 10th grader speaks Korean. For the "other" category, the breakdown is two (2) for 9th grade, two (2) for 10th grade, two (2) for 11th grade and one (1) for 12th grade.

Of the 51 ELLs, 17 are newcomers (0-3 years of service), 12 have received 4-6 years of service and 22 are long-term ELLs (more than 6 years of service). Two ELLs, both long-

term, are Special Education students. Nine (9) students are SIFE. Of these 9, 5 are newcomers and 4 have received 4-6 years of service.

Programming and Instruction

ESL instruction is aligned to NYS Learning Standards for English as a Second Language which include New York State ELA Standards for each grade level. All of our ESL instruction is self-contained. Teachers use texts, textbooks (Shining Star, Cause and Effect), reader-writer notebooks, leveled fiction, internet (including a large projection screen), laptops, audio/visual devices such as SmartBoards, graphic organizers, pictures, manipulatives, music, posters, maps, primary documents and much of the above generated by students. ESL classroom teachers use ESL strategies such as the Point of Entry Model; Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Classrooms are print-rich, employing word walls, in-class libraries and publicizing students work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. Two bilingual and fully certified ESL teachers provide supplemental instruction to ELLs. (*N.B.: Although our talented ESL teachers are bilingual, we do not have certified bilingual teachers because we do not have a bilingual program.*) This supplemental instruction includes three 45-minute classes each week (period 8.5) to support ELLs by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. 8.5 homework help is programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art, forensics and constitutional law classes. Extra credit is offered to students for participation in one of two after school arts programs, CALL and LEAD, that use drama to teach English language and English language arts skills. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use ARIS to access program-wide data on student performance.

We base instruction primarily on grade-level State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments.

Long-term ELLs typically struggle with graduation and Regents requirements. Many are undercredited and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer mentoring, PM school credit recovery, 8.5 homework help and Regents task attack strategies. We also partner closely with guidance counselors and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELLs.

Our nine (9) SIFE students are programmed into period 8.5 homework help. The above-mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students.

Special Education students are programmed into period 0 and/or resource room. The ESL and resource teachers intervisit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contain in the IEP. ESL teachers contribute to, read and maintain on file IEPs for all Special Education ELLs. As with SIFE students, Special Education students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs.

Project Jump Start is offered to newcomers. In this program, students interact with English proficient speakers. We are very interested in confidence building and continuing to nurture learning communities where they feel safe to try out their English. We offer them supplementary materials in the subjects they are studying, but with increasingly complex language. We plan on continuing to find resources that make English and their content-area work more accessible, while teaching them different strategies for engaging with the work and achieving success at school. For example, we have been very consistent in teaching reading strategies and will continue to do so. We plan to begin preparing them for the NYSESLAT by helping them heighten their listening skills through the context of the classroom, increasing their editing abilities through the writing they do for class, and raising our expectations of them enough to see a rise in English literacy at the end of their challenging first year.

Our school participates in campus-wide sports. Indeed, for many years our ELLs have figured prominently on the campus's award-winning boys' soccer team. Other sports such as girls' soccer, baseball, basketball, track and yoga are also available. There is a pool in the building's basement. Clubs for scrapbooking and the Building Bridges community program also have ELL

members. ELLs participate freely as the school reaches out to the through fliers, classroom visits and assemblies.

Other building resources include an intervention program, campus library and medical office. Orientations are held for these services at the beginning of the year. ELLs are aware of and avail themselves to all of these services.

Professional Development and Support for School Staff

Five 50-minute professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with State Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students that will begin in 9th grade, as students transition from middle school. All new special education teachers will be provided with ten hours of professional development in ESL strategies. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. ESL teachers will turn-key the training listed above to English and content area teachers, as well as secretaries and the parent coordinator in five 1-hour workshops. ESL teachers will alternate minute-taking during these PD sessions. These workshops will be held the Monday after each training session. Professional development will be effected throughout the school community.

Parental Involvement

ELL parents are regarded as important partners in the school community. We have a full-time Parent Coordinator and attendance teacher to ensure effective and ongoing communication with parents. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations. Informational materials are also available in the parent's home language, such as A Guide for Parents and the New York City dvd instructing parents to available programs for ELLs.

Review and Analysis of Assessment Data

A. Assessment Analysis

B. After Reviewing and Analyzing the Assessment Data, Answer the Following

The NYSESLAT provides useful data for discussing our ELLs. The most prominent data in the 2009 NYSESLAT scores is a high proficiency level in Listening/Speaking (13/20 students) and Advanced determination in Reading/Writing (10/20) among our 9th graders. This indicates a possible trend towards NYSESLAT pass rates for 2010. 10th and 11th graders showed low numbers for Beginner, Intermediate and Proficient determinations in the L/S aggregate, placing largely as Advanced. 12th graders were mostly Advanced or Proficient in L/S. In R/W, a less desirable trend of Intermediate determinations as opposed to Advanced or Proficient is observed in 10th, 11th and 12th grades. In fact, no students in these upper grades were Proficient in R/W. By determination level, there is movement away from Beginner-heavy determinations on both modality aggregates (0 in L/S and 5 in R/W) for all grade levels. Students at all grade levels are primarily determined as A or P in L/S and I or A in R/W. These results reveal a need to increase instructional efforts in Reading/Writing, particularly among grades 10-12. Instructional choices will include richer, more varied readings, especially in informational texts, which are sometimes downplayed in favor of fiction. We will also focus on vocabulary building through extra-linguistic strategies such as Latin and Greek roots. Latin-based native languages like French and Spanish, the native language of most of our ELLs, will be appealed to as a leverage point in this effort.

Regents pass rates reveal a need for Regents task attack strategies. For the ELA Regents, only 6 of 16 ELLs passed in June 2009. However, these students, mostly 12th graders now, have Proficiency in L/S as per the 2009 NYSESLAT, which anticipates success on Task 1 in a January 2010 retake. As for the other three tasks, this data drives instructions towards increasingly higher level reading and writing tasks. Indeed, both ESL teachers have incorporated a considerable amount of test-sophisticated tasks and techniques into the curriculum for all grade levels.

Compared to the ELA, students who take the Spanish and French Regents invariably receive high passing scores. These tests, however, are designed to measure foreign-language progress; not native or heritage level proficiency.

The Living Environment Regents showed greater success: 17 out of 27 passing scores. We feel these passing scores are attributable, in addition to our talented science teachers, to a concerted effort among staff to make the test comprehensible. We provide Spanish-speaking students are provided with a companion copy of the exam. All students are supplied with glossaries and all NYS-permitted support available. We provide one-on-one translators for French and Arabic-speaking students.

Teachers are increasingly data-driven in their planning, particularly with regard to the Periodic Assessment. We have learned that administrators must engage in dialogs with teachers, coaches, coordinators, guidance staff and the UFT for information-sharing and shifts in thinking about pedagogy. This, we believe, will result in PDs and staff meetings that will, in turn, support a tighter, more aligned curriculum and a general orientation towards a 4-year graduation and a college-going culture.

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ **Number of Students to be Served: _____ 68 LEP _____ 420 Non-LEP**

Number of Teachers 41 _____ **Other Staff (Specify) 3 Administrators, 4 school aides, 2 secretaries, 3 paras**

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.

Incorporated in LAP

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.

Incorporated in LAP

Form TIII – A (1)(b)

School: High School for Law, Advocacy and Community Justice

BEDS Code: _____

Title III LEP Program

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.

An analysis of the school's ELL population indicates two major populations: Hispanic and Francophone African. We also have a few students who speak Arabic. Accordingly, our parent population needs translations of written communications from the school in French and Spanish. In addition, all parent conferences, workshops and PTA meetings necessitate an oral translator in Spanish and French.

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

We need French and Spanish translations of school-produced documents. We also need French and Spanish translators for workshops, conferences and parent-attended events. The findings were reported to the SLT, who then informed their respective constituencies in UFT meetings, PTA meetings, and student assemblies.

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.

The school provides written translations of letters to parents, in Spanish and in French. We have on-site staff members fluent in both languages. Documents are submitted to Spanish and French speaking staff in advance of mailings, to leave time for translation and return of the document.

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

Oral translation services are provided by in-house staff, as we have staff members fluent in both Spanish and French. When planning parent-attended events, staff who can provide translations are consulted as to availability before scheduling the event.

In cases where staff is not fluent in the language, interpreters are contacted by phone through the Translation and Interpretation Department.

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>.
 - a. School-produced documents are translated as described above
 - b. The school has Spanish- and French-speaking staff on site to assist with translations for parents who need such services.
 - c. The notification of parental rights regarding translation is posted outside the Parent Coordinator's office, the guidance office, and the Principal's office.

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:	355,700	83,584	439284
2. Enter the anticipated 1% set-aside for Parent Involvement:	3560		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		835	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,180	
6. Enter the anticipated 10% set-aside for Professional Development:	35,570		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		8,358	

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

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

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

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

SCHOOL PARENT INVOLVEMENT POLICY

1. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL’S PARENT INVOLVEMENT POLICY AND GOALS.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. LACJ supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings, Curriculum Night, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

2. HOW OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE.

The administration has arranged for the Principal or Assistant Principal to be available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

3. OUR MECHANISMS AND PROCEDURES FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS.

In addition to the above-mentioned hotline and website, the administration regularly distributes to every child all bulletins in English, Spanish and French when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

4. HOW PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING HOW MANY PARENTS ARE INVOLVED IN THE SCHOOL LEADERSHIP TEAM AND HOW THEY WERE SELECTED.

Parents were asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are five parents on the School Leadership Team. After a ten-day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

5. HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN.

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. To this end, we have established an interactive box on the website so that parents can communicate at any time with the administration or the parent teachers association.

6. HOW WILL WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?

The Compact developed after a series of meeting between the parents and the administration. A meeting was held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting was held to elect a new executive board and new Title I parent representatives. Following that there was a Meet the Administration Night where parents voiced their issues. There was another general meeting and open forum for parents and the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

7. HOW WE WILL INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN.

The School Parent Involvement Plan evolved in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices were heard.

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

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

achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**High School for
Law, Advocacy & Community Justice
At the Dr. Martin Luther King Jr. Educational Campus**

Miriam Nightengale, Principal

Ms. D. Conwell, A.P.

Mr. D. Velazquez, A.P.

Title I School Parent Compact

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-throughs of all classrooms by the administration to improve supervision.
7. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
8. Allocation of Title I funds to enhance opportunities for physical education.
9. Allocation of Title I funds for test prep materials.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from the High School.

4. To provide parents with timely information about all programs through newsletters, flyers, and a phone to the parent coordinator and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops at both districts.
6. Reinstatement of annual goal setting with advisory teachers.
7. Fall curriculum night.
8. Maintenance of a Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Parent sponsored class parent program.
11. Parent sponsored parent needs assessment.
12. Establishment and maintenance of a school hotline through the Parent Coordinator's office for parents.
13. Regular updating of the school website with parent information.
14. Regular notices home from the Parents and the Administration.
15. Teacher maintenance of parental contact logs.
16. Attendance outreach to late and absent students.
17. Teacher dissemination of semester course outlines.
18. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
19. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
20. Guidance workshops for parents on issues of concern to the parents.
21. Sub committee meetings for parents of seniors to address their particular concerns.

We further seek to promote parent responsibility for supporting their children's learning through the following:

To this end, the Parents/ Guardians of our students agree:

1. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.
2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students be successful.
9. To attend Guidance intervention meetings for struggling students.
10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.

12. To support the creation of a student government body.
13. To support school representation on Superintendent's Advisory Councils.
14. To support the school Discipline Code.
15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.
17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
18. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
19. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.

Principal Signature _____

Student's Name _____ Class _____

Parent's Signature _____

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.

This information is found in Section II of this report

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

- Are consistent with and are designed to implement State and local improvement, if any.

We will strengthen our program by increasing opportunities for teachers to meet to discuss student progress, describe student work, and create curriculum scaffolds in the disciplines and across disciplines and to develop specific standards and benchmarks. We will increase the personalization of our school with elements of an Advisory system with staff development activities to share and develop best practices and learn how to understand and meet the developmental needs of adolescents. We will enhance our communication with parents beyond the weekly newsletter and phone calls by developing opportunities for parents to learn with us and share their knowledge of their children with us. Details of our program, including specific strategies and structures designed to increase achievement, can be found in the Action Plan section of this report.

3. Instruction by highly qualified staff.

LACJ has 41 teachers. Approximately 86% of these teachers are certified or qualified for certification. There are 2 teachers with a provisional certificate. These teachers are currently working towards meeting the State and city requirements and have registered in courses offered through the district and elsewhere. 100% of the staff will be New York State certified by September 2010.

The NYCDOE and District 3 ensure high quality by hiring only State certified teachers and, in fact, all of our teachers have or will have been processed by the State by the Fall of 2009 with New York State certification and a letter has been sent to all parents indicating the teachers' license area/s and certification status. We ensure high quality professional staff development through our own professional development plans and incorporation of research based professional development provided by both districts.

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.

Professional development is coordinated by a Professional Development Team, which includes the Principal, Assistant Principals, UFT Chapter Leader, Literacy and Math Coaches, Teachers, and Teacher Team Leaders, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and to plan workshops for the 100-minute staff development that is planned for every other Monday. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Most professional development will be delivered in weekly workshops, department meetings, common prep periods and full staff meetings.

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

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and partnerships with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University. We coordinate and integrate our funding streams to ensure the quality of our program.

Under the Title II program, teacher and principal quality is ensured through recruitment and retention of teachers and principals with the Transition to Teaching Program will be used to recruit and retain mid-career professionals and recent graduates.

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

At LACJ we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. However, currently only about five percent of parents are actively involved. Two community members are involved with the Learning Leaders Program, through which they support the school with classroom tutoring. Our continuing efforts will focus on a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. We also maintain on staff a full-time Parent Coordinator to support parent involvement efforts.

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.

This section is not applicable to a high school.

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.

This information is provided in the Action Plan section of this report.

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.

This information is provided in the Action Plan section of this report.

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.

The School Leadership Team, with a collaborative membership that includes the principal, assistant principal, staff developers, and PTA representatives, ensures the effective coordination and integration of services and program for all of our students. In addition, the principal

meets weekly with the cabinet to ensure the effective coordination of services provided to all students. Title I services are integrated with Title II professional development initiatives, bilingual programs (Title III), special education (IDEA) initiatives and services for students living in temporary housing. All programs support the attainment of high standards by all students.

As a schoolwide program school, funding sources have been co-mingled so that all students benefit. Title I funds have been used for:

- Classroom teachers
- Textbooks
- Instructional supplies
- Library books
- Technology hardware and software
- Teacher training
- Professional development
- Parent Involvement Activities
- Academic Intervention Services
- Academic Enrichment Services
- Peer Mediation/Conflict Resolution
- Individual and Group Guidance Services
- New Continuum/LRE
- Attendance outreach
- Classroom instruction
- Advisories
- Test prep
- ELL support
- College advising
 - Parent workshops

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that the program serves children for this program is incorporated into existing school planning.
3. Use effective instructional strategies based on scientifically based research that strengthens the core academic program. The strategies that:
 - a. Give priority consideration to providing targeted learning experiences, extended school year, before/after school, and summer program opportunities;
 - b. Help provide an accelerated, high quality curriculum including accelerated learning; and
 - c. Minimize removing children from their regular classroom during the regular school hours.
4. Coordinate with and support the regular educational program.
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals, paraprofessionals, and other personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

Name of School: _____ SURR¹ Phase/Group (If applicable): _____

Part A: For Schools Identified for Improvement

1. Describe the specific academic area(s) identified for school improvement in your pre-populated School Demographics and Accountability Snapshot, based on your school’s NYSED data (e.g., “Reading Proficiency”) and your school’s NYSED data (e.g., “Reading Proficiency”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention strategy(ies) implemented to support improved achievement in the grade and subject areas for which the school was identified. Describe the strategies used to address the needs of all delegated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation in the required state assessment. If this question was addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR # (s) identified: _____

SURR Phase: _____ Year of Identification: _____ Deadline Year: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

In response to this finding, we will examine the ELA curriculum and instruction in our school through classroom walkthroughs, coach and supervisory walkthroughs and meetings with teachers, individually and in department meetings, and through a review of NYS Regents scores, Progress Report data, Acuity and Performance Series data and NYSESLAT scores, we will gather qualitative and quantitative data pertaining to our instructional program. We will form a committee to reflect on the use of this data, using the following focused inquiry questions:

- Is the written curriculum aligned to the state standards?
- What are the alignments among the written, taught and learned curricula?
- What curricular materials are used in classes and are they appropriate for the levels, learning styles and interests of our students?
- What adaptations are in place, instructionally and in the use of curricular materials, for ELLs and SWDs?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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

X Applicable Not Applicable

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

Our scholarship in ELA is higher than our passing rate on the ELA exam, showing some lack of alignment of curriculum.

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.

We have begun developing standards-based units and curriculum maps in all grades. In addition, we are developing interim common assessments that can give us more information about the needs of the students and their mastery of the standards.

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.

In response to this finding, we examined the math curriculum and instruction in our school through classroom walkthroughs, coach and supervisory walkthroughs and meetings with teachers, individually and in department meetings, and through a review of NYS Regents scores, Progress Report data, Acuity and Performance Series data and scholarship data, we will gather qualitative and quantitative data pertaining to our instructional program. We will form a committee to reflect on the use of this data, using the following focused inquiry questions:

- Is the written curriculum aligned to the state standards?
- What are the alignments among the written, taught and learned curricula?
- What curricular materials are used in classes and are they appropriate for the levels, learning styles and interests of our students?
- What adaptations are in place, instructionally and in the use of curricular materials, for ELLs and SWDs?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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

X Applicable Not Applicable

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

See needs assessment section

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.

See Action Plan section: Goal 2

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.

In response to this finding, we examined the ELA instruction in our school through classroom walkthroughs, coach and supervisory walkthroughs and meetings with teachers, individually and in department meetings, and through a review of NYS Regents scores, Progress Report data, Acuity and Performance Series data and NYSESLAT scores, we will gather qualitative and quantitative data pertaining to our instructional program. We will form a committee to reflect on the use of this data, using the following focused inquiry questions:

- What instructional practices are used regularly by our teachers?
- Do these instructional practices help students develop high-level thinking skills, are they engaging to the students, and do they address different learning styles and level?
- What adaptations are in place instructionally for ELLs and SWDs?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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

X 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?

Observations of classroom instruction reveal a wide range of instructional methods being used. However, these strategies are not always aligned to the needs of students, and not all

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.

See Action Plan: Goal 4

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

In response to this finding, we examined the math instruction in our school through classroom walkthroughs, coach and supervisory walkthroughs and meetings with teachers, individually and in department meetings, and through a review of NYS Regents scores, Progress Report data, Acuity and Performance Series data and NYSESLAT scores, we will gather qualitative and quantitative data pertaining to our instructional program. We will form a committee to reflect on this data, using the following focused inquiry questions:

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

- What instructional practices are used regularly by our teachers?
- Do these instructional practices help students develop high-level thinking skills, are they engaging to the students, and do they address different learning styles and level?
- What adaptations are in place instructionally for ELLs and SWDs?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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

Applicable Not Applicable

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

See needs assessment section

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.

See Action Plan Section: Goals 2 and 4

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.

In response to this finding, we formed a committee of administrative, teaching and student members to examine rates of teacher turnover in the school. We will look at qualitative and quantitative data, including the Learning Environment Survey, retention rates, and teacher interviews. We will reflect on this data using the following focused questions:

- What supports exist for teachers in the school?

- Does our professional development reflect the training that our teachers need to meet the expectations of accelerated learning and high achievement?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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

Applicable Not Applicable

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

We have relatively low teacher turnover. 73% of our teachers have been teaching at our school for more than 2 years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

In response to this finding, we examined the ELA instruction in our school through classroom walkthroughs, coach and supervisory walkthroughs and meetings with teachers, individually and in department meetings, and through a review of NYS Regents scores, Progress Report data, Acuity and Performance Series data and NYSESLAT scores, we will gather qualitative and quantitative data pertaining to our instructional program. We will form a committee to reflect on the use of this data, using the following focused inquiry questions:

- What instructional practices are used regularly by our teachers?
- What professional development offerings are available to our teachers in the area of ELL instruction, and do our teachers take advantage of these opportunities?
- What instructional adaptations do teachers use regularly and/or with proficiency for ELLs?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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?

See Needs Assessment section and LAP

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.

See LAP

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.

In response to this finding, we have inventoried the types of data available to our teachers, including the previous academic year's NYS ELA Regents data, NYSESLAT scores, Acuity predictives and instructionally targeted assessments (ITAs), as well as in-school assessments. We will form a committee to reflect on the use of this data, using the following focused inquiry questions:

- Has this data been provided to teachers in a timely manner?
- Have teachers used this data to target instruction?
- Have students been monitored for progress and language development?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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

Applicable X Not Applicable

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

Teachers reported timely access to exam information regarding ELLs, including NYSESLAT Regents scores and levels of proficiency. All teachers have access to ARIS, a citywide database that is regularly updated.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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.

In response to this finding, we will examine the instruction in our school through classroom walkthroughs, coach and supervisory walkthroughs and meetings with teachers, individually and in department meetings, and through a review of NYS Regents scores, Progress Report data, Acuity and Performance Series data and NYSESLAT scores, we will gather qualitative and quantitative data

pertaining to our instructional program. We will form a committee to reflect on the use of this data, using the following focused inquiry questions:

- What instructional practices are used regularly by our teachers?
- What professional development offerings are available to our teachers in the area of instructional practices that build capacity in the ability to modify instruction to accommodate student level, interest and/or learning style, and do our teachers take advantage of these opportunities?
- What instructional and/or behavioral adaptations do teachers use regularly and/or with proficiency for special education students?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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?

See Needs Assessment Section

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.

See Action Plan: Goal 4

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.

In response to this finding, we will form a committee of teacher, students, administrative and parent members to examine IEPs in the school. We will reflect on this data, using the following focused inquiry questions:

- Do the goals objectives and promotional modifications of the IEPs reflect the state assessments for their grade level?
- Do the IEPs include behavioral plans?
- Do the IEPs include specific strategies for instructional modification and/or accommodation to address the student's disability?

Based on an analysis of our data in the context of these questions, our committee will formulate a conclusion and report this put to the school community through SLT meetings, faculty meetings, student government meetings and parent meetings.

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

Applicable X Not Applicable

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

A review of IEPs in 2008-09, including a revision of the IEP writing process, resulted in IEPs that showed good alignment between goals and standards, behavioral plans were included when applicable and academic management strategies were consistently defined.

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

Students are provided counseling services via our school social worker and SAPIS worker. In addition, transitional services are provided via our transitional linkage coordinator.

Part B: FOR NON-TITLE I SCHOOLS

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