



**H. S. OF ARTS AND TECHNOLOGY
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 03M494

ADDRESS: 122 AMSTERDAM AVENUE, NY, NY 10023

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M494 **SCHOOL NAME:** H.S. of Arts and Technology

SCHOOL ADDRESS: 122 Amsterdam Avenue, New York, NY 10023

SCHOOL TELEPHONE: 212-501-1198 **FAX:** 917-441-3693

SCHOOL CONTACT PERSON: Anne Geiger **EMAIL ADDRESS:** ageiger@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. Nicole Ambrosio

PRINCIPAL: Anne Geiger

UFT CHAPTER LEADER: Lia Galeano

PARENTS' ASSOCIATION PRESIDENT: Rosa Maria Smith

STUDENT REPRESENTATIVE: Carissa Handiman
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 03M **SSO NAME:** Empowerment

SSO NETWORK LEADER: Karen Ditolla

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
Anne Geiger	*Principal or Designee	
Lia Galeano	*UFT Chapter Chairperson or Designee	
Rosa Maria Smith	*PA/PTA President or Designated Co-President	
Rosa Garo	PA/PTA Co-President	
Pearl Benton	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carissa Handiman Edwin Dionicio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dr. Nicole Ambrosio	Member/Staff, AP	
Midgalia Villegas	Member/Parent, Treasurer	
Della Rush	Member/Staff, UFT, Teacher	

(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.

The High School of Arts and Technology @MLK is in its eighth year of existence as a new small school. It was conceived as part of a plan to redesign Martin Luther King, Jr. High School. The High School of Arts and Technology currently shares the existing MLK Campus with five other schools. The school opened with 185 ninth graders who had attended middle schools in all five boroughs. Current register is at 605. The majority of students are from low-income families, and more than 71% qualify for free or reduced lunch.

All students are supported through advisory class. The advisory class uses a college preparatory curriculum that includes AVID's Road to College, Transition to High School, Peer Tutoring, and regularly scheduled college tours. The Advisory teacher monitors the adjustment to high school, individual academic progress, and well being of all the students in his/her Advisory group and acts as liaison to the parents, the guidance counselor, the subject teachers and the administration. In addition to being a home base where each student is known well by one staff member, the Advisory provides a forum for concerns, opportunities to discuss issues with their peers and a class to refine study skills. It allows opportunities for increased student empowerment, self-esteem and the building of leadership skills.

The entire student body is divided into sections. Most sections travel together for academic classes and have a dedicated cohort of teachers. Cohorts of 12th graders deviate in schedules to allow for individualized programming to match each student's need. These teacher cohorts meet together weekly to plan interdisciplinary activities, advisory class topics, and to participate in "kid talk". They also meet with the administration to discuss concerns, plan events and recommend staff development activities. An effort has been made to provide flexible scheduling that allows for maximum meeting and planning time among staff members.

In 2004 we applied for and received a grant to start an AVID Program (Advancement Via Individual Determination). AVID is a nationally renowned college preparatory program which targets students in the middle range of achievement (mid-Level 2 to Level 3 on ELA scores) and who are generally underserved minorities. The AVID profile seeks students who would be first in their family to enter college and who exhibit determination and accept challenges. Now going into our fifth year, we target approximately 75 incoming freshmen each school year. AVID students have a high daily attendance (92%) compared to the school wide 83%, and have maintained over a 75% grade average. We continue to grow the program and are offering all incoming 9th graders the AVID

elective/advisory. All AVID teachers and administrators received intensive professional development in year one and advanced training thereafter.

The National Honor Society was established in 2007 and enrollment is at 35 students. The students are required to maintain Honor Roll status (85% or above) and a commitment to community service. Projected enrollment for 2009-2010 is 70 students.

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. Currently, only about 2-5% of our parents attend PA meetings. Our continuing efforts will focus on a school-wide effort to strengthen home-school relationships and increase parent and community involvement. To support parent involvement efforts our parent coordinator has set his agenda on outreach to all of our families. We have been successful in getting families in for special workshop days.

Currently, we enjoy collaborations with several community-based organizations, including L.E.A.P (theater arts), NYC Opera, Fordham University, John Jay and Hunter Colleges, POSSE< Smith College, Peer Health Exchange, CityKids, Roundabout Theatre, and the Guggenheim Museum. We realize that we need to make a concerted effort to involve more community organizations in our program in order to be able to increase services and opportunities that address the academic, social and health needs of our students and their families. In addition, we need to provide mentors and hands-on, real-world experiences for our students in the fields of the arts and technology. Rounding out our extra-curricular activities are several clubs and organizations such as, Chess, Latino Group, Student Council, Japan Club (Anime and Manga), and Mouse Squad. Sports teams include: Basketball, Track & Field, Volleyball, Wrestling, Baseball and Soccer.

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:	High School of Arts and Technology							
District:	3	DBN:	03M494	School BEDS Code:	310300011494			
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		78.3	82.1	81.6	
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		95.8	94.2	96.2	
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		78.8	65.8	71.6	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		2	2	17	
Grade 9	174	153	149	Recent Immigrants - Total Number:				
Grade 10	172	166	198	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	173	149	136		17	9	16	
Grade 12	86	121	122	Special Education Enrollment:				
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09	
Total	605	590	605					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	39	33	32	Principal Suspensions	73	64	176	
# in Collaborative Team Teaching (CTT) Classes	64	40	41	Superintendent Suspensions	43	39	39	
Number all others	2	27	35	Special High School Programs - Total Number:				
These students are included in the enrollment information above.				(As of October 31)	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	230	
(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	59	61	58	Number of Teachers	37	46	43	

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	10	10	Number of Administrators and Other Professionals	12	16	12
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)	30	18	26	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	42.1	59.6	62.8
				% more than 5 years teaching anywhere	28.9	29.8	34.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	71.0	70.0	63.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.4	69.7	91.0
American Indian or Alaska Native	0.2	0.3	0.5				
Black or African American	35.9	34.6	37.4				
Hispanic or Latino	58.6	58.3	55.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.0	4.2	3.5				
White	2.3	2.5	2.1				
Male	66.0	65.6	66.3				
Female	34.0	34.4	33.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native							
Black or African American					√	√	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	71.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	6.6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	13.3	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	44		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	8		

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?
-

Student performance trends:

ELA

- 66% of our ELL students in the 2005 cohort have not passed the ELA regents exams.
- Passing rate on ELA overall is 64% (65 or above)
- Scholarship rate on ELA (2005 cohort) is 58%

MATH

- Scholarship rate for Math (2005 cohort) is 74%

Accomplishments:

ELA

- Number of ELA regents recovery classes has decreased 50%
- 45% ELL's are sitting for the ELA exam on the first offering

MATH

- 69% passed the Math A

Significant aids to school improvement:

- Staff in the ELA department is stable
- Literacy Coach works across all subject areas on reading and writing strategies
- Personalized programming
- Highly Qualified Math teachers
- On-going Professional Development
- Math Specialists and Math Consultant

Significant barriers to continuous school improvement:

- LTA students at 5.5%
- Low performance levels of incoming 9th graders: ELA, Level 1 and Level 2 – 49%
MATH, Level 1 and Level 2 - 25%
- Male/female ratio 67.8% : 32.2%
- Number of Special Education students at 17%
- Students lacking number sense
- Students unable to perform operations with signed numbers

A major area of concern has been how best to address the literacy needs of our ninth graders so that they can achieve success in all subject areas. Our current strategies for improving instruction and student performance in English Language Arts include the implementation of the “Rewards” literacy program. Our ELA curriculum in tenth grade is based on the principles of a balanced literacy program. The classrooms are structured, whenever possible, as reading and writing workshops. Staff development is facilitated by a Literacy coach who provides teachers with instructional strategies and an organizational framework for Language Arts instruction.

The workshop format is comprised of three components: teacher-led mini-lessons on technique, craft and grammar; activity time during which students practice the introduced reading or writing skill; and, “sharing” time which also includes reading of their own work, conferencing and peer editing. Professional Development in Literacy has targeted reading and writing skills across the curriculum and has addressed the ways to provide support to Special Ed and ELL students. In addition, literacy is reinforced through our Technology program. Technology skills are infused into all curricular areas through the use of in-classroom computers, a mobile laptop labs and stand-alone Technology classes. Classroom libraries, small class sizes (budget permitting), extended time for ELA/Literacy classes and the assignment of a full-time coach will further support literacy instruction.

Another concern has been how best to address the low numeracy skills of most of our students. The NCLB reports show that 34% of our students do not enter high school with on-grade level math competency. For four years we were approved to use the College Preparatory Mathematics curriculum. The CPM Math curriculum features students working together in study teams as a major part of their daily class work.

Knowing that the adjustment from middle school to high school is a challenging one for most students and that, traditionally, ninth-graders experience a high failure rate and need intensive interventions to help build skills, a variety of strategies have been developed to address student needs through short- and long-term interventions. Academic Intervention Services are provided to meet the needs of all students who require additional assistance in their subject classes. An intensive after-school tutorial program has been in place since 2002. Beginning September 2009, we will offer extended day for 37 1/2 minutes on Monday, Tuesday, Wednesday, and Thursday for 9th and 10th graders. PM school serves all 10th, 11th, and 12th graders and follows the 10th period extended contractual time. Students, who have failed regent exams in English, science, math, or history, are mandated to attend. Letters and calls are routinely made to the homes of students with poor attendance. “School Messenger”, an automated calling system, has been in place for two years. Calls are made on a daily basis to report absenteeism.

Report cards are distributed three times a semester, and Advisory teachers meet with the parents of students failing two or more subjects. Grades are annualized in order to allow students to show improvement through the year. The Saturday Academy, started in February 2004, addresses the needs of our struggling learners. Approximately fifty students are recommended to attend for tutoring and remediation in English, math, science, and social studies, for regent’s preparation and credit recovery. Saturday school will continue this year if funding permits.

The guidance counselors meet individually and in small groups with all students to prepare Academic/Career Planning Portfolios that include information about promotion and graduation requirements, credit accumulation, and Regents exam requirements. In addition, our counselors provide intensive guidance and support services to assist students who are experiencing social and emotional issues that are impacting on their ability to achieve academically. While they meet individually with students who have serious social and emotional problems, they are also in frequent touch with their parents and refer them to outside agencies when warranted.

Professional development is considered critical to the success of our program. The Cabinet for Instruction meets every Thursday from 4:00 – 6:00pm. In addition, administrators and teachers meet during CPT, which is programmed 8th period for the entire staff. During common planning time the staff meets to exchange ideas on teaching strategies and best practices, authentic assessments, literacy strategies across the curriculum, and to design interdisciplinary units. Case conferencing about students is also a key part of our effort to understand and serve the needs of all of our students. It is understood that in a small school, all staff members are committed to the vision, mission and learning approach of the school.

The High School of Arts and Technology will take a continuous improvement, data-driven approach to improving student performance, using a variety of assessments to identify and address student needs and to target areas for growth on a continuous basis. The CEP for 2008-2009 will reflect a concerted effort and specific plans to address the literacy needs of incoming ninth graders and provide a challenging tenth-grade program that will continue to foster the development of critical thinking skills and prepare students to pass the Integrated Algebra Regents, the Living Environment Regents and the U.S. History Regents examinations. Class-room libraries, interdisciplinary strategies, team-teaching, early interventions, guidance and advisory support, and an intensive after-school academic program (AIS), funded through State AIS funding, will support continued literacy efforts and Regents preparation. The MLK Campus schools have just completed the installation of a campus-wide

library and hired a licensed librarian. We will again introduce a Saturday Academy instructional program (funded with State AIS resources coupled with Title 1 funding), which will enable students to enhance, enrich and extend skills and abilities acquired during the daily and after-school programs. The Saturday Academy program, pending funding, will continue to give students an opportunity to get extra help and will be planned to also include inquiry-based instructional and projects that will be built around themes and topics being taught in regular subject classes.

Arts and Technology is designated as a “Title I School Wide Program” which allows school programs to use Title I monies for enrichment and remediation programs for all students and to increase parental involvement. All students are offered academic intervention and support services (AIS) in the major core curriculum classes in the PM school program, which operate Monday through Thursday from 3:50 PM – 5:50 PM, Friday from 3:15-5:15PM, and on Saturdays from 9:30 AM – 1:30 PM. During this time, students can receive additional assistance and tutoring with their classroom teachers in the subjects they are at-risk for failing. In addition, students have access to the computer lab to complete projects/assignments. A Peer Tutoring Program, through the National Honor Society, will be developed and implemented. .

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.

Goal #1:

To increase the overall scholarship rate for struggling students (the lowest third) by 3% by year's end.

- Our lowest third, citywide, enters grade 9 at Level 1 and Level 2. Many of our students are reading at or below a 5th grade level. Almost 10% of the lowest third need immediate targeted intervention in Math and Literacy skills in order to close the achievement gap in one year.

Goal #2:

To provide weekly professional development which will have a direct impact on instruction as exemplified through more complete lesson planning and an overall student scholarship gain of 3% as compared to last year.

- Teachers need continued training and support to consistently use data to differentiate instruction. When teachers master data driven instruction student outcomes will continue to increase. One-fourth of our teachers have less than 3 years experience and need continued development. Professional development workshops have been tailored to teacher needs, and lesson plans are monitored to insure that instructional strategies focused upon during those professional development workshops are incorporated into lesson plans.

Goal #3

To increase the number of teachers who infuse technology into instruction by 30% by year's end.

- With an ever changing technologically advancing world, teachers have to keep up with their students. Students expect that the most recent and relevant technology will be used in the classroom. When infused into instruction, students gain skills that translate into preparation for success beyond the classroom. According to our survey results from September, 20% of our faculty integrates technology into their lesson planning (Internet, Smart boards, Power Point presentations...). Since September, we have had several professional development workshops on technology use in the classroom. We have provided our faculty with laptops, computers in their classrooms, LCD projectors, Smart Boards, and more. During January Regents week, we will administer another survey to the faculty regarding technology use in their lesson planning. We will also administer the technology survey to teachers in June to insure that we have met our goal.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English and Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students scholarship for the lowest third by 3% in English and Math by year’s end</p> <ul style="list-style-type: none"> ➤ Increase Scholarship rate for targeted groups by 3% when compared to last year ➤ Advance reading levels at least one grade level higher (or more) by end of school year ➤ Advance math skills at least one grade level higher (or more) by end of school year
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Performance Series testing and ARIS data will be shared with dedicated staff for this group ➤ Classroom websites will share resources on Edline ➤ Teachers will continue to use Edline to share progress reports with students, other teachers, and parents ➤ Literacy coach and Math coach work directly with staff co-teaching, modeling lessons and working with individual students ➤ Teachers’ trainings will include Study Groups to evaluate student work and target instruction ➤ ELA, ELL and SPED teachers will receive on-going professional development in reading assessment methods, in using appropriate texts and the leveling of texts to match student reading levels, and in explicit teaching of writing ➤ Ongoing PD for all content area teachers in literacy skills for struggling readers and writers ➤ Continue training teachers in ARIS to evaluate and interpret assessment data ➤ Use ARIS to identify levels of student performance in order to differentiate instruction ➤ Continue with schoolwide implementation and support of AVID teaching strategies ➤ Develop intervention strategies to increase pass rates on Regents’ exams ➤ Continue training Advisory teachers in transcript review and scholarship reports

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Scheduling:

- Schedule 9th and 10th grade Level 1's and low level 2's with highly qualified teachers and experienced teachers
- Mandate extended day (period 9.5) for all 9th and 10th graders
- Implement Rewards Writing Program for 10th graders
- Target additional intervention with AIS after-school programs in reading/writing/mathematics
- PM school for credit recovery for general education and ELL students
- Saturday school for credit recovery and test prep
- Weekly meeting with guidance counselors, teachers/advisors, and AP
- AVID elective for each targeted group – including all 9th and 10th graders

Funding:

- Per-session allocation for after-school conferencing, extended tutoring
- Per-session allocation for PM school
- Per-session allocation for Saturday school
- C4E funds for AIS services
- Edline site license
- Title III funding

Indicators of Interim Progress and/or Accomplishment

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

- Extra credit acknowledgement in the School Progress Report (Closing the Education Gap)
- Increased scholarship rate
- Rising scores on Regent exams
- Increased attendance

Grades 9–12 2009–10 Periodic Assessment Calendar

	Assessment/Test	Grades	Dates	Description
September	LAB-R	9-12	9/29-10/13/09	Testing for new students as needed And continued throughout the year
	Performance Series – 1 st Assessment window	9-12 ELA 9-11 Math	9/8-11/20/09	baseline
October	PSAT	10 & 11	10/14/09	
November	Regents Predictive exams	As needed	11/9-11/20/09	
Jan-Feb	Performance Series – 2 nd Assessment window	9-12 ELA 9-11 Math	1/4 - /12/10	Comparison data
April	Regents Predictive exams	As needed	4/7-4/16/10	
April-May	Performance Series – 3 rd Assessment window	9-12 ELA 9-11 Math	4/1-5-31	Comparison data

Subject/Area (where relevant):

Professional Development – All subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide weekly professional development which will have a direct impact by increasing scholarship rate by 3% by the end of year (as compared to last year)</p> <ul style="list-style-type: none">➤ Teachers will design lesson plans with targeted objectives, differentiated practice to meet individual needs, and assessments➤ Teachers will use collected data based on identified objectives and adjust pacing or strategies to support student progress on weekly basis➤ Teachers will infuse best practices from PD into their daily lesson plans➤ Overall scholarship rates will increase by 3% by end of year
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Staffing:</p> <ul style="list-style-type: none">➤ Bi-monthly PD designed and facilitated by CFI / Data Team➤ PD during CPT by CFI team, lead teachers, and administrators➤ Continued training for teachers in ARIS use➤ Expansion of Edline used by all teachers➤ Intervisitations by staff within departments➤ Lesson and Work Study groups lead by teachers in each department➤ Lead teachers modeling and sharing best practices➤ Review of Progress Report data, CEP Goals and Objectives, and current data in order to set goals for the academic year
<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>Scheduling:</p> <ul style="list-style-type: none">➤ Daily Common Planning Time➤ Bi-weekly grade team meeting during Common Planning Time – (AP and/or Principal will attend all weekly meetings)➤ CFI/Leadership Team meeting bi-monthly➤ Coverages for department intervisitations➤ Coverages and release time arranged for teachers to participate in CPM, AVID, Technology, ELL and Sped PD trainings <p>Funding:</p> <ul style="list-style-type: none">➤ Per-Session funding for CFI Teams and Study Groups➤ Per-Session Funding for PD sessions and data analysis work➤ Sub coverages for out-of-school training sessions➤ Title I funds for PD

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Teachers are using data to make instructional decisions (Teacher made assessments, standardized tests, Performance tests) ➤ See attached timeline for Periodic Assessments ➤ Continued increase of differentiated instruction in classrooms ➤ ARIS used for planning and programming ➤ Edline used for planning and communicating ➤ Increased overall scholarship by 3% over last year
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Subject/Area (where relevant): Technology – All subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of teachers who infuse technology into instruction by 30% by year’s end</p> <ul style="list-style-type: none"> ➤ Increase the percentage of teachers using various forms of interactive technology by 30% by the end of the year
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ➤ Technology Coordinator - .6 Compensatory Time Position ➤ 3 teachers engaged in Smart Board Training ➤ PD in ARIS and Edline ➤ Individualized technology PD for teachers who need help ➤ Mouse Squad – 15 students – to help set up technology in classrooms and presentations ➤ School Aide
<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>Scheduling:</p> <ul style="list-style-type: none"> ➤ Regularly scheduled training during CPT (8th period, entire school) ➤ Small teacher groups will exchange best practices and turn-key strategies to whole faculty ➤ Visit technology themed schools, i.e., the iSchool ➤ Plan classroom intervisitations ➤ Push-in by tech coordinator who will model best practices ➤ On-site training by Smart-Board in November, January, and March <p>Use of Resources</p> <ul style="list-style-type: none"> ➤ Funding for Compensatory Tech Position ➤ Per Session funding for PD after school ➤ Smart-Board training fees ➤ Mouse Squad enrollment fees ➤ Equipment: Smart-boards, Classroom computers, LCD projectors, hand-held student response systems

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">➤ Evidence of technology based lessons through classroom observations➤ Increase in teachers' mastery of learned classroom technology strategies as observed through administrative observations➤ An increase of 30% of teachers who integrate technology into their lesson planning as measured through surveys at the beginning, middle, and end of the year➤ Increase in teacher led professional development by 10% over last year

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	80	70	70	80	22	0	0	0
10	65	75	70	65	27	0	0	1
11	25	30	30	35	23	0	0	1
12	40	40	17	25	28	0	0	2

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ▪ 43 minute ELA skills-based instruction 2 X's/week using <i>Rewards</i>- writing and reading program for 10th grade ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday School ▪ Credit Recovery classes for grades 10, 11, and 12 (during school) ▪ PM School Credit Recovery for grades 10, 11, 12
Mathematics:	<ul style="list-style-type: none"> ▪ 43 minute skills-based instruction 3X's /week ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school Tutoring ▪ Saturday School ▪ Credit Recovery classes for grades 10, 11, and 12 (during school) ▪ PM School Credit Recovery for grades 10, 11, 12
Science:	<ul style="list-style-type: none"> ▪ 43 minute science skills-based instruction 2 X's/week ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday school ▪ Credit Recovery classes for grades 10, 11, and 12 ▪ PM School Credit Recovery for grades 10, 11, 12
Social Studies:	<ul style="list-style-type: none"> ▪ 43 minute Social Studies skills-based instruction 3 X's/week ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday School ▪ Credit Recovery classes for grades 10, 11, and 12 ▪ PM School Credit Recovery for grades 10, 11, 12
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ▪ Individual counseling ▪ Group counseling ▪ Parent outreach ▪ Academic Counseling ▪ Referrals

At-risk Services Provided by the School Psychologist:	1. Evaluations
At-risk Health-related Services:	<ul style="list-style-type: none">➤ Partnership with St. Lukes Hospital (on-site)➤ Peer Health Exchange

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.

2009-2010 LANGUAGE ALLOCATION POLICY NARRATIVE

The LAP Team at the High School of Arts and Technology is composed of: Anne Geiger, Principal; Antonio E. Arocho, Assistant Principal of Supervision; Dr. Nicole Ambrosio, Assistant Principal of Administration; Bianca Clark, ELL Teacher, Della Rush, ELL Teacher; Roy Balgobin, Parent Coordinator; Stacey Bergin, Literacy Coach. The above team members were selected due to their certification in their subject/administrative areas, as well as the needs of the team.

Arts and Technology has a total of 571 students of which 56 are considered ELL, comprising 8.8% of the students within the school. There are two certified ESL teachers at our school.

The ESL program at our school is solely Self -Contained ESL. A total of 56 students are a part of the freestanding ESL program. There is no Dual Language or Transitional Bilingual Education Program. Among the students in our program, 1 student is considered SIFE, 8 students are considered Newcomers (3 years or less), 24 students have been in the program for 4-6 years, 23 students are Long-Term ELL's (more than 6 years), and there are a total of 12 ELL students with Special Education IEP's.

The following is a breakdown of Freestanding English as Second Language students:

Grade	Beginner	Intermediate	Advanced	Total
9	3	8	7	18
10	1	6	8	15
11	1	10	3	14
12	0	8	1	9

ELL Identification Process

- 1. Describe the steps followed for the initial identification of those students who may possibly be ELLS.**

At Arts and Technology High School, newly admitted students receive their first interview with the Guidance Counselor. During the interview, both students and parents are provided with any additional information necessary about the school and an informal interview is conducted for students

who may be in need of ELL services. The Guidance Counselor provides the parents with the Home Language Identification Survey (HLIS) and explains its purpose. Our Guidance Counselor is bilingual in Spanish; in the event that another language is needed there are individuals on staff and in the six other schools that share the building, who will interpret information and work with the parents.

Once a student is identified as a native speaker of a language other than English and the information is provided on the HLIS, he/she is administered the LAB-R by an ESL Teacher or Administrator. If the LAB-R assessment determines that the student is in need of ESL he/she is provided with services as mandated by the state and is entitled to receive services until determined otherwise by the New York State English as a Second Language Achievement test (NYSESLAT).

The NYSESLAT is administered to ELL students annually. The NYSESLAT is administered by ESL Teachers and Administrators. Prior to the exam, students and parents are provided with a schedule for the testing dates and are provided with information about the exam. Parents are also contacted frequently throughout the test's administration to keep them informed about any changes in schedule and about student attendance.

2. What structures are in place at your school to ensure that parents understand all three program choices?

The structures in place at our school to ensure that parents understand all three program choices are as follows:

Onsite orientation is given to parents of newly registered students who are eligible based on the HLIS report for the LAB-R testing. This orientation is provided by both the ELL Team and the Guidance Counselor. The NYCBOE Parent Orientation video is shown in the parent's native language when available, ELL program options are explained to the parents, and an overview of the programs currently offered by the school is given. The parents indicate their program preference by completing the ELL Program Selection Form. Eligible parents are given this orientation at registration to facilitate their child's appropriate placement into the ELL program of the parents' choice.

Parents of continuing and newly registered ELL's are invited to attend an ELL Parent Orientation at the beginning of the school year. During the orientation, program options and programs are explained to parents through the use of the NYCBOE ELL Parent Orientation Video, Guide for Parents of English language Learners brochure, and verbal explanation. It is explained to parents that Arts and Technology only offers ESL as an option for ELL services and they may select another. Parents are requested to indicate their program preference for the school year by completing the ELL Program Continuation Form or Program Selection Form.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

The ELL Program Selection Form/ELL Program Continuation Form and the Guide for Parents of English Language Learners brochure explaining all three program choices in the parents' native language (when available) is sent to those parents who were not in attendance to the above mentioned orientations. Continuing ELL's, whose parents do not return the Program Continuation form, are kept in the same ELL program. Newly registered students, whose parents do not return the Program Continuation Forms are placed in Freestanding ESL Education in keeping with the state mandates.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs.

The ELL program offered at Arts and Technology is Freestanding ESL. ESL students are placed in freestanding ESL classes according to their proficiency levels (as determined by the NYSESLAT/LAB-R). An increasing number of parents have requested that their student be mainstreamed and not placed in any ELL program. It is explained to the parents in these cases that their student is mandated to receive ESL instruction until s/he receives a proficient score on the NYSESLAT.

5. After reviewing the Parent Survey and the Program selection forms for the past few years, what is the trend in program choices that parents have requested?

6. Are program models aligned with parent requests?

The programs offered at our school are aligned with parent requests for freestanding ESL. In addition to accommodating parents' choices, students are placed in the appropriate level of ESL (Beginning, Intermediate, and Advanced) as per their NYSESLAT/LAB-R scores and receive the mandated number of minutes of ESL instruction assigned to each level.

Our students are assured that the mandated number of instructional minutes are provided according to level to students by having the ESL Team and Assistant Principal of Supervision, Principal and the Program Chair are part of a ELL committee/ team that creates the students programs and checks it to insure that it meets the necessary standards specified by the New York Department of Education.

Programming and Scheduling Information

1. How is instruction delivered?

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels?

Students in the freestanding ESL program at Arts and Technology High School are in a self-contained ESL classes. Students receive mandated minutes based on their proficiency levels. Freestanding, Self-Contained ESL classes are heterogeneous as there are students with mixed proficiency levels within the classes. Students receive ESL classes based on their mandated minutes per the CR Part 154.

Beginner students receive 3 ESL, 45 minute classes per day, which is equivalent to 645 minutes per week. This exceeds their mandated time, in order to provide them with additional support. Intermediate students receive 2 ESL, 45 minute classes per day, which is equivalent to 450 minutes

per week. Advanced students receive 1 ESL, 45 minute class per day, which is equivalent to 225 minutes per week. Again, the minutes ELL's in Intermediate and Advanced proficiency levels receive exceed their mandated time in order to provide them with additional support.

Additionally, students in the freestanding program receive push-in services in US History and Global. This is provided for additional support and is supplemental to the minutes they already receive.

3. Describe how the content areas are delivered in each program model?

Within the ESL Self-Contained classroom, students receive individualized instruction according to their needs. ELL teachers use several instructional materials that include, but are not limited to: *Rosetta Stone*, *Keys to Learning*, the Pearson Longman *Keystone* series, and leveled readers. Our ESL classroom is also equipped with computers for student use, software that goes along with the text, readers that are interactive, and DVD's that help with listening comprehension at the beginner through advanced levels. Dictionaries are provided for English and the students' native languages.

4. How do you differentiate instruction for ELL sub-groups?

5. Describe your targeted intervention programs for ELL's in ELA, Math and other content areas.

6. Describe your plan for continuing transitional support for ELLs reaching proficiency on NYSESLAT.

Instruction in ESL classes is differentiated by our certified ESL teachers. The following strategies are used in the ESL Classroom by teachers:

- Activating background knowledge through the use of multi-cultural materials
- Using KWL charts
- Using realia, maps, photos, and manipulative
- Assisting ESL students in adjusting to classroom
- Checking student comprehension of the content

As teachers differentiate their instruction, they must consider the multiple levels of learners within the classroom. Several instructional materials are used and lessons are planned to ensure information is delivered in a variety of ways. Through the use of oral, written, demonstrations and tangible objects, teachers are able to ensure that all learners' needs are met.

Support structures in place for ESL students are listed below.

Instruction and Support	Description of services provided	SIFE	Newcomers	Long Term ELL's
Instruction	<ul style="list-style-type: none"> • Interactive computer programs • Beginning level texts and materials • Focus on Academic and Content vocabulary 	X	X	X
Period 9.5	<ul style="list-style-type: none"> • Students receive additional help and instruction, to assist with understanding of content area materials • ELL teachers and Content area teacher provide additional instruction if necessary • Students are assisted with homework and test preparation 	X	X	X
Saturday school	<ul style="list-style-type: none"> • Students work closely with a content area teacher and ELL teacher to strengthen skills in the content area and improve content vocabulary 	X	X	X
Advisory	<ul style="list-style-type: none"> • Students receive additional help and instruction, to assist with understanding of content area materials 	X	X	X
additional Support	<ul style="list-style-type: none"> • Pm school is provided for students in content areas • During this time students are able to receive further instruction and additional 	X	X	X

	support			
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Additional support programs are in place at Arts and Technology High School and they serve as interventions for ESL students. During the Saturday School Program, the PM School Program, and Period 9.5, students are able to receive additional services in the content areas and English. These services are provided by a licensed ESL Teacher.

Currently we have 2 newcomers, with 7 students with 1-3 years in the country. Our plan for these students who place in our beginning level is to receive intensive instruction to develop social communication or BIC (basic interpersonal and communication skills). The focus is on vocabulary and comprehension. Instruction is scaffolded and there is a heavy emphasis on activating student's prior knowledge in their native language.

It has been determined that long term Ells tend to lack strong literacy skills and academic language. All of the students are in Intermediate or Advanced level classes that focus on the ELA curriculum that focus on the ELA curriculum to further develop skills in reading and writing, academic language, develop skills and strategies for managing with unfamiliar language and academic skills (study skills, vocabulary skills and time management). ELL Teachers will be participating in ELA professional development opportunities.

All students with special needs, who are mandated to receive special services, receive these services as per their IEP (Individualized Educational Plan).

When students have scored the required level for proficiency on the NYSESLAT exam, they are provided with ELL additional support services until they graduate. Student participation in additional service programs is not mandated. However, it is recommended to students and encouraged by the ELL teachers. Students also receive the mandated transitional support for two years after they score proficient.

7. What new programs or improvements will be considered for the upcoming school year?

We will continue with the current programs we have that are working. Budget permitting, for the fall of 2010 it is hoped that we could reinstitute the ELL Academy. The ELL Academy was a successful after school program provided to ELL students. Students were able to explore and learn about various regions of NYC.

8. What programs for ELLs will be discontinued and why?

There will be no changes to the current ELL program.

9. How are ELLs afforded equal access to all school programs?

Beyond the additional support programs in place specifically for ELL students, ELL students are able to participate in a variety of after school programs offered to students throughout the entire school. These after school programs are:

- Chess Club
- Honor Society
- Student Council/Government
- Mouse Squad (technology club)
- Japanese Club
- Film Club
- Poetry Club
- Spanish Club
- Gay/Straight Alliance
- Yearbook

There are no restrictions as to membership; all students are welcome. Many of our advisors are bilingual and encourage our diverse student population to participate when they are interested in the programs we offer.

10. What instructional materials, including technology, are used to support ELLs?

11. How is native language support delivered in each program model?

Within the ESL classrooms students have the opportunity to read independently in English or in their native language. The libraries in ESL classrooms are equipped with books in diverse languages. Allowing the students to read in their native language supports the instruction they receive in ESL and in all other classrooms. We are fortunate, as a school, to be located across from a New York City library branch that can also serve the needs of our ESL students.

12. Do required services support, and resources correspond to, ELLs ages and grade levels?

The resources we provide our ESL students are both age appropriate and level appropriate. We seek to find books and materials that are of interest to our students and at their ability level. Since we have a leveled library in the classroom, students can continually challenge themselves and improve their reading.

13. Include a list of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Whenever possible, we encourage newly enrolled students to visit the school with their families in order to get a sense of our school culture and the faculty and staff. We have new enrollees throughout the year, so this practice is not only done before school begins in September, but is continuous throughout our academic year. We also provide parents with a calendar which contains dates for school events and PTA meetings to which they are invited. Parent communication is in their native language whenever possible.

14. What language elective are offered to ELLs?

ELL students at Arts and Technology have the opportunity to explore other languages through our Foreign Language program. Students are offered Spanish classes daily, to either increase their current knowledge or to learn another language.

Professional Development and Support for School Staff

- 1. Describe the professional development plan for ELL personnel at the school**
- 2. What support do you provide staff to assist ELLs as they transition from middle to high school?**
- 3. Describe the minimum of 7.5 hours of ELL training for all staff.**

Professional development for teachers of ELL's will be facilitated at a school wide level (Topic: best practices for content areas for teachers of ELL's). Each department will be meeting individually with the ELL Team to discuss professional development topics related to instruction and testing modification, teachers will receive memos which identify ELL's and testing modifications.

We provide additional professional development opportunities to further develop pedagogical skills of staff who work with the ELL students. Books will be provided in the multiple native languages of students (Spanish, Arabic, Chinese, Albanian, French, and Tibetan) for their independent reading.

The following ELL training and professional development and support will be provided to our teaching ESL staff during the 2009-2010 school years:

- 2 school-wide, all-staff professional development sessions will be given on the subject of scaffolding instruction and best practices for ELLs, one during the fall and another during the spring.
- ESL teacher will receive the opportunity to attend professional development workshops offered through regional and national (TESOL) organizational trainings.

Currently our ESL staff meets weekly for common planning time and curriculum development.

Parental Involvement

- 1. Describe parent involvement in your school, including parents of ELLs.**

ELL parents at Arts and Technology High School, have the opportunity to participate in school programs and events. Information flyers are translated and provided to students (when available) in their native language, to ensure that parents are aware of the opportunities that arise. Parents are also invited to the school several other times during the school year.

ELL parents are invited to attend an informational parent night at the beginning of the school year, so that they can learn about their student's current placement. At this meeting parents are also informed of the several activities that will occur during the school year and they have the opportunity to discuss any questions or concerns they may have.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Arts and Technology high school does not participate with other agencies or community based organizations.

3. How do you evaluate the needs of the parents?

4. How do your parental involvement activities address the needs of the parents?

ELL parents also work closely with ESL teachers to plan the ESL Achievement Night, which is held annually in May/June. This themed event is held annually to acknowledge the academic achievement of students in the freestanding ESL program. Students receive awards for their achievements and are acknowledged for their dedication to education. Parents are invited to attend and to assist in the planning/preparation for the event. Prior to the ESL Achievement Night event, parent's are surveyed to determine what they believe the appropriate theme for the year should be and what types of rewards they believe students should receive.

Review of the Assessment Data

1. What is revealed by the data patterns across proficiency level (on the LAB-R and NYSESLAT) and grades?

Across grades, the data reveals that students are more proficient speakers and listeners of English than readers and writers. The data suggests that as students are promoted to the next grade, their English proficiency is advancing. This data is derived from analyzing NYSESLAT scores of our ELL population, for whom a NYSESLAT score was given (as reported on the RLAT). Currently, we have an ELL population of 56 students (grades 9th-12th), however data (broken down by modality – listening, speaking, reading, writing) was not available for all Ells. Four students, who were out-of-country prior to this school year, were administered the LAB-R and have different assessment data. The students' scores will then determine their level of placement for ESL instruction. It should be noted that the NYSESLAT reports modality scores as pairs (Listening/Speaking and Reading/Writing) and not as individual components.

According to the data, there are 5 students who are beginners, 32 Intermediate students, and 19 Advanced students. An increasing amount of students have mastered their BICS (basic interpersonal communication skills). However, these students need additional support with reading comprehension and writing. This accounts for a higher number of students scoring at the intermediate level.

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Considering that the majority of our ELL population is composed of intermediate to advanced listeners and speakers of English and that their placement was largely based on their reading and writing scores, our curriculum focuses on heavily on literacy skills. Specifically, we offer a literature-content based curriculum that focuses on improving students' reading and writing skills while fine tuning their academic speaking and listening skills.

3. N/A

4. N/A

5. Describe how you evaluate the success of your programs for ELLs.

Students in the Freestanding ESL program receive all of their core content area instruction in English. Depending on their placement (as determined by the NYSESLAT/LAB-R), our Ells receive 1-3 periods of ESL daily, as mandated.

Teachers use both formative and summative assessments throughout the school year to determine the performance of ELLs in their classroom. These assessments provide teachers with information to inform their instruction. Teachers determine whether or not students are learning the skills they need to attain, which are aligned with the state standards.

Special emphasis is placed on writing across the curriculum. The Writer's workshop model is a key component of the ESL curriculum. There is also a strong reading component to instruction for students that placed at the intermediate level. They also engage in analysis of text across content areas. We measure their success in writing through both teacher made tests and standardized tests in each subject across the curriculum.

The NYSESLAT also serves as an evaluation tool for ESL teachers, as it helps to determine whether or not students are progressing in the way they should and what areas remain to be a weakness.

The results of these assessments helps us to determine what new programs we may need to institute and what areas we need to focus on to enhance the academic performance of ELL students.

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:** 56 LEP Non-LEP

Number of Teachers 2

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.

The High School of Art and Technology offers a Freestanding ESL Program. Our program consists of 37 English Language Learners. The majority of our English Language Learners (ELLs) speak Spanish. A small percentage of students speak French, Tibetan, Arabic and Chinese. There are 3 ESL classes. The classes contain students of mixed grade levels and mixed fluency levels from newcomer to advanced language proficiency. There are up to 20 students in each class.

ESL Program:

- Content area teachers are provided with a list of ESL students and their fluency level. Content area teachers are provided with NYSESLAT scores and supported by the ESL Department.
- Beginner students receive three periods of ESL per day, intermediate students receive two periods of ESL per day and advanced students receive one unit of ESL and one English Language Arts, as per CR Part 154 requirements.
- ESL instruction is aligned with the NYS Learning Standards for ESL and the goal is for success of the ELLs and subsequent placement in mainstream classes.
- Regents preparation courses (ELA Regents) are offered to all juniors and seniors in their advanced ESL classes.
- ESL instruction is provided by fully certified ESL teachers.

A. **Curricular:** Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

- Saturday school is provided for ELL students to prepare them for NY State exams and further support in academic subjects. Students are supported in all subject areas.

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.

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.

Form TIII – A (1)(b)

School: H. S. of Arts and Technology BEDS Code: 310300011494

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional staff, per session, per diem (Note: schools must account for fringe benefits):	\$8,400	150 hours of per session of after school drama class and regents Saturday school programs
Purchased services such as curriculum and staff development contracts:	\$1,345	Professional conferences, PD contracts
Travel:	\$37	Travel expenses to conferences and PD contracts.
Supplies and Materials:	\$2,528	To supply supplemental software, dictionaries and workbooks for our PM/Saturday School programs.
Parental Involvement	\$974	Parent literacy and technology education workshops. Awards dinner.
Trips	\$1,716	Trips to see ESL theatre and Broadway theatre.
TOTAL	\$15,000	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	To supply supplemental teaching services for the ELL population in our PM school and Saturday School programs. 2 ELL certified Teachers x (3 hours a week)x 4 weeks a month x 7 months x \$50(per session with fringe) = \$8,400
Code 40 Purchased Services	2009 NYS TESOL Annual Conference <i>Critical Literacy: Opening Words and Worlds to English Language Learners</i> (\$145 for one TESOL non member). QTEL (Quality Teaching for English Learners) "Building the Base" Professional Development, 4 days \$400 Per Diem substitute teacher while the ELL certified teacher is attending the QTEL Professional Development.\$200 * 4 days = \$800 Conference registration fee \$145, and Professional development \$400,and per diem substitute (for

	ELL teacher to attend conference) \$800 = \$1345
Code 45 Supplies and Materials:	To purchase 4 copies of beginner Rosetta Stone software = \$500 * 4 copies = \$2,000. Purchase supplemental software, dictionaries, novels for SIFE and beginner level English Language Learners in the PM school and Saturday school programs = \$528. \$2,000 + \$528 = \$2,528
Code 46 Travel Expenses:	\$22 Metro North rail ticket for one person and \$15 cab to conference center - travel to professional conference (NYSTESOL) = \$37
Parental Involvement	Supplies for parent literacy and technology education workshops and Awards dinner. Food and refreshments for education workshops and awards dinner \$800. Supplies for awards \$174, Total : \$974
Trips	Broadway Classroom - trip to theatre to see Phantom of the Opera \$44 * 37 students and 2 teachers = \$1716
TOTAL	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

This information is obtained through initial interviews, ATS data, and through informal student information. The largest sub-group in our school is Spanish speakers.

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.

Highest need is translation of school generated letters and notices in Spanish – 18% of our families speak Spanish at home. These findings are reported to our SLT, at Parent-Teacher Conferences, and through newsletters.

Part B: Strategies and Activities

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

We will use in-house staff with Spanish literacy skills to translate documents whenever possible and use Per Session funding. We are fortunate enough to have a teacher who is fluent in French and she supports our students from the Ivory Coast. Being that some NYC DOE documents are available in Spanish and other languages, we try and use as many of those documents as possible. If a teacher needs a document translated, they speak with the Assistant Principal. At parent-teacher conferences oral translation is made available by staff members.

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 interpreters are available through our staff members in Spanish and French. When the need arises, a student who speaks a language other than Spanish or English can aid with interpreting.

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

The school supplies Regent Exams in a student's native language. Translation services are available when necessary. Dictionaries, glossaries and texts are available to students in a variety of languages.

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:	349,902	181,100	531,002
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,499		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,792	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,495		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		9,055	
6. Enter the anticipated 10% set-aside for Professional Development:	21,582		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		2,680	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____95%_____
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.

Teachers are advised of the resources available through the school. Teachers who are not considered “High-Quality” are targeted for these resources and encouraged to use them in order to fulfill their certification requirements.

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

The High School of Arts and Technology and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will help the children achieve the state’s high standards.

This School-Parent Compact is in effect during school year 2008-2009

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

How do we ensure that the channels of communication are as open and as genuine as they can be between the school and our parent base? This is the question that we grapple with, as a community, on a daily basis, in our efforts to

provide the most concerted, team driven effort at raising the success rate of our children here at The High School of Arts and Technology. The school leadership is resolute in our efforts towards developing a comprehensive plan to ensure active, meaningful participation from our parents across racial, ethnic, political, and economic lines. We attempt to foster positive action by parents through our cultivating of outside relationships (New York City Opera, L.E.A.P. Learning Extended through the Arts Program), Guggenheim Museum, numerous events (Parent Teacher Conferences, Financial Aid Workshops, Special Education Information Sessions, AVID Night, ELL Parent Evenings, Pot-Luck Dinner, and our Annual Fashion Expo) and committees (School Leadership Team, Parent Teacher Association, and our Title 1 Planning Committee).

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 Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The PTA has been steadfast in its efforts towards soliciting bilingual parents as “*class parents*” to continue fostering better communication between the teaching staff and families, targeting our Hispanics speaking families. All parent teacher conferences have an evening component for parents who must work during the school day. Through our advisory program, parents are able to make alternative plans to meet with their child’s advisor who through the relationship forged with their advisee, is able to speak intelligently on advisee’s progress in all areas of academic, social and emotional life, as well as provide meaningful intervention strategies for at-risk students.

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

Aside from the constant interaction between advisors and the families of their advisees, we have School Messenger automated phone service (calling for attendance issues and school events), and phone marathons led by our Parent Coordinator and several members of the community, to pull in as many family members as possible for events. The Parent Coordinator also, on a monthly basis distributes to every child a school calendar that lists all school/regional/city testing and events, and in both English and Spanish, to take home to parents. Calendars are also mailed to homes. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child through our monthly mailings, including calendars and various updates.

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.

The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meetings and through phone calls if a particular issue arises. There are four parents on the School Leadership Team. 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 initial Title I SWP application, the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan.

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. In terms of our parent involvement goals for next year, we have established the following two indicators for success:

- Parent attendance at monthly PTA meetings will increase by 5% by June 2009.
- Parent volunteers in the school program will increase by June 2009.
- Parent Learning Environment surveys will be returned by an increase in 1% over last year.

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

The Compact was developed collaboratively with the administration, School Leadership Team and the General Parent Association body. Conversations have taken place, through out the school year, consistently focusing on the development of a document that clearly states our vision of how the Parent body of the High School of Arts and Technology believes it can support the success of our school and inherently our students.

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.

SCHOOL PARENT INVOLVEMENT POLICY

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

This School-Parent Compact is in effect during school year 2008-2009

8. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS.

How do we ensure that the channels of communication are as open and as genuine as they can be between the school and our parent base? This is the question that we grapple with, as a community, on a daily basis, in our efforts to provide the most concerted, team driven effort at raising the success rate of our children here at The High School of Arts and Technology. The school leadership is resolute in our efforts towards developing a comprehensive plan to ensure active, meaningful participation from our parents across racial, ethnic, political, and economic lines. We attempt to foster positive action by parents through our cultivating of outside relationships (New York City Opera, L.E.A.P. Learning Extended

through the Arts Program), Guggenheim Museum, numerous events (Parent Teacher Conferences, Financial Aid Workshops, Special Education Information Sessions, AVID Night, ELL Parent Evenings, Pot-Luck Dinner, and our Annual Fashion Expo) and committees (School Leadership Team, Parent Teacher Association, and our Title 1 Planning Committee).

9. 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 Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The PTA has been steadfast in its efforts towards soliciting bilingual parents as “*class parents*” to continue fostering better communication between the teaching staff and families, targeting our Hispanics speaking families. All parent teacher conferences have an evening component for parents who must work during the school day. Through our advisory program, parents are able to make alternative plans to meet with their child’s advisor who through the relationship forged with their advisee, is able to speak intelligently on advisee’s progress in all areas of academic, social and emotional life, as well as provide meaningful intervention strategies for at-risk students.

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

Aside from the constant interaction between advisors and the families of their advisees, we have School Messenger automated phone service (calling for attendance issues and school events), and phone marathons led by our Parent Coordinator and several members of the community, to pull in as many family members as possible for events. The Parent Coordinator also, on a monthly basis distributes to every child a school calendar that lists all school/regional/city testing and events, and in both English and Spanish, to take home to parents. Calendars are also mailed to homes. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child through our monthly mailings, including calendars and various updates.

11. 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.

The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meetings and through phone calls if a particular issue arises. There are four parents on the School Leadership Team. 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 initial Title I SWP application, the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan.

12.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. In terms of our parent involvement goals for next year, we have established the following two indicators for success:

- Parent attendance at monthly PTA meetings will increase by 5% by June 2009.
- Parent volunteers in the school program will increase by June 2009.
- Parent Learning Environment surveys will be returned by an increase in 1% over last year.

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

The Compact was developed collaboratively with the administration, School Leadership Team and the General Parent Association body. Conversations have taken place, through out the school year, consistently focusing on the development of a document that clearly states our vision of how the Parent body of the High School of Arts and Technology believes it can support the success of our school and inherently our students.

14.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.

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.

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 was addressed in the Needs Assessment.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. Rigorous Content Curriculum
 - b. 90 Minutes of Literacy
 - c. PM School
 - d. Saturday Academy
 - e. Credit Recovery Classes
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that increase amount and quality of learning; help provide an enriched and accelerated curriculum; meet the educational needs of all students including target populations; and are consistent with NYS and NYC standards.
 - a. Standard based curriculum
 - b. Differentiated instruction
 - c. PM School
 - d. Saturday Academy
 - e. 37 ½ Minutes, 4 times weekly, for at-risk 9th and 10th graders
 - f. Individualized Programming for ELLs, Special Needs and At-Risk Students
 - g. Counseling services
 - h. College Planning
 - i. National Honor Society
 - j. Advisories
 - k. Options: College and Career Planning
 - l. VESID
 - m. Virtual Enterprises
 - c) Guidance Services

Three highly qualified guidance counselors for grades 9-12.

3. Instruction by highly qualified staff.
 - a. Increase effort to attend all City-wide job fairs
 - b. Give 1st preference to certified teachers
 - c. Support non-highly qualified staff with Title I funding
 - d. Mentoring

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.
 - Provide effective ongoing staff development to support the new instructional models in balanced literacy across the curricula
 - Continue to utilize the daily CPT meeting
 - Staff development and training in the 90-minute teaching block
 - Review data collection and analysis to ensure that it PD meets the needs of the data expressed
 - Provide on-going training on implementing teaching strategies which support The Principles of Learning
 - Use of common preparation periods and after-school workshops to plan interdisciplinary activities
 - Research successful professional development programs

5. Strategies to attract high-quality highly qualified teachers to high-need schools
 - a. Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).
 - b. Bi-Annual Planning Retreats – twice a year the staff retreats for a weekend of planned study of initiatives that enhance and support instructional excellence
 - c. Increase in the amount of technological resources and additional training

6. Strategies to increase parental involvement through means such as family literacy services.
 - a. Advisory outreach
 - b. ESL services for parents
 - c. Parent Coordinator outreach

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

N/A

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

- a. Instructional Cabinet
 - b. Grade team meetings
 - c. Department meeting
 - d. Intervention by Assistant Principal for scholarship
 - e. CPT (common planning time) for all teachers
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.
- a. Reading diagnostic followed by 37 1/2 minute tutoring period and 90 minutes of literacy
 - b. School-wide grading policy
 - c. Progress Reports
 - d. Advisory
 - e. Report Cards
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.
- a. Extended Day Anti-Violence Grant – anti-violent workshops
 - b. VESID
 - c. Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).
 - d. Increase in the amount of technological resources and additional

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

2. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
3. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
4. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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.

- **English Language Learners**

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

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

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

The ELA and ESL teachers will work towards addressing the issues in the above findings. The Literacy Coach, who is also a member of the CFI team, will lead the work with the group of teachers. The teachers will meet throughout the year in order to reflect upon Finding 1 A. The 5 components of Key Finding 1.A will be addressed during the meetings. Teachers will work at producing evidence for each of the 5 Key Findings. In reviewing the CEP and ELA/ESL curriculum, the teachers have begun to better align and standardize classroom curriculum. Teachers have begun to work towards creating a standard curriculum for each grade level. Although there is evidence of an ELA curriculum, further development in curriculum mapping in the hopes of creating a better scaffolded curriculum is necessary.

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?

Curriculum Maps: The curriculum for ELA is document based and has never formally been placed in the form of a Curriculum Map. What exists in the document are the essential questions, skills, texts, and forms of assessments. The ESL and ELA teachers need to formalize the curriculum and continue to assess that the standards are being met in each of the grade levels. Further inclusion of skill sets need to be assigned to each of the grade levels. With the standardization of the curriculum maps, we will be able to exceed the findings in 1A. 1.

Taught Curriculum: Since the ELA Regent Exam is one of the driving forces behind the ELA curriculum; the 7 standards of ELA are integrated in the ELA curriculum. The ELA department has gone so far as to adapt the Regent's rubric for their writing assessments. However, after further investigation, it has been decided that continued work needs to be done in the following areas: Speaking, Listening, and Viewing, Public and Functional Documents. While there are opportunities for students to prepare oral presentations, we believe that this is an area where

teachers and students need to grow. The oral presentations should not only be an ELA benchmark, but should be integrated in all of the content areas. In addition, a greater use of public and functional documents also needs to be developed. In addition, we need to differentiate instructional strategies further for ELLs in the classroom.

ELA Materials: We are fortunate to have a sufficient amount of curriculum materials. However, we need to continue to grow classroom libraries and classroom novels in order to support the learning of our ELLs and our struggling readers.

English Language Learners: Our English Language Learners are increasing in numbers each year. At this moment, most of our ELLs are Spanish speakers. However, we have a small group of Ivory Coast students who speak French. Each year we also enroll a few Chinese and Arabic speakers. Currently, we have an ELL program which is aligned to the state standards. Since we are able to level our students, instruction is able to focus on the needs of each of the three groups. While the beginner classes are fundamentally basic in the English language, by the time the students reach the advanced level, they are analyzing literature and working on their critical thinking skills.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

As a department we need to reexamine our pacing and sequence of our courses to ensure that our students are moving forward towards graduating with Advanced Regents Diplomas and rigorous college preparatory math education.

Within each course, we must examine the materials used and the suggesting pacing and sequence to ensure that students are being led to mastery of content and process standards. This will require a reexamination of assessments and modes of instruction to ensure that all students are receiving high quality instruction. Furthermore, we will look at all lessons and the overall pacing to ensure that it aligns with the most recent New York state standards.

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?

The Math Curriculum map focuses on the courses that students will take while they are at the school, however, the map does not spell out what major goals are to be accomplished in terms of student understanding by the time students complete the course. Furthermore, not all paths include a rigorous college preparatory mathematics curriculum.

Teacher's base unit and lesson plans on topics and skills that are tested on the state Regents exams, however, these skills are rarely linked directly to the applicable State Standard. Furthermore, lessons and objectives are much more focused on the content strands than on the process standards. As a result, students are not pushed to develop rigorous mathematical thinking thus limiting the depth of the problems and projects that are presented.

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.

The first thing that we must do as a department is to run professional developments to ensure that all teachers are aware of the most current content strands and the process strands. We will also take a hard look at the materials that are used in our classrooms to ensure that they are aligned to state standards and assessments. Furthermore, we must push our instruction and assessment to include rich problems and projects that force students to think deeply and apply their knowledge in a more complete manner. This can be accomplished by using the common planning time more efficiently and having all teachers working together to improve alignment and difficulty and depth of problems, projects and assessments.

We must also reexamine the course map for mathematics and identify major understandings and skills that students must have by the time they reach certain milestones in their mathematical career. We must also look at our course offering to ensure that all students have the opportunity to pursue a college preparatory mathematical education.

- 1) High academically focused class time
- 2) High student engagement
- 3) 65% of the time direct instruction
- 4) Low technology use

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

While working with the Literacy Coach, teachers will continue to work on developing and fine tuning curriculum maps. These curriculum maps will serve as the master plan of the academic year. The curriculum maps will not only reflect the content being taught, but the skills, sub-skills, student products, and the strategies that were implemented.

As we begin this work, careful attention will be paid to our ELL and Special Education students. We want to ensure that these groups will receive the necessary support in order to obtain academic success. While we continue to modify the workshop model in the 45 minute period, there will be a greater emphasis on the sixth standard. Students will have more opportunities to conduct research and conduct formal presentations. This will enable the standard for speaking and listening to be met. In addition, several grants will be written with the hopes that classroom libraries will be expanded in order to meet the needs of our various learners.

At departmental meetings provide teachers with additional opportunities to become aware of the NYSLS for ESL. We will also assign times where ELL teachers would plan with teachers who have students who are ELL's so learning can be individualized to a greater degree. In addition, we will have professional developments that focus on collaborative lesson planning with a focus for ELLs during common planning time. At that time teachers will bring their lesson plans to review and reflected upon how ELLS are being taught. During the pre observation process the Assistant Principal will address how ELLS are receiving instruction and what strategies teachers will be using to address the specific learning needs of ELLs.

We will also use the evaluative process as per the DOE to evaluate how teachers are addressing the learning needs of ELLs. Additional in-house professional development will be provided by professional developers from the district. We will focus on the most effective ways teachers can address the learning needs of ELLs in the content areas.

Finally, it is important that the language of the state standards become a common language within the school community. Allowing for transparency will promote a sense of shared responsibility in the classroom

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?

In the 2007-2008 Quality Review, the reviewer recommended that teachers needed to develop additional strategies to engage our student population.

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.

While the workshop model has been modified to fit the 45 minute period in ELA classes, further development of this model needs to be carried over into the content areas. Additional instructional time needs to be allotted for students to explore and create their own meaning and understanding of texts and content. While we are fortunate to have lead teachers in the content areas, the Cabinet needs to better utilize their talents in guiding their colleagues. In addition, teachers need to take part in professional development that is offered throughout the school year. Once the teachers are empowered, they can turn-key the professional development to other teachers in their department and the school. The Cabinet needs to make sure that these opportunities are made available to teachers and that teachers are seizing these opportunities. Assistant Principals need to conduct informal observations where the focus is teaching style. The interaction between A.P. and teacher will foster an environment where the teacher is comfortable approaching school leadership for advice.

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:

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.

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The math chairs will meet with the assistant principal, the math specialist who comes to the school, and representatives from each of the grades to discuss the challenges and the perceptions of the math department as a whole and of the cited issues specifically. Furthermore, the math chairs will perform intervisitations of the other math teachers specifically looking for the issues listed above. Finally, the math department will share their own observations about how these issues are playing out in individual classroom.

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?

Evidence that will show the validity of these concerns are formal and informal observations, specifically watching for efficient use of class time, evidence of student engagement, recurrence of direct instruction, and use of technology.

We will also examine lesson plans to see how often technology and direct instruction are implemented.

Student engagement will also be measured by having conversations with a random sampling of students in a variety of classes.

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

The number one way to address the majority of these issues is through planning. The department must work together to ensure that lessons are engaging and that there are opportunities for students to be developing their own understandings. As stated in the previous section, teachers must commit to meeting and sharing their plans so there can be feedback and improvements so students have the best possible learning experience.

As a department, we must also provide professional development to ensure that all teachers are able to use the calculators and Smart boards that they have at their disposal. Once this is accomplished, this can be another area of focus for our common planning time.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The cabinet meets monthly to discuss teacher progress.

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

Applicable X Not Applicable

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

Over the last six years we have had a stable faculty. We have experienced growth but have not been met with masses of teachers leaving the school each year. June of 2008, had the largest number of faculty members leaving due to life changing events (marriage, birth of a child, and out of state relocation)

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The Cabinet will create an ELL questionnaire around their knowledge of ELLs and classroom strategies. Once the data is collected, the CFI team, with the help of the ELL Department, will share the data from the questionnaire with the staff.

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

X Applicable Not Applicable

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

The majority of professional development time is used on providing teachers with strategies to support the learning in the classroom. Very little time is spent on reviewing the policies that are implemented for English Language Learners. However, Teachers have attended professional developments during the 2008 year in teaching across the content areas, but further efforts must be made to implement this in all subject areas. Teachers who teach ELLS will be registered for professional development opportunities that address this concern

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.

The ELL teachers with the support of the school's cabinet will begin to implement professional development around the QTEL and the Language Allocation Policy. Outside consultants in the DOE will be solicited for support in this area. In addition, teachers who teach ELLS will be registered for PDs that address this concern. We would also like to continue visits from the ELL specialist from Central to audit and conduct professional development on ELL teaching strategies at our school.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

ELL teachers, the programmer, and members of the cabinet will review student records in order to assess if ELL students are programmed correctly. In addition, the cabinet will conduct walk-throughs of ELL classes to monitor classroom instruction. Finally, the dissemination of this data will be shared with all teachers at faculty meetings.

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

X Applicable Not Applicable

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

Our school uses the data collected from the NYSESLAT exams to program students in classroom environments which are able to best support their English language development. We use the previous year's data in order to guide the programming.

We also provide teachers at the school with the NYSESLAT data. During common planning time grade meetings, we identify ELLs and their levels as beginners, intermediate, or advanced. However, not all teachers are using this information to differentiate instruction.

Data from the NYSESLAT is also used to determine which teachers attend professional developments that are associated with teaching content to students.

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.

We need to continue receiving information and attend Professional Development about additional strategies to support our ELL population in the classroom.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- Special Education Teachers regularly participate in observations by the Assistant Principal and Principal and receive written reports in their written evaluations about how their instructional approach is supporting the instructional objectives of their students.
- Grade team meetings where teachers meet according to grade and discuss their student's progress (including students with special needs).
- IEP's were distributed to every teacher in the school at Common Planning time meetings and training in reading them so they can create appropriate lesson plans occurred at the time they received them.
- Special education teachers and their partner General Education collaborating teacher have attended training on best practices in Collaborative Team Teaching together and received a reflective rubric developed by the office of Special Education Initiatives
- Two Teachers have attended professional developments on IEP writing in October 2008.
- Special Education teachers will receive training on the new IEP process as opportunities arise within the NYC school system.
- The assistant principal in charge of special education attends monthly AP Special Education Meetings with the coordinator of Special Education Services which are facilitated by the Special Education Administrators of our network.
- Special Education Teachers attend bi weekly Common planning time departmental meetings to keep current on special education concerns at the departmental levels. IEP's are discussed at that time.
- Special Education Teachers are receiving ongoing monthly professional development in enhancing instructional strategies such as lesson plan development in CTT settings and other areas, ex: classroom management, project based learning, curriculum development.
- Special Education teachers are receiving and will continue to receive training and development in using the instructional website from the office of Special Education initiatives www.weteamteach.org

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

X 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?

- IEP's were distributed to every teacher in the school at Common Planning time meetings and training in reading them so they can create appropriate lesson plans occurred at the time they received them.
- Special education teachers and their partner General Education collaborating teacher have attended training on best practices in Collaborative Team Teaching together and received a reflective rubric developed by the office of Special Education Initiatives
- Two Teachers have attended professional developments on IEP writing in October 2008.
- Special Education teachers will receive training on the new IEP process as opportunities arise within the NYC school system.

- The assistant principal in charge of special education attends monthly AP Special Education Meetings with the coordinator of Special Education Services which are facilitated by the Special Education Administrators of our network.
- Special Education Teachers attend bi weekly Common planning time departmental meetings to keep current on special education concerns at the departmental levels. IEP's are discussed at that time.
- Special Education Teachers regularly participate in observations by the Assistant Principal and Principal and receive written reports in their written evaluations.
- Special Education Teachers are receiving ongoing monthly professional development in enhancing instructional strategies such as lesson plan development in CTT settings and other areas, ex: classroom management, project based learning, curriculum development.
- Special Education teachers are receiving and will continue to receive training and development in using the instructional website from the office of Special Education initiatives www.weteamteach.org

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.

- We will continue to have the Assistant Principal and Coordinator of Special Education Services attend bi monthly Professional Development and turnkey the information they learn at PD 's with our faculty.
- We will continue to work with our special education administrators in the district by having them conduct in-house professional developments with the administrators and teaching faculty on relevant special education issues.

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

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

Please respond to the following questions for Key Finding 7:

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

- The head Dean of Discipline is a special education teacher and actively participates in the behavior modification program of our students.
- Special Education teachers will receive training on how to write more effective behavior management plans by attending the office of special education initiative professional development trainings throughout the school year.

- The Coordinator and Consultant for Special Education Services will review each IEP and provide their authors with feedback regarding behavior plans, goals and objectives.
- The guidance department, deans, advisor and teacher of students with special needs are actively involved in the process of addressing behavioral issues with parents and students through interventions such as parental conferences, counseling and attendance at IEP conferences.

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

X Applicable Not Applicable

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

- The head Dean of Discipline is a special education teacher and actively participates in the behavior modification program of our students.
- Special Education teachers will receive training on how to write more effective behavior management plans by attending the office of special education initiative professional development trainings throughout the school year.
- The Coordinator and Consultant for Special Education Services will review each IEP and provide their authors with feedback regarding behavior plans, goals and objectives.
- The guidance department, deans, advisor and teacher of students with special needs are actively involved in the process of addressing behavioral issues with parents and students through interventions such as parental conferences, counseling and attendance at IEP conferences.

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.

Further professional development opportunities by central to support our special education teachers in the creation of model IEPs.
A calendar of trainings for the year would be very helpful. Additional trainings are necessary since they often fill up to quickly

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.)

Six

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

Breakfast, lunch and after-school snack (if programmed for PM school).
Monetary support for school supplies
School uniform without charge
Counseling services
Support from Parent Coordinator.
School internships when applicable

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.
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.