



**TALENT UNLIMITED HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 02M519**

**ADDRESS: 300 EAST 68<sup>TH</sup> STREET, NEW YORK, N. Y. 10065**

**TELEPHONE: 212-737-1530**

**FAX: 212-737-2863**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M519      **SCHOOL NAME:** TALENT UNLIMITED HIGH SCHOOL

**SCHOOL ADDRESS:** 300 East 68<sup>th</sup> Street, New York, N. Y. 10065

**SCHOOL TELEPHONE:** 212-737-1530      **FAX:** 212-737-2863

**SCHOOL CONTACT PERSON:** Linda Hamil      **EMAIL ADDRESS:** [Lhamil2@schools.nyc.gov](mailto:Lhamil2@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Linda Hamil

**PRINCIPAL:** Linda Hamil

**UFT CHAPTER LEADER:** Victorianne Cappiello

**PARENTS' ASSOCIATION PRESIDENT:** Andrea Zuco

**STUDENT REPRESENTATIVE:** Moses Mayungbo  
*(Required for high schools)*

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

**DISTRICT:** 02      **SSO NAME:** CFN1

**SSO NETWORK LEADER:** Shona Gibson

**SUPERINTENDENT:** Francesca Peña

**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
Linda Hamil	*Principal/Faculty	
Victorianne Cappiello	*UFT Chapter Chairperson/Faculty	
Andrea Zuco	*PA/PTA President/Parent	
Tayna Cobran	Title I Parent Representative	
Moses Mayungbo	SGO President/ Member	
Francesca Rodriguez	SGO Vice President/Member	
Wilhelmina Frankfurt	Member/Teacher	
Nicole Brown	Member/Teacher	
Rosemarie Michelle Hill	Member/Parent	
Edward Streeter	Member/Parent	
Celeste Lewis	Member/Parent	
Alana Brown	Member/Parent	

\* Core (mandatory) SLT members.

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

### **SECTION III: SCHOOL PROFILE**

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

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

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Talent Unlimited High School is a New York City performing arts public high school with an enrollment of 415 students (as of the January CEP updates) representing all five boroughs. As part of the Julia Richman Educational Complex on East 68<sup>th</sup> Street off Second Avenue in Manhattan, Talent Unlimited is widely recognized for fostering a tight-knit and caring school community and providing all students with a rigorous academic preparation and an exemplary performing arts program. Our students are admitted by audition and by meeting high academic standards.

TUHS offers an arts integration curriculum aimed at preparing its students to achieve artistic and academic excellence. Students are accepted into one of five arts majors programs: dance, drama, instrumental music, musical theatre, and vocal music. Students take Exit Exams in the arts at the end of their senior year and receive an Arts Endorsed Diploma in addition to their Regents Diploma.

The Talent Unlimited Dance Program focuses on an understanding of how the body, mind and soul of the dancer interact. Dance Majors study classical and modern technique as well as choreography and repertory. The courses include: dance history, appreciation and composition, anatomy, and kinesiology. Dancers at Talent Unlimited participate in arts outreach programs at Lincoln Center and the Martha Graham Dance Center. They work with a variety of outside choreographers and auditions for SUNY Brockport and other universities that have a dance department. Advanced junior and senior dance students study on site at the Martha Graham Dance Center. They also have an opportunity to audition for the Martha Graham Dance Company and some recent alumni have become part of this national dance troupe.

The Talent Unlimited Drama Program follows a model curriculum that includes courses in movement, and dance for actors, voice and speech, theatre history, scene and monologue study, communications, stage production, and film making. Student performances are staged throughout our school year, each year. Both drama and dance courses of study have been recognized by New York State as Career and Technical Education programs.

The Instrumental Music Program trains our students to express themselves artistically and make intellectual connections among diverse musical styles. Our students are immersed in a broad and wide range of genres, including seminal works of the baroque, classical and romantic eras. They are also exposed to jazz, rock, pop R&B and contemporary composition, and participate in the Talent Unlimited Concert Band, String Ensemble and Orchestra and Jazz Band. These music groups also participate in NYSSMA adjudication and perform throughout NYC at various venues.

The Talent Unlimited Musical Theatre Program prepares students for the "triple threat" of singing, acting and dancing through study of vocal technique, dance, drama, solo and ensemble work, scene analysis, audition technique and musical theatre history. Full-scale productions are undertaken each school year from a repertoire of classic Broadway shows.

The Vocal Music Program exposes our students to an exciting and diverse repertoire ranging from Bach to Billie Holiday. Emphasis is placed on vocal technique, textual analysis, performance practice, musical literacy and sight singing. Individual study is supported for the preparation for the New York State Music (NYSSMA) adjudication.

In preparing our students to meet rigorous and high academic standards, we provide our students with a regents-based curriculum across all academic content areas, with the opportunity for our students to achieve the regents and advanced regents' diplomas. Our students are given the opportunity to accumulate college course credits through Advanced Placement courses provided at our school and other college-level courses in sponsorship with Hunter College. We meet the instructional needs of our students through student-centered teaching and learning environment which provides our students with a sense of empowerment in the learning process. The curricula and curriculum maps across all academic content areas are prepared by teachers knowing the prerequisite knowledge and learning needs and styles of their students, and they are prepared in accordance with the New York State Learning Standards. The academic curricula and curriculum maps are always revisited and refined in order to meet the learning styles of all the students.

In terms of academic intervention and college preparation and placement, our guidance department works very closely with all of our students to review student transcript data, accumulated course credits, and course grades. Furthermore, our guidance department assists our students with the college application process, through individual consultations with parents and graduating seniors. Our guidance department arranges college visits and tours for our students and their parents. Also, we invite state / city and private colleges and universities to meet with our Talent Unlimited HS seniors for an in-house college presentation. At this time, our school's college acceptance rate is 95 percent.

Currently, Talent Unlimited High School maintains meaningful and educational partnerships to provide all of our students with hands-on and technical experience in the arts and across the academics. Our partnerships include: ABC News, Epic Theatre Ensemble, Inter School Orchestra, Martha Graham School of Contemporary Dance, The American Folk Art Museum, Princeton Review, SAT Prep, "Western Wind" Vocal Ensemble, Sweet Plantines, and Exploring the Arts (arts internship program).

The vision we sustain at Talent Unlimited is to cultivate and nurture a community of passionate, college ready citizen artists dedicated to lifelong learning and creative collaboration.

**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							
<b>School Name:</b>	Talent Unlimited High School						
<b>District:</b>	2	<b>DBN:</b>	02M519	<b>School BEDS Code:</b>	310200011519		
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		91.8	92.0	93.5
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		99.2	98.4	98.1
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		44.5	39.4	39.8
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		4	1	4
Grade 9	181	107	102	<b>Recent Immigrants - Total Number:</b>			
Grade 10	109	153	100	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	106	104	144		2	0	0
Grade 12	125	95	92	<b>Special Education Enrollment:</b>			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	521	459	438		2	0	0
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	10	Superintendent Suspensions	2	0	0
Number all others	6	16	3	<b>Special High School Programs - Total Number:</b>			
These students are included in the enrollment information above.				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	N/A	215
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		24	25	24
# receiving ESL services only	5	5	0	Number of Teachers	24	25	24

**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	0	0	0	Number of Administrators and Other Professionals	7	7	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	56.0	61.5	75.0
				% more than 5 years teaching anywhere	40.0	38.5	45.8
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	84.0	77.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.7	82.9	93.9
American Indian or Alaska Native	0.4	0.0	0.0				
Black or African American	36.1	36.6	36.8				
Hispanic or Latino	42.6	41.0	38.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.5	2.5				
White	19.2	20.9	20.3				
<b>Male</b>	24.8	25.3	23.3				
<b>Female</b>	75.2	74.7	76.7				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

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

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

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	79.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	19.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	1						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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?
- 

Data is constantly reviewed by our faculty and school leaders to determine school wide concerns and how to best address these issues. After reviewing the data from last year's CEP, the Learning Environment Survey, ARIS and Progress Reports, Scholarship reports, attendance records, as well as articulation numbers gathered from audition tickets over the past two years, a need to reassess credit accumulation and school visibility became topics of concern.

The ARIS data revealed a student trend in credit loss, which began in 10<sup>th</sup> grade and expanded into 11<sup>th</sup> and 12<sup>th</sup> grades substantially. I noted that students started making up lost credit beginning in their junior year, which is later than it needs to be. As a CTE performing arts school that implements arts exams in the senior year, arts courses were not dropped during the first two years, during which time skills were being developed. This did not allow sufficient time for credit recovery in student programs. A need for credit recovery opportunities was investigated. Thus the Regent's week intensive credit recovery sessions and independent study sequence will be initiated this year (Goal #1...By June 2010, the graduation rate will increase 1% from 89.5% to 90.5% through the provision of increased credit recovery opportunities for at-risk seniors in jeopardy of graduating.).

I also noticed that the arts reflect the individual learning styles of our students and when infused into the academics, our student achievement rates rise. Thus, we will increase arts integration into our content courses to raise student achievement. A staff PD on arts integration is scheduled October 30<sup>th</sup> and grade level teacher teams will be meeting once a month to address student learning styles and needs as well as curriculum mapping between academics and the arts (Goal # 2).

Another trend identified was the drop in audition numbers and school register. In 2006 we had 2345 students audition to get into our school and by 2008 the number dropped to 1290. We attributed these results to a number of factors: how the economy affects the arts; an increase in screened enrollment arts schools in the DOE, and low visibility to prospective students and their parents. We will implement a community service outreach initiative, which will help gain higher visibility for our school and drive an increase in audition numbers and increased register (Goal # 3).

As we move forward giving our students instructional support and strengthening our community, I take much pride in seeing our school move from a “B” to an “A” on our Progress Report and receive a “Well Developed” on its 2008 Quality Review during its previous year. This year our school Survey indicated continuous improvement, revealing the highest levels of satisfaction (green on the chart) in all four categories.

Our greatest accomplishments over the past two years include the collaboration between teachers and arts partners, helping to create multiple interdisciplinary projects. This has stimulated an exciting learning environment and has enhanced our student’s higher order thinking skills. Hence, one of this year’s instructional goals focuses on arts integration expanding into all academics to help raise student achievement. The focus of this goal is a collaborative effort, which has academics thinking creatively on their own through arts connections. Examples of this can be seen in our physics class where students built model racecars to measure physical thrust; when living environment students created a performance on the Greening of America; and when social studies sophomores put Robespierre on trial in the classroom as they study the French Revolution. The Epic Theatre Ensemble, which is an arts partner with TU, has designed six arts integrated projects for the academics this year.

Another accomplishment was driven by our new vision statement focusing on students taking responsibility for their learning as “citizen artists.” Last year we discovered students were unaware of how credits were earned. This resulted in a new initiative that successfully started off our students this year on the road to “taking ownership for their learning”. A pre-orientation the week before school had students set goals, review transcripts and programs for the fall semester, and prepare for the school year. Each grade level was scheduled to come in the week before school on different days. Parents were notified a month in advance of the pre-orientation and its agenda. Students filled out a questionnaire about graduation credits to test their prior knowledge in this area before seeing an interactive Power Point Presentation on graduation requirements.

The third accomplishment I can be proud of is the promising practices of my teachers, who recognized the specific learning styles of our students and addressed their needs through a variety of differentiated strategies. One of last year’s goals focused on “Building Capacity in the staff.” During the 2008-2009 school year, one staff empowerment initiative was “teacher-driven staff development.” Differentiated Instruction became the yearlong focus. Our school Inquiry Team focused on credit accumulation in the target group of the junior cohort through DI strategies. This year’s PD will focus on expanded exploration and deliverance of DI. On November 3<sup>rd</sup>, 2009 we will have a facilitator, Kim Getty, direct our staff in a series of workshops centered on DI. My AP Chemistry teacher, Ms. Clark, has devised a series of DI assessments that allows students to pick the level of rigor they want to tackle. Add this to the arts integration piece and you have a staff engaged in meeting student learning styles as they work together to raise regent’s scores and levels of critical thinking.

As we continue to move forward as a community of learners, we see our strengths lie in a faculty that share a coherent set of beliefs about student learning, which is addressing their individual learning styles and integrating the arts into their core subjects. Our biggest problem is financially supporting our programs and continuous professional development. The 3% financial giveback resulted in reduction of staff. Whatever barriers come, we know our community will rise to overcome and build on our strengths and address our weaknesses.

**SECTION V: ANNUAL SCHOOL GOALS**

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

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

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<b>Goal Number 1</b>	
<b>Goal:</b>	<b>Describe your goal.</b>  <b>By June 2010, we will increase credit recovery opportunities for at-risk students by 38% from the previous year 2008-2009. This will result in the recovery of credits that would normally be limited to Summer School and Saturday School programs.</b>  As a CTE performing arts school, it is difficult to provide students with credit recovery opportunities before their junior year due to programming conflicts with arts and academics. With new initiatives put in place, students will have an opportunity to recover lost academic credits sooner, without disruption to their arts curriculum and arts exit exam preparations. As a result, we created a credit recovery intensive program implemented during Regents week in January and additional independent study initiatives.

<b>Goal Number 2</b>	
<b>Goal</b>	<b>Describe your goal.</b>  <b>By June 2010, we will increase the number of academic teachers writing a course syllabus in a common, arts integration format by 80%.</b>  This arts integration format was piloted last year in freshmen English and as a result the 9 <sup>th</sup> grade English passing rate increased from 85.31% passing to 90.32% during an arts interdisciplinary project. These 9 <sup>th</sup> grade English teachers reported an improvement in class attendance and homework completion. Arts integration has now become a school wide focus to increase course-passing rates. This focus will raise student academic achievement and align with the school vision statement.

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<b>Goal Number 3</b>	
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<b>Goal</b>	<p><b>Describe your goal.</b></p> <p><b>By June 2010, the number of incoming 9<sup>th</sup> graders for September 2010 who meet school enrollment standards will increase from 90 to 120 students as a result of expanded community outreach and documented school excellence.</b></p> <p>With the school register decreasing, audition ticket numbers down, and low visibility as communicated at high school fairs, school tours, and promotional gatherings, the need to reach out into the community to enhance visibility and to promote school excellence became a need of the school. In order to maintain the high level of curriculum implemented in the arts and academics, incoming students must meet the school criteria in the Arts and in math and ELA levels of 2, 3, and 4. With parent, teacher, and administrative input, a number of strategies for increased visibility and school promotion were put in place. A focus on teaching to student learning styles helps distinguish us from other school programs and expanded community service increases school visibility and character development.</p>
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<b>Goal Number 4</b>	
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<b>Goal</b>	<p><b>By June 2010, we will increase completion of the Learning Environment Survey by parents from 27% to 30%.</b></p> <p>Our school Learning Environment Survey indicated only 27% of our parents filled out the survey as compared to the city average of 45%. This year parents will be given an opportunity to register and participate in Parent ARIS data training, E-Chalk workshops, and student activity committees. PTA and performance meetings will connect and Parent/student activities increased.</p>
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal #1

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Describe your goal.</b></p> <p><b>By June 2010, we will increase credit recovery opportunities for at-risk students by 38% from the previous year 2008-2009. This will result in the recovery of credits that would normally be limited to Summer School and Saturday School programs.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p>As a CTE performing arts school, it is difficult to provide students with credit recovery opportunities before their junior year due to programming conflicts with arts and academics. With new initiatives put in place, students will have an opportunity to recover lost academic credits sooner, without disruption to their arts curriculum and arts exit exam preparations.</p> <ul style="list-style-type: none"> <li>• Provide training in ARIS and Acuity for all staff members so target group can be identified.</li> <li>• Work with guidance to identify credit deficient seniors.</li> <li>• Use scholarship reports, regents data, ARIS, and Acuity to identify senior target group.</li> <li>• Grade-Level, and Academic and Arts Department teams will be informed of target groups for data assessment collection.</li> <li>• Teacher teams will meet during a common planning/meeting time, scheduled 4<sup>th</sup> period of every school day.</li> <li>• Teachers will meet in teams to analysis target group work, to case conference, and to plan and implement curriculum to meet student needs.</li> <li>• Administration, guidance, and data specialists will prepare a pre-orientation meeting for all grade levels which includes targeted population that focuses on graduation requirements and goals needed to achieve credit accumulation.</li> <li>• All students, including the target group will have a pre-orientation Prior to the opening of school to set goals, and review transcripts and current class schedule.</li> <li>• Inquiry teams will address needs of the targeted population and support teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional Development on Differentiated Instruction will be scheduled through out the year to meet student needs.</li> <li>• Guidance conferences with at risk students will be take place.</li> <li>• Parent/Student conferences will be scheduled with guidance and administration.</li> <li>• Independent Studies created to facilitate credit accumulation will be implemented.</li> <li>• Extended Day tutoring programmed in at-risk student schedules.</li> <li>• Teachers will mentor at-risk groups with the target population.</li> <li>• Phone calls placed every morning to address attendance for students at-risk.</li> <li>• Progress Reports will be mailed home every three weeks.</li> <li>• A Credit Recovery Planning committee consisting of teachers and administrators will plan credit recovery activities, including the organization of the Regents Week Credit Recovery Intensive.</li> <li>• Teachers will be given extensive planning time to creative credit recovery units of study to be implemented Regents week and through out the year.</li> <li>• Credit Recovery committee will create eligibility standards and student list for Regents Week intensive in January.</li> <li>• Letter sent out in December to parents alerting them of Credit Recovery Regents Week Intensive and student' s schedule in this program.</li> <li>• Regents Week Intensive implemented January 26-29<sup>th</sup>; student outcomes (data) recorded; transcripts and grades updated; students programmed according to credit recovery results.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Training – Title I - \$30,000 used for Ellen Victor, Humanities Facilitator.</li> <li>• \$8,000 SDE Differentiated Instruction Trainers for Nov. 3 and Feb. 3</li> <li>• Contracts for Excellence - \$30,000; Saturday School Credit Recovery; Regents Prep; Mock Regents</li> <li>• TL Children First Inquiry – money supports Inquiry team</li> <li>• Addressing credit recovery</li> <li>• Common planning time scheduled</li> <li>• OTPS for instructional supplies</li> <li>• Funding for data specialist supplying the needed data on target students</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></li> <li>• Power Point disk and student packet developed to insure self-awareness of credit standing for students delivered a week prior to the start of school.</li> <li>• Teacher packets for ARIS and target group planning to insure right students selected</li> </ul>

	<ul style="list-style-type: none"> <li>• Progress Reports/ Report Cards every three weeks to parents.</li> <li>• Guidance conference log to insure students are implementing academic action plans.</li> <li>• Parent/Student conference log.</li> <li>• Grade level and departmental meeting minutes verifying proper student case planning and progress.</li> <li>• Student Goals and action plans for success.</li> <li>• Inquiry Team minutes.</li> <li>• Independent Study Progress Report.</li> <li>• Classroom observations (of Differentiated Instruction applied to at-risk students)</li> <li>• Mentoring logs</li> <li>• Daily attendance records</li> <li>• Credit Recovery Committee minutes on organization and implementation.</li> <li>• Regents/Saturday School Intensive attendance sheets.</li> <li>• Extended Day tutoring attendance sheets.</li> </ul>
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**Subject/Area (where relevant):**      **Goal #2** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Describe your goal.</b></p> <p><b>By June 2010, we will increase the number of academic teachers writing a course syllabus in a common, arts integration format by 80%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Teachers will participate in Arts Integration PD starting October 30<sup>th</sup> at the Armory with Arts facilitator, Russell Granet and through out the year.</li> <li>• Teachers will use a common planning time to create arts integrated curriculum</li> <li>• Teachers will use the first semester to explore arts infused lessons in their curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will explore Curriculum mapping in the arts and academics during curriculum planning meetings and in an extensive February 1<sup>st</sup> PD session.</li> <li>• Administrators and teachers will meet with highly qualified arts facilitators to design arts integration format and assessment rubrics.</li> <li>• By February 26<sup>th</sup>, all academic teachers should have first draft of syllabus format that includes arts integration within the curriculum.</li> <li>• The Epic Theatre Ensemble will continue to integrate the arts into the Humanities curriculum.</li> <li>• A humanities facilitator will work with English and Social Studies to align their curriculum and infuse arts into their course of study.</li> <li>• AP of Math and Science will work with his teachers to align their curriculum and infuse arts into their course of study.</li> <li>• Exploring the Arts will help develop arts integrated curriculum with the staff and administration.</li> <li>• Inquiry Team will explore the connection of Differentiated Instruction through use of the arts.</li> <li>• Data specialists will monitor and record assessment results from scholarship reports, which will be shared with teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title I money set aside for Ellen Victor, Humanities Facilitator, and Russell Granet – non contractual – consultant Arts Integration.</li> <li>• VTEA funding used for Epic and Graham Arts partners.</li> <li>• TL Children First Inquiry money for Inquiry Team support.</li> <li>• Common planning time schedule.</li> <li>• OTPS for instructional supplies.</li> <li>• Funding for data specialists for needed assessment data.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> <li>• Minutes generated in planning sessions will reflect applied curriculum.</li> <li>• Lesson plans reflecting arts integration for first semester academic courses.</li> <li>• Second semester rubric showing arts integration format.</li> <li>• Second semester course syllabus reflecting arts integration in curriculum.</li> <li>• Epic Theatre Ensemble planning sessions with teachers' minutes.</li> <li>• PD agendas in Arts/Academic mapping.</li> </ul>

	<ul style="list-style-type: none"> <li>• PD agenda in Arts Integration session.</li> <li>• Epic schedule of classroom visits</li> <li>• Scholarship reports reflecting increased student marks</li> <li>• Classroom observations</li> <li>• Collection of student work reflective of achievement.</li> </ul>
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Subject/Area (where relevant): Goal #3

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Describe your goal.</b></p> <p><b>By June 2010, the number of incoming 9<sup>th</sup> graders for September 2010 who meet school enrollment standards will increase from 90 to 120 students as a result of expanded community outreach and documented school excellence.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling and funding</b></p> <p>With the school register decreasing, audition ticket numbers down, and low visibility as communicated at high school fairs, school tours, and promotional gatherings, the need to formalize new student recruitment strategies and raise school awareness has become an important focus as we compete with other performing arts schools for highly talented students. Community outreach and school promotion needed to be heightened. Since student Community service can be linked to raising school visibility, added attention was placed on community service development and making it a graduation requirement, starting this year.</p> <ul style="list-style-type: none"> <li>• An articulation committee will be formed to redesign audition and student recruitment initiatives that will drive register interest.</li> <li>• Common planning and meeting time 4<sup>th</sup> period will be used for articulation committee.</li> <li>• PTA parents will be informed of articulation strategies and will participate in Open House and audition process.</li> <li>• Parents and guidance will visit middle schools for school promotion.</li> <li>• The staff will strategize and implement new audition guidelines for student auditions.</li> </ul>

- Middle school TU candidates for acceptance will be invited to the TU Holiday Show as guests.
- The guidance office will communicate audition dates, procedures and mail promotional information to middle school guidance counselors.
- A new Website will promote school and activities for general public and community
- School tours will be given to middle school parents during October and December and communication of school statistics shared with visiting parents, i.e. Progress Report, School Survey, and Accountability tool indicators.
- The Parent Coordinator will seek promotional opportunities through print and electronic means to generate interest in our school.
- A committee of teachers will present community service requirements to the PTA Executive board for acceptance.
- The community service requirements will be finalized and communicated to all parents and students.
- The officers of the SGO will meet to discuss the requirements and how to present opportunities for service to the student body.
- The SGO officers will present the community service requirements during a school assembly.
- A school calendar mailed to parents will indicate community service opportunities for their child.
- A public relations chairperson will form a committee that develops and implements yearlong promotional activities and ideas.
- Two community service electives will be created that focus on community outreach development and implementation.
- Arts Integration and community outreach facilitators will connect to develop citizen artist's opportunities that combine arts with service organizations within the community.
- Guidance will monitor and record community service student hours.
- The Senior Advisor COSA facilitator and SPARK guidance counselor will select, coordinate and monitor a senior leadership team that facilitates freshmen advisory and generates community building activities and support.
- Students will serve as Teacher Assistants developing leadership skills.
- TU students will participate with Ella Baker School in facilitating and working with arts projects culminating in the Ella Baker Arts Festival. This will serve to promote TU and encourage Ella Baker middle school students to audition at TU.
- TU performances for and at community sites within NYC will increase through a teacher arts liaison that will book, record, and organize outside events.

	<ul style="list-style-type: none"> <li>• A parent committee for each arts venue will be formed to promote and reach out into the community.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Per session money set aside for auditions and Open Houses.</li> <li>• Per session funding for performance supervision.</li> <li>• Title I funding for Art Integration PD</li> <li>• Common planning time 4<sup>th</sup> Period</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> <li>• Articulation/audition committee meeting minutes and promotional materials mailed.</li> <li>• PTA minutes reflecting audition/articulation participation (i.e. selling of refreshments in cafeteria to parents of auditioning students).</li> <li>• Number of people attending school tours during October –December.</li> <li>•</li> <li>• Minutes from Community Service committee meeting.</li> <li>• Letter to parents on Community Service.</li> <li>• Minutes from SGO meetings.</li> <li>• School calendar mailed to parents indicating community service opportunities.</li> <li>• PR chairperson’s summary of activities and meeting minutes.</li> <li>• Copy of Guidance office mailing.</li> <li>• Master class report with community service electives.</li> <li>• Scholarship reports from community service elective classes.</li> <li>• Minutes from arts integration facilitator (Russell Granet) and Community Service Outreach facilitator (Suzanne Ryan) meeting</li> <li>• Community Service Hour student sheets filed with student transcripts.</li> <li>• COSA and SPARK facilitator meeting minutes and freshmen lesson plans for Student Advisory sessions per month.</li> <li>• Ella Baker School meeting minutes for ARTS Festival planning</li> <li>• Sign-in sheets for TU participation during Arts Festival rehearsals</li> <li>• Video Recordings, newspaper articles, and electronic documentation of promotional activity and community outreach</li> </ul>

	<ul style="list-style-type: none"> <li>• Invitations to organizations for performances</li> <li>• New Website will promote school and activities...www.tuhsnyc.org</li> <li>• Parent committee reports on arts activity promotion</li> </ul>
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**Subject/Area (where relevant):** Goal #4

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Describe your goal.</b></p> <p><b>By June 2010, we will increase completion of the Learning Environment Survey by parents from 27% to 30%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling and funding.</b></p> <p>In order for parents to respond to the Learning Environment Survey, they need to feel more connected to the school. Thus, more parent opportunities to participate, communicate, and feel welcome within our community will encourage parents to share their concerns in a survey. These opportunities and actions include the following:</p> <ul style="list-style-type: none"> <li>• Monthly parent informational letters will provide opportunities for parents to participate in on-going school activities as well as upcoming scholastic workshops.</li> <li>• New Website will provide continuous updating of school activities</li> <li>• Community service outreach information will be mailed out.</li> <li>• The Parent Coordinator will set up a community service communications network for parents to participate in.</li> <li>• PR chairperson will work with parent coordinator in organizing school promotional opportunities as performances and activities play out throughout the year.</li> <li>• School Leadership Team will review parent/teacher conference format and revise for best implementation to meet parent needs.</li> <li>• Enhance PTA attendance by including demonstrations of student work in performance and academic projects.</li> <li>• Increase teacher involvement with the PTA by presentations of student work and arts integration.</li> <li>• Create electronic grade book training in e-chalk for the faculty.</li> <li>• Create a wide range of opportunities for parents to attend arts performances and</li> </ul>

	<p>interdisciplinary events.</p> <ul style="list-style-type: none"> <li>• Create an ARIS and e-chalk workshop where parents login and become active participants in student learning.</li> <li>• Continue to mail student Progress Reports mid marking periods and at the same time move faculty to using electronic grade books for continuous parent update on student progress.</li> <li>• Utilize a variety of strategies to engage parents in the college process...starting with a financial aid and SUNY/CUNY application workshop in October.</li> <li>• Invite parents to speak on behalf of the school at middle schools, high school fairs, and at articulation events.</li> <li>• Continue to support students and parents with teacher/guidance conference throughout the year.</li> <li>• Form parent prom and graduation committee.</li> <li>• Encourage parents to share their expertise in student activities (i.e. parent audio specialists will assist with performance tech.)</li> <li>• Learning Environment Survey will be given out during parent/teacher conferences, performances, PTA meetings, and other community gatherings for parent convenience.</li> <li>• Incentives for filling out survey will be promoted by PTA, such as free ticket to specific student performances.</li> <li>• The Parent Coordinator will do monitoring of the survey collection.</li> <li>• Parents will be called and e-mailed on survey importance.</li> <li>• A promotional and organizational campaign will be put in place to implement and collect the Survey.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Funding for e-chalk.</li> <li>• Funding for mailings.</li> <li>• Funding for College experts &amp; guidance counselors for College activities</li> <li>• Funding for Leadership and PTA meetings.</li> <li>• Funding for Parent workshops (ARIS and e-chalk)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> <li>• Monthly letter to parents providing parent involvement opportunities.</li> <li>• Website calendar of events.</li> <li>• Community service outreach mailings.</li> <li>• Newspaper articles and school promotional letters created by parent PR committee.</li> <li>• Minutes from parent PR committee</li> </ul>

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|  | <ul style="list-style-type: none"><li>• SLT minutes</li><li>• PTA minutes.</li><li>• E-chalk electronic grade books used by teachers.</li><li>• Agenda and training information used in staff development on electronic grade book.</li><li>• Parent ARIS workshop packet</li><li>• Parent e-chalk packet.</li><li>• Progress Reports.</li><li>• Financial Aid and SUNY/CUNY workshop packet for parents.</li><li>• Middle school High School Fair materials used by parents.</li><li>• Guidance Counselor logs for parent/student conferences.</li><li>• Data indicating numbers from hits on ARIS, e-chalk, and electronic report cards.</li><li>• Attendance rosters from PTA</li><li>• Ticket stub counts from student performances.</li><li>• Number of Surveys distributed and collected, monitored by Parent Coordinator.</li></ul> |
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## **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	4	4	4	4	4	0	0	0
10	1	1	1	1	1	0	0	0
11	5	5	5	5	5	0	0	0
12	8	4	3	3	8	0	0	0

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Individual small group tutoring before and after school and during the school day.</li> <li>• Mentoring</li> <li>• Use of teaching tools to enhance learning (i.e. Smart Board, computers, etc.)</li> <li>• Saturday School</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Individual small group tutoring before and after school, and during the school day.</li> <li>• Mentoring</li> <li>• Use of teaching tools to enhance learning (i.e. Smart Board, manipulatives, etc.)</li> <li>• Saturday School</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Individual small group tutoring before and after school, and during the school day.</li> <li>• Mentoring</li> <li>• Use of teaching tools to enhance learning (i.e. Smart Board, laboratory materials, etc.)</li> <li>• Saturday School</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Individual small group tutoring before and after school and during the school day.</li> <li>• Mentoring</li> <li>• Use of teaching tools to enhance learning (i.e. Smart Board, videos, etc.)</li> <li>• Saturday School</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Individual, small group, and large group counseling.</li> <li>• Mentoring and advisory</li> <li>• Credit accumulation analysis and counseling</li> <li>• Student/Parent conferences</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Testing as needed/</li> <li>• Annual Reviews.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Individual and small group counseling</li> <li>• Crisis intervention</li> <li>• Annual reviews</li> </ul>

**At-risk Health-related Services:**

- **Mt. Sinai clinic interventions**
- **Health education workshops**
- **Section 504 accommodations for other health impaired students**

**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.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES 9–12 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

**1. Language Allocation Policy Team Composition**

SSO/District Empowerment – CFN 1	School TALENT UNLIMITED HIGH SCHOOL
Principal LINDA HAMIL	Assistant Principal PIERRE ORBE
Coach PETER IACONO	Coach RENEE TURCK
ESL Teacher ELISA PRAGER, FOR. LANG., ELL	Guidance Counselor JESSICA TURMAN
Teacher/Subject Area MS. RYAN, SPECIAL ED. TEACHER	Parent MRS. ZUCO, PTA PRESIDENT
Teacher/Subject Area MS. CAPPIELLO	Parent Coordinator MS. TANYA COBRAN
Related Service Provider MS. SKEET, (SAPIS)	SAF
Network Leader MS. SHONA GIBSON	Other

**B. Teacher Qualifications**

Please provide a report of all staff members' certifications referred to in this section

Number of Certified	0	Number of Certified	0	Number of Certified	1
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ESL Teachers		Bilingual Teachers		NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

### C. School Demographics

Total Number of Students in School	415	Total Number of ELLs	3 (As of 9/2009)	ELLs as Share of Total Student Population (%)	0.73%
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1. Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

**In identifying our ELL students, we examine the ESL / LAB-R / NYSESLAT Eligibility Roster and LAB-R History Report and Scores through ATS, in the first few days that school begins and we then determine which students are current ELL's and which are to be administered the LAB-R exam during the first 10 days of school in September, Fall. In addition, the Home Language Identification Survey is given to parents at student orientation day and parents are interviewed after the orientation. Based on the responses given on the HLIS, the appropriate determination is made in terms of ELL eligibility, and ELL assessment for the student. The foreign language teacher / ELL Testing Coordinator / FL Teacher is responsible for handling ELL Testing and monitoring our ELL students.**

**Talent Unlimited HS began the school year, in September 2009, with (3) eligible ELL students. Two of the three were new students in the 9<sup>th</sup> grade. The third student is a long-term ELL, who must take the NYSELAT in Spring 2010. As of January 2010 CEP feedback, we are now down to having only 1 ELL student who is currently a 12<sup>th</sup> grader, who also has an IEP / Special Education.**

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	ELISA PRAGER	FOREIGN LANG. TEACHER
NYSESLAT AND LAB-R TESTING	ELISA PRAGER	FOREIGN LANG. TEACHER

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

**We have an ELL population that represents less than 1% of our total student population. At this time, instructional support is given through individualized tutoring / instruction, advisory. Talent Unlimited HS does not have an ESL or Bilingual Program at this time and all of our parents are aware of this at this time.**

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

After the NYSELAT /LAB-R eligibility roster/data and students' school record through guidance and ARIS are reviewed, we then determine which students are entitled for ELL assessment and evaluation. Entitlement letters are sent to parents the first week of school every September and our eligible and entitled ELL students who are newcomers are tested with the LAB-R within the first (10) days of school in September.. Appropriate entitlement letters are sent home to parents. We refer to the ELL Parent Information Case and CR 154 tool kit from the NYCDOE to obtain the format of the ELL entitlement letters to parents.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

**Currently, Talent Unlimited HS does not have an ESL / Bilingual program. Parents are aware of our status with ELL.**

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

**Not applicable. (NO ESL / BILINGUAL PROGRAM AT THIS TIME)**

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps **underway**.

**Not applicable. (NO ESL / BILINGUAL PROGRAM AT THIS TIME)**

## PART III: ELL Demographics

### A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0
<b>Freestanding ESL</b>					

Self-Contained	0	0	0	0	0
Push-In/Pull-Out	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	3 (As of 9/2009)	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)		
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education
TBE									
Dual Language									
ESL	2					1			
<b>Total</b>	<b>2</b>		<b>0</b>			<b>1</b>			<b>0</b>
Number of ELLs in a TBE program who are in alternate placement: 0									

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**



Haitian Creole									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages): N/A	Number of third language speakers: N/A
Ethnic breakdown of EPs (Number) N/A	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	1			1	2
Chinese					
Russian					
Bengali					
Urdu					
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other	1				1
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>

### Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

**In September 2009 we began the school year with (3) ELL students – (2) who were newcomers in the 9<sup>th</sup> grade who took the LAB-R Exam within the first (10) days in September, and (1) long term ELL, who is on continuous**

testing with the NYSESLAT. The two 9<sup>th</sup> graders tested out as a result of the LAB-R scores. As of January 2010, after receiving the recent CEP Feedback, we currently serve only (1) ELL student at this time, who is the 12<sup>th</sup> grade student. This student is also a special education student. This student has an IEP on file and receives the required ELL support, has a daily 45 minute resource room period and SETTS as mandated by Chancellor's Regulations, as per the New York City Department of Education. Furthermore, our (1) ELL student receives the appropriate push-in, pull-out services from the special education teacher. The special education teacher works closely and collaboratively with all teachers of all content areas so that our ELL student receives full, educational support. Although our (2) ninth grade students did test out with the LAB-R, administered in Sept. 2009, during the first (10) days of school, they still receive continuous support through their assigned 9<sup>th</sup> grade advisory teacher, to guide them in their transition to high school. In addition all 3 ELL students are monitored in grade level meeting, pupil personnel support, and through guidance.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

**At this time, Talent Unlimited HS does not have an ESL / Bilingual Program. Overall, our ELL students receive the required ELL instructional services and hours through the mandated extended time. We work collaboratively with all teachers and extensively with the special education teacher that serves our (1) ELL student who has an IEP.**

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

**Currently (As of Jan. 2010), our (1) ELL student receives instruction in language development from our ELL Testing Coordinator / Foreign Language teacher, during extended day.**

4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

**Differentiated Instruction** is considered the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs. We also work with all of our students to assess their various learning styles. Teachers of all content areas administer a learning styles survey to all students. Once the learning styles data is collected from the students, it is then assessed by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2008 and it continues as our goal / focus for this current school year, 2009-2010. Our 4 year ELL's have received ELL instructional support through extended day tutoring, and Saturday school academy.

a) We address the needs of SIFE students (Students In need of Formal Education) by offering them opportunities for credit accumulation and credit recovery, by having them complete summer school and Saturday School.

b) Talent Unlimited HS does not have an ELL / Bilingual Program at this time.

c)... d) and (e) –At this time, Talent Unlimited HS has a very, very small ELL student population, which makes up less than 1% of the entire school population. We adhere to all Chancellor's compliance regulations in terms of testing, and meeting the appropriate instructional time and support for our ELL students. Currently, we have 1 ELL student, who is a 12<sup>th</sup> grader who has an IEP and is an advanced, special education ELL student, who receives SETTTS and Resource Room services regularly each day, in terms of special education support and receives ELL support through extended day. This student also receives the appropriate push-in and pull-out and collaborative services from the special education teacher. Teachers across all content areas are aware of the needs of this ELL student, and they modify instruction and adopt various differentiated models of instruction that are tailored to the needs of all of our students' learning styles.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			

Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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Native Language Arts and Native Language Support			
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%	(N/A)		
75%			
50%			
25%			
Dual Language			
100%	(N/A)		
75%			
50%			
25%			
Freestanding ESL			
100%	(N/A)		
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

**Again, we currently do not have a large population of ELL students to have an ESL Program in place; however our ELL students receive the appropriate and required hours of English Language instruction through other instructional support services, which include: a) Extended Day Tutoring, assigned on students' schedule and/or b) English Writing Workshop elective class, in addition to the required English classes to be taken. Our ELL students are assigned tutoring with all content area teachers on specified days after school, given the levels of proficiency and academic needs, and as per data that has been evaluated on ARIS and students' school record. The Foreign Language Teacher / ELL testing**

**Coordinator, special education teacher and the guidance counselor meet with the principal as part of the pupil personnel team of the school to assess, examine and evaluate all of our students needs in terms of ELL, special education support as well as overall academic intervention.**

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

**Currently, ELL students who have tested out of ESL, receive continued and transitional support through mentoring, advisory and extended day tutoring, as needed. The guidance counselor continuously monitors our ELL students' academic progress by conducting transcript and credit accumulation meetings with students and parents during each marking period throughout the school year. Furthermore, translation and interpretation services are provided to the parents of former and current ELL students, as needed and required.**

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

**At this time, we have formed grade level teams to further examine all students in terms of credit accumulation, learning styles, academic intervention, emotional and academic support. We are also offering students opportunities for credit recovery, for our at risk students those that are considered promotion-in doubt. We constantly utilize data regularly on ARIS to assess students needs so that we can provide the appropriate academic intervention in a timely fashion.**

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

**At this time, there are no programs that will be discontinued. We currently do not have an ESL / Bilingual Program.**

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

**Our ELL students as well as all of our students receive extended day tutoring, which is offered everyday after school across all content / subject areas. Our students are offered opportunities to participate in professional internships in the Arts, school newspaper, PSAL sports and can take college-level courses at Hunter College.**

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

**Our students receive instruction across various content areas through the use of the SMART Board, and lap-top computers.**

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

**Native language support is given to ELL's by the Foreign Language Teacher at this time. Once again, Talent Unlimited HS does not have an ELL Program that is classified as TBE, Dual Language or ESL, due to the very small ELL population, which is less than 1% of the entire student population.**

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

**ELL support is grade-level and age- level appropriate.**

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

**Newly enrolled ELL students are assigned to an advisory class that meets each month to provide the following:**

- 1) **transitional support into a new school**
- 2) **emotional / scholastic support**
- 3) **life skills**
- 4) **academic intervention and support**
- 5) **support with special needs**

14. What language electives are offered to ELLs?

**The only language offered at Talent Unlimited HS is Spanish, which is required for graduation. There are no other language electives offered at this time.**

### **Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**(Responses for Questions #1-5) - At this time, Talent Unlimited High School does not have a Dual Language , TBE or Bilingual Program. But, as mentioned, support services and required instructional support are given to our ELL students through other educational approaches at our school.**

### **Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

**At the present time, our school provides all of our teachers, across all content areas with a common planning time / common professional period during the school day for professional development. The following professional development topics are being implemented at our school for our teachers:**

**1 Common planning time for Curricula Development and Differentiated Instruction – This time is used by teachers to assess and evaluate curricula so that lessons and units of instruction address the diverse learning styles of our students. Various models and best practices for differentiated instruction are shared by teachers within each department while following the workshop model of instruction.**

**2. Grade Level Teams** - During the common professional planning time, teachers will meet once a month to examine, assess and evaluate the needs / areas of concern through the use of ARIS for specific targeted students that may have the following needs or areas of concern. They include:

- a) Credit Accumulation    c) ELL    e) Attendance    g) low scores on
- b) IEP    d) Repeating a grade    f) Promotion In Doubt    NYS Exams
- h) Credit Recovery

**3. Technology Training - ARIS Teacher Link**

Our teachers have received training and will receive continued training throughout this school year on exploring ARIS to examine data in order to better assess student needs and learning. Our teachers are using ARIS as a data resource to further address and assess students' needs, goals and academic intervention, in order to deliver lessons and provide the level of instruction that is tailored to meet our students' various learning styles.

## Parental Involvement

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

### Parental Involvement (Questions 1-4)

Parental involvement is met through various means at our school. Parents receive regular support and school information through our parent coordinator. Furthermore, all of our students' parents are invited by the PTA to actively attend regular meetings, every third Thursday of the month and to participate in various fundraisers in support of the Arts and our school overall.

Furthermore, parents are invited to become active partners in their child's educational needs and support by having their own email account through EChalk, so that they can access their child's grades and correspond with each of their child's teachers by email. Moreover, all of our parents are invited several times throughout the year to attend various school performances to support their children. We offer translation and interpretation services to all of our parents, who speak another language other than English. Our parents have also been provided with registration and training to use the ARIS Parent Link, so that they remain constantly informed about their child's progress and attendance.

We assess the needs of all of our students' parents by examining the data and information given by parents on the Parent Survey, as well as through questionnaires that parents of our incoming students complete each year at our Parent Orientation meetings.

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	2				
Intermediate(I)					
Advanced (A)				1	
Total Tested	2			1	3

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I				
	A				1
READING/WRITING	B				
	I				
	A				1

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	

Math A	1		1	
Math B				
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
Foreign Language (Spanish)		1		1
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	0%	0%

Chinese Reading Test	0%	0%
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## B. After reviewing and analyzing the assessment data, answer the following

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

### **ANALYSIS OF ASSESSMENT DATA (Answers to Questions 1-5 - above)**

**After analyzing and examining the NYSESLAT Proficiency results and the NYSESLAT Modalities of our (1) ELL student, we discovered that the student exceeded on the reading, listening and speaking modalities, but needs instructional support on the writing. This has been a pattern of proficiency since this student was administered the NYSESLAT in 2007. As mentioned previously, we do not have a TBE, Dual Language Program or an ESL Program at this time. We are serving this student with the required ELL instructional support in collaboration with the ELL testing coordinator, special education teacher, and teachers of all content areas.**

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
PIERRE ORBE	Assistant Principal		
TANYA COBRAN	Parent Coordinator		
ELISA PRAGER	ESL Teacher		
ANDREA ZUCO	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
PETER IACONO	Coach		
RENEE TURCK	Coach		
JESSICA TURMAN	Guidance Counselor		
	School Achievement Facilitator		
SHONA GIBSON	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**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: 3 LEP Yes Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) N/A

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

**Title III, Part A LEP Program**

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

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**At this time, Talent Unlimited HS has an LEP / ELL population of less than 1% of the entire school population. In accordance with the Language Allocation Policy set forth by the NYC Department of Education, all of our LEP / ELL students receive required instruction**

through individualized tutoring, modified / differentiated instruction across the curricula by all subject areas.

**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.

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The school’s professional development program occurs after-school in which instructional workshops and writing across the curricula and differentiated instruction workshops are conducted among groups of teachers and student work is examined. These staff development workshops are tailored to keep in mind all of our students’ instructional needs, including our ELL / LEP students in terms of listening, reading, writing and speaking in the English language. All of our teachers are involved in planning and preparing lessons and curricula that are tailored to meet all of our students’ needs in the area of Listening, Reading, Writing and Speaking in the English language. Teachers also examine data through ARIS to assess student learning and to plan lessons that are tailored to meet various students’ learning styles.

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 0	<b>*Note: At this time, Talent Unlimited HS has an ELL / LEP population of less than 1% of the total student population. As a result, we did not receive <u>any</u> Title III funding at this time.</b>
Purchased services such as curriculum and staff development contracts	\$ 0	
Supplies and materials	\$ 0	
Travel	\$ 0	
Other	\$ 0	
<b>TOTAL</b>	<b>\$ 0</b>	

Deleted: 0

### **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**

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

**-At our annual 9<sup>th</sup> grade orientation for incoming students / parents for September, which occurs every June, a parent language preference sheet, a home language identification survey and emergency contact cards are included in the student / parent information packet that is given to all parents to assess language translation and interpretation needs and preferences. As a result of the data that is provided on these pieces of documentation from our parents, we determine the target language translation and interpretation needs. Also, we use the home language identification survey to determine the student's ELL eligibility and level of English proficiency and ELL entitlement.**

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.

**-Approximately, 7-8% of our parents require translation and interpretation services at Talent Unlimited HS. Teachers and parents are notified before scheduled meetings. For the most part, the dominant language of translation for our students' parents is Spanish. In-house school staff assist in translations for parents when correspondence is prepared and conferences are held.**

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

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

**-Letters, school announcements and school correspondence that are sent home will be written in both English and Spanish. In-house staff will do the translations.**

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.

**-In-house school staff provide translation services at parent conferences and are available to answer phone calls that require translation.**

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>

**- As per Chancellor's Regulation (A-663), Talent Unlimited High School provides parents with translation and interpretation services in Spanish, which is our target language preference for many of our parents. As stated previously, at Freshmen Orientation for incoming students, parents are provided with a parent language preference sheet and a home language survey to assess language translation and interpretation needs and preferences.**

**As a result of the data that is provided from our parents on the language preference sheet, we then determine the target language translation and interpretation needs and preferences so that we can translate school correspondence and curricula accordingly. Also, we use the home language survey to determine the student's level of English proficiency and ELL entitlement.**

**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:		269,122	269,122
2. Enter the anticipated 1% set-aside for Parent Involvement:		2,691	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		599	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		0	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:		48,723	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 84% (source is 2008-2009 BEDS report.
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.

**Under the supervision of the Math and Science A.P., all science teachers will meet the educational standards required by the State.**

## 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.

***1. Talent Unlimited High School, in compliance with the Title I/PCEN mandates, will implement a parent involvement policy, strengthening the link between the school and the community. Parents are encouraged to participate on the school leadership teams and the parents teachers’ associations. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that provides parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.***

#### **Title I Parent Involvement Policy**

1. The Talent Unlimited High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

#### ***LIST ACTIONS***

2. Talent Unlimited High School will take the following actions to involve parents in the process of school review and improvement under Section 116

#### **Describe your plan for meeting your goal, including staffing, scheduling, and funding.**

- Mail out parent letter announcing Annual Review meeting held January 8<sup>th</sup>.
- Contact and schedule Ms. Caresse Deville-Hughes from the office of Parent Engagement and Family Advocacy for January 8<sup>th</sup> meeting to lead group through the Title 1 process.
- Hold Annual Review meeting January 8<sup>th</sup>, 2010 at 6:30pm to set leadership structure of Title 1 Parent Committee and distribute Parent Involvement Policy.
- Establish Title 1 Parent meeting calendar for constituents to meet and mail meeting notices out 10 days prior to meeting times.

- Monthly parent informational letters will provide opportunities for parents to participate in on-going school activities as well as upcoming scholastic workshops.
  - New Website will provide continuous updating of school activities.
  - Community service outreach information will be mailed out.
  - The Parent Coordinator will set up a community service communications network for parents to participate in.
  - PR chairperson will work with parent coordinator in organizing school promotional opportunities as performances and activities play out throughout the year.
  - School Leadership Team will review parent/teacher conference format and revise for best implementation to meet parent needs.
  - Enhance PTA attendance by including demonstrations of student work in performance and academic projects.
  - Increase teacher involvement with the PTA by presentations of student work and arts integration.
  - Create electronic grade book training in e-chalk for the faculty.
  - Create a wide range of opportunities for parents to attend arts performances and interdisciplinary events.
  - Create an ARIS and e-chalk workshop where parents login and become active participants in student learning.
  - Continue to mail student Progress Reports mid marking periods and at the same time move faculty to using electronic grade books for continuous parent update on student progress.
  - Utilize a variety of strategies to engage parents in the college process.....starting with a financial aid and SUNY/CUNY application workshop in October.
  - Invite parents to speak on behalf of the school at middle schools, high school fairs, and at articulation events.
- Continue to support students and parents with teacher/guidance conference throughout the year.

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

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

### School Parent Compact

#### School Responsibilities

#### Talent Unlimited High School is willing to

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's standards.

Academic achievement standards as follows:

- *Hire faculty with significant graduate training in their field of expertise.*

- Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff
- Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs.
- hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held:

- Parent Teacher conferences will be held October and April per citywide calendar.

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

- Each faculty member will prepare a written narrative for each student discussing progress in course and ways strategies for moving forward in the course.

These narratives will be mailed home four times throughout the academic year along with the current grade in the course.

- Attendance reports will be generated and mailed home for all students at the end of each month..

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

- Staff will be available for consultation at parent-teacher conferences and by appointment.
- Parent Coordinator will be available for consultation during school hours.
- An e-mail list containing all faculty and staff e-mails has been distributed.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- We invited parents to observe classes in Open School Days on November 17th and 18th.
- The PTA plans to send a letter out to all parents asking in what ways they might be able to contribute to the school.

### 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.

The following data and responses best address the comprehensive needs assessment of our school:

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	77.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Outstanding
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	Well Developed

School Performance (Comprises 30% of the Overall Score)	18.7	Quality Statement 3: Align Instructional Strategy to Goals	Outstanding
Student Progress (Comprises 55% of the Overall Score)	47.4	Quality Statement 4: Align Capacity Building to Goals	Outstanding
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	Well Developed

#### **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?
- 

Data is constantly reviewed by our faculty and school leaders to determine school wide concerns and how to best address these issues. After reviewing the data from last year's CEP, the Learning Environment Survey, ARIS and Progress Reports, Scholarship reports, attendance records, as well as articulation numbers gathered from audition tickets over the past two years, a need to reassess credit accumulation and school visibility became topics of concern.

The ARIS data revealed a student trend in credit loss, which began in 10<sup>th</sup> grade and expanded into 11<sup>th</sup> and 12<sup>th</sup> grades substantially. I noted that students started making up lost credit beginning in their junior year, which is later than it needs to be. As a CTE performing arts school that implements arts exams in the senior year, arts courses were not dropped during the first two years, during which time skills were being developed. This did not allow sufficient time for credit recovery in student programs. A need for credit recovery opportunities was investigated. Thus the Regent's week intensive credit recovery sessions and independent study sequence will be initiated this year (Goal #1...By June 2010, the graduation rate will increase 1% from 89.5% to 90.5% through the provision of increased credit recovery opportunities for at-risk seniors in jeopardy of graduating.).

I also noticed that the arts reflect the individual learning styles of our students and when infused into the academics, our student achievement rates rise. Thus, we will increase arts integration into our content courses to raise student achievement. A staff PD on arts integration is scheduled October 30<sup>th</sup> and grade level teacher teams will be meeting once a month to address student learning styles and needs as well as curriculum mapping between academics and the arts (Goal # 2).

Another trend identified was the drop in audition numbers and school register. In 2006 we had 2345 students audition to get into our school and by 2008 the number dropped to 1290. We attributed these results to a number of factors: how the economy affects the arts; an increase in screened enrollment arts schools in the DOE, and low visibility to prospective students and their parents. We will implement a community service outreach initiative, which will help gain higher visibility for our school and drive an increase in audition numbers and increased register (Goal # 3).

As we move forward giving our students instructional support and strengthening our community, I take much pride in seeing our school move from a “B” to an “A” on our Progress Report and receive a “Well Developed” on its 2008 Quality Review during its previous year. This year our school Survey indicated continuous improvement, revealing the highest levels of satisfaction (green on the chart) in all four categories.

Our greatest accomplishments over the past two years include the collaboration between teachers and arts partners, helping to create multiple interdisciplinary projects. This has stimulated an exciting learning environment and has enhanced our student’s higher order thinking skills. Hence, one of this year’s instructional goals focuses on arts integration expanding into all academics to help raise student achievement. The focus of this goal is a collaborative effort, which has academics thinking creatively on their own through arts connections. Examples of this can be seen in our physics class where students built model racecars to measure physical thrust; when living environment students created a performance on the Greening of America; and when social studies sophomores put Robespierre on trial in the classroom as they study the French Revolution. The Epic Theatre Ensemble, which is an arts partner with TU, has designed six arts integrated projects for the academics this year.

Another accomplishment was driven by our new vision statement focusing on students taking responsibility for their learning as “citizen artists.” Last year we discovered students were unaware of how credits were earned. This resulted in a new initiative that successfully started off our students this year on the road to “taking ownership for their learning”. A pre-orientation the week before school had students set goals, review transcripts and programs for the fall semester, and prepare for the school year. Each grade level was scheduled to come in the week before school on different days. Parents were notified a month in advance of the pre-orientation and its agenda. Students filled out a questionnaire about graduation credits to test their prior knowledge in this area before seeing an interactive Power Point Presentation on graduation requirements.

The third accomplishment I can be proud of is the promising practices of my teachers, who recognized the specific learning styles of our students and addressed their needs through a variety of differentiated strategies. One of last year’s goals focused on “Building Capacity in the staff.” During the 2008-2009 school year, one staff empowerment initiative was “teacher-driven staff development.” Differentiated Instruction became the yearlong focus. Our school Inquiry Team focused on credit accumulation in the target group of the junior cohort through DI strategies. This year’s PD will focus on expanded exploration and deliverance of DI. On November 3<sup>rd</sup>, 2009 we will have a facilitator, Kim

Getty, direct our staff in a series of workshops centered on DI. My AP Chemistry teacher, Ms. Clark, has devised a series of DI assessments that allows students to pick the level of rigor they want to tackle. Add this to the arts integration piece and you have a staff engaged in meeting student learning styles as they work together to raise regent's scores and levels of critical thinking.

As we continue to move forward as a community of learners, we see our strengths lie in a faculty that share a coherent set of beliefs about student learning, which is addressing their individual learning styles and integrating the arts into their core subjects. Our biggest problem is financially supporting our programs and continuous professional development. The 3% financial giveback resulted in reduction of staff. Whatever barriers come, we know our community will rise to overcome and build on our strengths and address our weaknesses.

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**We provide opportunities for all students to meet State proficient and advanced levels of student academic achievement through State Regents structured core academics and arts curriculum, taught by highly qualified and accredited teachers who focus on learning styles of students to meet their needs. We provide advanced placement classes in chemistry, physics, and US History, and College Now course opportunities at Hunter College for advanced level students.**

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

**We apply effective methods of instruction that are based on scientifically based research. We use the workshop model for instructional lessons. Our students are working in groups or pairs and doing project-based activities. Our teachers recognize the specific learning styles of our students and address their needs through a variety of differentiated strategies. Smart boards are integrated into content areas for visual learners and are extensively used in math and science classes. Increased instructional time is given to students in extended day tutoring in all academic and arts classes and in Saturday School sessions starting in the second semester.**

- o Help provide an enriched and accelerated curriculum.

**Our teachers meet twice a month as departments to review and develop quality curriculum. Our rigorous four- year performing arts program in dance, drama, vocal music, instrumental music, and musical theatre enrich and accelerate student achievement for all of our students. Focus on student learning styles and arts integration into the academics further enhances these well-developed courses of study.**

- o Meet the educational needs of historically underserved populations.

**Our *Well Developed* School meets the needs of historically underserved populations through our rigorous arts and academic programs that prepare all students for graduation and college entry. Course curriculum is constantly being reviewed and**

**updated to meet student needs and to address learning styles. Student assessments are followed by test item analysis to best support students in the learning process. Student case conferencing is done on a monthly basis at Grade Level meetings. Parent/teacher/student conferences are held to further support educational needs of the student throughout the year. College Financial Aid workshops and guidance in the college admissions process are scheduled for both student and parent meetings.**

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

**All students are supported through extended day tutoring, college workshops and college admissions guidance, individual counseling, career exploration workshops and internship opportunities, and scholarship/grant opportunities. At-risk students are programmed for Credit Recovery initiatives such as the Regents Week Intensive, additional makeup courses, and independent study credit. These same students are programmed for Saturday School for credit recovery and academic intervention support. Parents and students meet with grade advisors/guidance to create academic action plans that will further add support. Special needs students in SED and ELL populations have added mentoring support from our Resource and Foreign Language teachers who implement SETTS, specialized tutoring, and counseling support.**

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

**We adhere to all designated improvement plans implemented by State and local DOE entities. Recommendations made in our SQR for school improvement have already been put in place (i.e. increasing internship programs have already been addressed and established through Exploring the Arts connection).**

3. Instruction by highly qualified staff.

**All staff members are supervised by highly trained administrators and are licensed in their core subject areas. The teaching staff attends high quality and ongoing professional development programs and uses common planning time to collaborate and develop curriculum.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**All staff members attend high-quality and ongoing professional development programs. This includes teacher, administration, and pupil personnel aids. Teachers attend a monthly PD focused on school goals and teaching strategies. Teachers attended an**

arts integration PD at the armory on October 30<sup>th</sup> and a full day PD on differentiated learning with a specialist in this field on November 3<sup>rd</sup>. Additional PD workshops like these are scheduled through out the year for our teacher as well as individual departmental training outside the school in core curriculum areas through citywide and state conferences. Our teachers are also doing interschool visitations as they share best practices with colleagues outside our school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Our school received a “Well Developed” on our SQR and “A” on our Progress Report. We attract highly qualified teachers.**
6. Strategies to increase parental involvement through means such as family literacy services.  
**See Section VI: Action Plan for Goal 4.... Increasing parent involvement.**
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.....High School**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
**Measures implemented to include teachers in the decisions regarding the use of academic assessments to improve student achievement:**
  - **Teacher bi-monthly grade level meeting used for student case conferencing.**
  - **Teacher bi-monthly departmental curriculum planning meetings.**
  - **Teacher common planning time per week.**
  - **Monthly PD for teachers focused on student achievement.**
  - **Academic citywide conferences for teachers on assessment use.**
  - **Inquiry Team weekly meeting focused on assessment measures.**
  - **ARIS and data training for teachers.**
  - **Interschool visitations for TU teachers to visit other schools and observe assessment use and teaching practices.**
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.  
**Measures used to address student support in academic achievement who experience difficulty are:**
  - **Progress reports are produced every three weeks for parent mailings and student evaluations.**
  - **Student target groups (struggling student achievers) are identified after the first marking period (6 weeks into school) and support strategies put into place.**
  - **Student target group is reprogrammed for after school tutoring within 6 weeks of school.**
  - **Extended day tutoring times in all academic and arts courses are posted on all teacher doors for students.**
  - **Saturday School support.**
  - **Individual and group counseling to set student goals and develop study skills.**

- **Student/teacher conferences to develop academic action plans.**
- **Resource Room, SETTS, Push-in and Pullout sessions for Special Education students.**
- **ELL tutoring/mentoring support.**
- **Teacher training and support to assist in student activity development mentioned in above (see #8)**
- **Grade level student case conferencing takes place bi-monthly.**
- **Parent/teacher conferences for student academic support.**

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

**The coordination and integration of various Federal, State, and local services and programs provided to our students are:**

- **SAPIS counselor, Natalie Skeet, works with students on a group and individual basis.**
- **Mt. Sinai Adolescent Clinic in complex for student support.**
- **JREC Student Food/Nutrient Committee meets once a month.**
- **Student workshops on HIV (outside vendors)**
- **CTE drama and dance programs developed and implemented in school curriculum.**
- **Student internship programs provided (Martha Graham Dance, American Folk Art Museum, Round About Theatre, Sweet Plantines, Epic Theatre Ensemble, ABC News, etc.)**
- **Career Exploration programs (MTV, Dance Wave, Martha Graham)**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**N/A**

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

1. Use program resources to help participating children meet the State standards.
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

N/A

*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:** \_\_\_\_\_ **SURR<sup>1</sup> 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**

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

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<sup>1</sup> School Under Registration Review (SURR)

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

**N/A**

*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.

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

**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.*

**N/A**

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

**ELA teachers have met with the Principal to assess written curriculum, curriculum maps, taught curriculum, ELA materials, and strategies for teaching ELL students. All curriculum materials and classroom observations were reviewed.**

**New interdisciplinary curriculum is being developed with English and Social Studies teachers working in groups to produce this document.**

**English and Social Studies teachers meet on a weekly basis with the Humanities Staff development consultant to discuss the new curriculum as well as to create interdisciplinary links with other subject areas.**

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

Applicable  Not Applicable

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

**During extensive discussions and review of updated curricula, the written work revealed a seamless course of study, grades 9-12, addressing all standards. In addition, supervisors' observations and peer observations supported the excellent quality of teaching and proved that the written curricula were being followed by all teachers.**

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.

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## **1B. Mathematics**

### **Background**

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

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

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

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

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

**All math classes meet the New York State standards and content strands.**

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

Applicable  Not Applicable

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

**Math teachers attend workshops in their content area through out the year and are supported by a Math Coach brought in to enhance the math program and strengthen teaching strategies. Supervisors and peer observations reflect these findings.**

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

**Teachers and Principal met to discuss teaching strategies in ELA classrooms. Lesson plans were reviewed when teaching strategies were discussed. Supervisor and peer observations were reviewed.**

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

Applicable  Not Applicable

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

**Supervisor and peer observations reflect teaching strategies that engage students in classroom activities that are student centered.**

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

**Our school recognizes various learning styles of our students and focuses on Differentiated Instruction in classes. DI professional development was given to our teachers for a full year during 2008-09 and we continue this year with this focus. All teachers address these learning styles through various class activities. This is noted in teacher observations.**

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?

**The above class activities are noted in classroom observations.**

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.

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

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

Please respond to the following questions for Key Finding 3:

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

**Our school does not have a large turnover in teachers. Due to this year's budget, one teacher was excessed.**

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

Applicable  Not Applicable

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

**Galaxy reflects the teachers on staff as well as the mentoring plan of new teachers within the school....no new teachers.**

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

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

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

Please respond to the following questions for Key Finding 4:

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

**All teachers use data to monitor all students, including ELL students.**

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

Applicable  Not Applicable

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

**Our school only has 3 ELL students and our ELL coordinator is aware and attends ELL workshops.**

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

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

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

Please respond to the following questions for Key Finding 5:

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

**Principal met with the ELL Coordinator and guidance staff along with the entire faculty to discuss the monitoring of ELL instruction.**

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

Applicable  Not Applicable

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

**Our school only has three ELL students who are monitored by the ELL Coordinator, Counselor and their classroom teachers.**

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

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program Teachers have been encouraged to read individual student IEP's and teachers have participated in IEP Team meetings to help develop IEP's.

**Teachers have been encouraged to read individual student IEP's and teachers have participated in IEP Team meetings to help develop IEP's.**

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

Applicable    Not Applicable

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

**Although teachers are aware of students with disabilities, not all are familiar with the contents of individual student's IEP's.**

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.

**All teachers will read the current IEP of students with disabilities that they serve.**

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

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

Please respond to the following questions for Key Finding 7:

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

**Special educator reviewed all IEP's at the annual review and goals and objectives were developed to more closely match grade level state tests.**

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

Applicable    Not Applicable

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

**Differentiated instruction is widely practiced at Talent Unlimited which includes general strategies to assist students with disabilities. Additionally, teachers engage in ongoing communication with the special educator as to what strategies to employ with individual students.**

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

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.)

**One (1)**

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

**We meet with the students once a week to check and make sure they are receiving everything they need, that school is going well and they have supplies, food, etc. We also make the teachers aware that the students need more support due to their situation.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.