



A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 06M540
ADDRESS: 443 W135TH STREET NEW YORK, NY 10031
TELEPHONE: 212-926-0113
FAX: 212-281-2726

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 540 **SCHOOL NAME:** A. Philip Randolph Campus H.S.

SCHOOL ADDRESS: 443 West 135th Street New York, NY 10031

SCHOOL TELEPHONE: 212-926-0113 **FAX:** 212-281-2726

SCHOOL CONTACT PERSON: Henry Rubio **EMAIL ADDRESS:** hrubio@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Henry Rubio

PRINCIPAL: Henry Rubio

UFT CHAPTER LEADER: John Alusick

PARENTS' ASSOCIATION PRESIDENTS: Rosa Peraza and Yenny Suarez

STUDENT REPRESENTATIVE: Danielle Rojas
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** LLSO/Network#1

SSO NETWORK LEADER: Larry Block

SUPERINTENDENT: Ms. Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Henry Rubio	*Principal or Designee	
John Alusick	*UFT Chapter Chairperson or Designee	
Rosa Peraza	*PA/PTA President or Designated Co-President	
Yenny Suarez	*PA/PTA President or Designated Co-President	
Rosa Olivares	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gerry Menegatos	Assistant Principal of Organization, Staff	
Alexander Le Grand	DC 37 Representative, if applicable	
Briana Harris	CBO Representative, if applicable	
Susan Epstein	Member/ Librarian	
Nicole McShall	Member/Teacher	
Charles Leonard	Member/Parent	
Lomax Medina	Member/Parent	
Danielle Rojas	Student Representative, 12 th Grade	
Jonathan Rodriguez	Student Representative, 11 th Grade	
Syndy Durugordon	Student Representative, 10 th Grade	
Elaina Crockett	Student Representative, 10 th Grade	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

A. Philip Randolph offers strong college preparatory programs for our students in a variety of ways: Advanced placement courses; College Now; Electives such as CISCO and Forensics; and a full-time college advisor. Our school utilizes a rigorous, selective process for enrollment into our academies in medical science, engineering and the humanities. Students, who complete our rigorous academic program of instruction inclusive of our core curriculum, and a minimum of three years of a foreign language, can take advantage of an array of Advanced Placement and college level courses at City College of New York.

Regardless of their choice of academy, our students have access to a wide range of resources through partnerships with organizations with which we have strong ties. The overarching purpose of these collaborations is to enrich academic preparations and experiences for our students. City College of New York, our primary institutional partner, works closely with our school to support our teachers and students through our Affiliated Schools' Program, College Now, and Teacher Academy. The Affiliated Schools' program provides our Arista students with stipends for their peer tutoring services, professional development for teachers, funding and mentoring for our Engineering Academy's robotics program, and college preparation for students. The College Now program is led by Dr. Joyce Coppin who supports our college preparatory program by furnishing support intervention services that help student gain admittance into College Now courses, by providing eligible students with college course vouchers, and dual accreditation opportunities.

Students in our Medical and Engineering Academies are encouraged to apply and participate in the Grove School of Engineering's STEM summer and Robotics program, and Columbia University's Double Discovery Program. Other enrichment opportunities include volunteerism and mentoring at Harlem Hospital, opportunities to mentor and tutor middle school students, and an array of internship.

Maintaining our college-preparatory focus is a main goal of our school. Regular school assemblies, announcements, college visits, college fairs, financial aid workshops, and classroom presentations serve to keep our student and parents informed and motivated to attend the college of their choice.

We have also developed meaningful and strategic partnerships with outside organizations that further support our academic initiatives. Sound Business Institute (SBI) is our primary community based organization and supports several aspects of our school. SBI administers a College and Career Preparatory program for students 9-12 with weekly sessions that focus on study, writing, reading, communication, and presentation skills. Students are exposed to a college preparatory experience through college campus visits, talks with Alumni members, community service, resume writing workshops, mock interviews, and participation in our Career Fair. SBI also works closely with the students of the Humanities House to develop media and communication skills that will not only enable to improve their communication skills, but also to learn the hands on technical skills required in the world of media.

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	A. Philip Randolph Campus High School							
District:	6	DBN:	06M540	School BEDS Code:	310600011540			
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		86.9	88.7	90.3	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		98.3	98.0	98.0	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		67.1	64.2	62.8	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		4	4	21	
Grade 9	407	491	438	Recent Immigrants - Total Number:				
Grade 10	377	339	427	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	381	239	225		4	3	2	
Grade 12	353	395	250	Special Education Enrollment:				
Ungraded	23	32	30	(As of October 31)	2006-07	2007-08	2008-09	
Total	1541	1496	1370					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	73	72	61	Principal Suspensions	89	203	158	
# in Collaborative Team Teaching (CTT) Classes	1	5	1	Superintendent Suspensions	23	5	49	
Number all others	28	35	28	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0	
(BESIS Survey)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	55	33	16	Number of Teachers	87	91	80	

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	18	20	Number of Administrators and Other Professionals	23	24	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	30	53	22	% more than 2 years teaching in this school	70.0	75.3	84.1
				% more than 5 years teaching anywhere	53.3	55.9	65.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	81.0	78.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	84.3	93.0
American Indian or Alaska Native	0.3	0.3	0.3				
Black or African American	31.4	32.5	33.7				
Hispanic or Latino	64.5	63.4	62.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.0	3.2	3.4				
White	0.8	0.5	0.5				
Male	44.9	47.0	46.9				
Female	55.1	53.0	53.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native							
Black or African American					√	√	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
Other Groups							
Students with Disabilities					√	√SH	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	5	5	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B	Overall Evaluation:		NR			
Overall Score:	57.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.2	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:	16.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

The overall score for our school environment improved from 5.6 to 6.2. This was largely due to our improved attendance from 88.7% to 90.3%. Our letter grade for school environment, however, decreased from a B to a D. The internal accountability scores from the Progress Report clearly indicate that there was not insufficient growth in this area in relation to schools in our peer index.

The overall score for student progress has improved from 31.1 to 33.5. Despite these gains, student progress for first and second year students slightly declined and the percentage of student earning 10 or more credits in their third year declined by 16.5%. We have also noticed for both first and second year students, the percentage of students that earned 10 or more credits decreased. The same groups of students, however, have improved their Regents passing rates.

What have been the greatest accomplishments over the last couple of years?

Over the last two year, we have made the following gains compared to our data for the 2007-2008 school year:

- Improve our graduation rate from 67.1% to 87.5%
- Improved weighted diploma rate from 133.7% to 191.4%
- Scholarships to graduates increased from \$1.2 million to \$1.6 million
- Improved attendance rate from 88.7% to 90.3%
- Our overall progress report score improved from 47.9 to 57.9
- The Regents pass rate for students taking the Living Environment Regents the first time increased by 22%
- The Regents pass rate for students taking the Global Studies Regents the first time increased by 20.4%
- There was a 26% increase in the number of students passing the Chemistry Regents
- Additionally, the school received extra credit for closing the achievement gap for Lowest Third Citywide Regents in ELA.

What are the most significant aids and/or barriers to the school's continuous improvement?

During the past several years, our school has made substantial headway in creating professional development opportunities for our teachers and collaborative forums to share best practices. This year we were finally able to create a structure that effectively allows teachers to participate in teacher teams. Teacher teams are organized by subject area and Academies. Although our progress in this area is noteworthy, we are seeking to continually enhance collegial work that will lead to the refinement of instructional practices and further student achievement gains. Teachers need ongoing support in developing an inquiry practice, differentiating instruction, effectively working in teams, holding themselves accountable for student performance and developing strategic goals for groups of students.

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.

We recognize that a school's learning environment impacts the acceleration of its academic success. In this area, we are underperforming our peers. Our Coordinator of Student Activities (C.O.S.A) is facilitating a student led School Environment Project that addresses the concerns of student in every environmental domain. Our Parent Coordinator will also be working with peer schools to adopt practices that better serve our parents and their families and target areas reflected in the parent survey. All of this work will be contextualized within S.M.A.R.T. goals and action plans.

In order to address the decline in the percentage of student who earned 10 or more credits, particular focus is being placed on Science and Math for second year students. Using the vehicle of professional development our teams of teachers will become more proficient at using the inquiry approach and in the use of differentiated instruction. This will not only build their capacity but also help to achieve this goal.

Goals:

1. To increase the percentage of students in the 2012 cohort who pass their science classes

To increase by 28% the student passing rate in science from 57% to 85% for students in cohort 2012

2. To further develop teachers' knowledge of differentiated instruction

At least, 50% of our teacher will engage in professional development around differentiated instruction that address students' varying learning needs

3. To increase the number of teachers participating in structured professional development teams that use an inquiry approach

At least, 50% of our teachers will engage in teacher teams that use an inquiry approach

4. To increase the percentage of students in the 2012 cohort who pass their math classes

To incrementally increase the pass rate of students in Cohort 2012 passing mathematics by approximately 2% in each of 5 marking periods to a scholarship of 85%.

5. To improve the engagement score of our Learning Environment Survey

To increase by 10% the percentage of parents who responded they have met with a staff member once every few months to more than once a month on the L.E.S. survey statement: *has met with a teacher or other adult at your child's school to share with them important information about child's learning*

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional Development Strategies</p> <ul style="list-style-type: none"> • Administration and teachers collaboratively set grade improvement strategies at the end of each marking period beginning December, 2009 (on-going) • Weekly, teacher common planning periods are used to analyze data, introduce instructional strategies, and write lesson plans beginning in September, 2009 (on-going) • Teacher common planning periods are used to refine the Regents curriculums, utilizing the Understanding by Design model beginning in September, 2009. • Focused inter-visitations are arranged in monthly to evaluate instructional strategies. Observations are discussed in PD meeting, beginning in December, 2009. • Assistant Principal conducts Academic Intervention conferences with each teacher individually and goes over failing students' grades for the purpose of identifying strategies that will improve achievement. (Each marking period – ongoing).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This is the data the school is going to collect as well as the intervals of time established to check progress:</p> <ul style="list-style-type: none"> • Item analysis of student uniform assessments to determine student progress and instructional needs, beginning September, 2008. • HSST scholarship reports by school, by grade level, by subject for the 2nd through the 6th marking periods. Comparative results from 2008-2009. • Analysis of uniform periodic student assessments to monitor student progress beginning September, 2009.

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least, 50% of our teacher will engage in professional development around differentiated instruction that address students’ varying learning needs</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum & Instruction</p> <ul style="list-style-type: none"> • Assistant Principal and teachers will use elements of student scholarship to develop teacher and student goals beginning in September, 2009 (ongoing) • Assistant Principal and teachers will develop and implement strategies to achieve goals for teachers and students beginning in September, 2009 (ongoing) • Assistant Principals and teams of teachers develop and design uniform assessments to gather and analyze classroom and grade data • Assistant Principal and teams of teachers will ensure that uniform unit examinations incorporate Regents-type questions, and are aligned to learning standards and grading criteria beginning in September, 2009 (ongoing) • Assistant Principals and teams of teachers will align curricula to State standards and make purposeful decisions and align curricula across the subject area • Assistant Principals and teams of teachers also gather and analyze a comprehensive range of summative data to create a picture of the students and subject areas strengths and area of need • Assistant Principal and teachers will differentiate instruction based on analysis of the results of unit examinations with the purpose of meeting the needs of individual students beginning in November, 2009 (ongoing) • Assistant Principals will ensure that teachers receive support in the area of differentiated instruction for the benefit of all students. In particular, students who are not exhibiting periodic gains beginning in November, 2009 (ongoing) • Assistant Principals will support teachers by conducting Academic Intervention Conferences with each teacher to establish individual class goals, and, during the year, monitors and reviews failing grades to assess progress toward goals beginning in October, 2009 (ongoing) • During academic intervention conferences, Assistant Principal and individual teachers identify strategies that improve student achievement beginning in October, 2009

	<p>(ongoing)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Administrators will receive professional development on the effective use of strategies that directly improve student performance on the components of department grading policy which are examinations, homework, and class participation. These strategies lay the foundation for improving student outcomes through individual teacher academic intervention conferences beginning in December, 2009 (ongoing) • Assistant Principals will work with select teachers on lesson planning, classroom management, and agreed instructional strategies beginning in October, 2009 (ongoing) • After analyzing unit assessment data and marking period grades, administrators and teams of teachers collaboratively set agreed upon instructional strategies at the end of each marking period that are modeled during professional development sessions beginning December, 2009 (ongoing) • During the professional development, Assistant Principals and teams of teachers have multiple opportunities to discuss their practice with peers, sharpen content expertise, and visit classrooms. beginning in 2009 (ongoing) • Assistant Principals and teams of teachers also evaluate and adjust curricular and instructional practices in response to data and student needs beginning in September, 2009 (ongoing) <p>Staffing</p> <ul style="list-style-type: none"> • Use of Assistant Principal to provide and facilitate professional development, and support • Use of network team and knowledge management team to plan and support <p>Scheduling</p> <ul style="list-style-type: none"> • Students in levels 1-2 are provided with extra periods of instruction • Teachers are provided with common professional assignment periods • Teachers are grouped and assigned to a specific academy

	<ul style="list-style-type: none">• Tutoring is scheduled with several partnerships• Academic intervention conferences are scheduled during teacher professional assignment periods
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Evidence to Verify Achievement of this Goal <ul style="list-style-type: none">• Sign-in sheets and agendas for professional periods.• Binders with evidence of work, protocols, and/or materials

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least, 50% of our teachers will engage in teacher teams that use an inquiry approach</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum & Instruction</p> <ul style="list-style-type: none"> • Teachers establish and communicate academic goals for groups or class of students using elements of the grading policy in order for students to track their progress (beginning in February, 2009) • Assistant Principals and teams of teachers analyze results of unit examinations to inform and guide instruction September 2009 (ongoing) • Teachers will begin to use intervention strategies to improve students’ academic performance beginning September, 2008 • Teams of teachers and individual teachers will develop a system for measuring progress towards interim goals they have set for individual and groups of students October, 2009 (ongoing) • Teachers will discuss, share, and explore teaching strategies and classroom routines that are differentiated to ensure multiple entry points and supports for students • Teacher team will work on becoming a safe environment and creating an inclusive culture that supports progress for the team, group(s) of students, and school
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Teachers will trained by Knowledge Management team, and/or Assistant Principals to develop progress plans for groups of students beginning November, 2009 • Administrators receive professional development on the effective use of strategies that directly improve student performance on the components of department uniform grading policy. These strategies will lay the foundation for improving student outcomes through individual teacher academic intervention conferences and team meetings beginning in December, 2009 (ongoing) • After analyzing unit assessment data, administration and teams of teachers collaboratively

set agreed upon instructional strategies at the end of each marking period. These strategies are modeled during professional development sessions **beginning December, 2009 (on-going)**

- Teachers attend professional development sessions they can turn key to their teams and/or other faculty **beginning November, 2009**

Staffing

- Assistant principals and Network team provide professional development
- Use of network team to plan and support
- Use assistant principals and selected teachers to tutor seniors that need the most assistance in passing Regents examinations

Scheduling

- Teachers, Dean, and counselor meet with individual students monthly to gauge progress on students' goals towards graduation
- Counselors will meet periodically with students who are at risk
- Tutoring is scheduled for students
- Academic intervention conferences are scheduled during teacher professional assignment periods
- Student program groupings and teacher assignments promote accountable collaboration among faculty in which the team is accountable for their students' progress
- Each student is know well by at least one adult on the team
- Counselor coordinates child/youth development and other supports to further students' academic progress
- Teams of teacher conference with individual students and develop improvement plans

Indicators of Interim Progress and/or Accomplishment

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

Evidence to Verify Achievement of this Goal

- Sign-in sheets and agendas for professional periods.
- Binders with evidence of work, protocols, and/or materials
- ARIS Inquiry Spaces
- Student Goal templates
- Student report cards and transcripts

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To incrementally increase the pass rate of students in Cohort 2012 passing Mathematics by approximately 2% in each of 5 marking periods to a scholarship of 85%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>This is the data we collected to establish this goal:</p> <p>This is the data we collected to establish this interim goal:</p> <ul style="list-style-type: none"> • Baseline data established from first marking period scholarship report 2009, school-wide and by departments. <p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Conference with the students to review the department grading policy and course requirements for passing. (September 2009- ongoing) • Review key topics and skills from the Integrated Algebra curriculum needed to succeed in Geometry. (September 2009 - ongoing) • Re-teach areas of low performance on uniform exams and class exams as well as regular classroom assessments. (September 2009 – ongoing) • Utilize class assessments for differentiating instruction (September 2009 - ongoing) • Academic Intervention Conferences are held between Assistant Principal and teacher to determine specific strategies for low performing students. (October 2009 – Ongoing) • Offer tutoring two times a week by mathematics teachers during lunch periods and after school. (September 2009 – ongoing) • Use Apperson technology in all classrooms for in class tests to regularly analyze assessment results and evaluate teaching approaches to improve the delivery of instructions. (September 2009 – ongoing) • Review with the students the department grading policy. (September 2009- ongoing) • Teachers collaboratively design lessons to engage and support students in their mathematics classes (September 2009 – ongoing) • Teachers will conference with individual students at least twice a marking period and continue to monitor their progress during the semester. (October 2009 – ongoing). • Introduce a three semester sequence for Integrated Algebra for struggling students

	<p>(February, 2010).</p> <ul style="list-style-type: none"> • Use of computer programs that help review work taught during the semester that the students can use during their lunch periods (February 2010 – ongoing) • All homework assignments are to be spiraled back to work learned earlier in the term (September 2009 – ongoing) • Every instructional period should end in a summary (September 2009 – ongoing) • Use of tiered worksheets to address the various needs of the students. (September 2009 - 2010) • Incorporate a variety of differentiated instructional techniques. (September 2009-2010) • Many of the teachers are now putting their classroom lessons on line for the students to review at home or in the school library. (September 2009 - ongoing) • Teachers will check the students’ notebooks on a regular basis to make sure the students are copying the class work. (September 2009 - ongoing) • Start the school year with constructions and projects to engage the students in the Geometry curriculum. (September 2009 - ongoing).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Professional Development Strategies</u></p> <ul style="list-style-type: none"> • Assistant Principal and teachers have weekly collaborative meetings to review questioning techniques, Bloom’s taxonomy, and to develop teaching strategies and instructional methods for specific topics in all mathematics classes. (September 2009- ongoing) • Assistant Principal conducts an item analysis of all six assessment for each semester, the results of which are then discussed to determine strategies that address students’ needs. (September 2009 – ongoing) • Assistant Principal and teachers determine areas of need that have to be taught using a different approach. These skills and procedures are then included as Do Now problems, homework problems, quizzes and again on tests. (September 2009 – ongoing). • Structured inter-visitations allow teachers the opportunity to observe each other to identify effective practices. (November 2009 - ongoing) • Assistant Principal has group visits to various teachers, so that all teachers can see a variety of successful teaching strategies and works with the teachers to increase their teaching strategies used in all their classes to engage the students. (November 2009 – ongoing) • Train teachers in interpretation of performance series data and interpretation of strategies for teaching (September, 2009).

	<ul style="list-style-type: none"> • Assistant Principal conducts Academic Intervention conferences with each teacher individually and goes over failing students grades, developing instructional strategies for improvement. (Semester fall 09 first marking period grades – ongoing) • Review with teachers the techniques for conducting parent conferences in school and on the telephone to enhance communication and support (September 2009 - 2010) • Several of the mathematics teachers are helping other teachers improve their use of the available technology. (September 2009 - ongoing) • Look at the students Regent grades from the Integrated Algebra regents to understand the levels one is teaching. . (September 2009) • The entire Geometry curriculum was revised to engage the students from day one in the course work. (September 2009)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence to Verify Achievement of this Goal</p> <ul style="list-style-type: none"> • Item analysis of student uniform assessments to determine student progress and instructional needs, by end of January, 2010. This data is also gathered by classes and teacher. • HSST scholarship reports by school, by grade level, by subject for the 2nd through the 6th marking periods. Comparative results from 2007-2010.

Subject/Area (where relevant): Environmental Survey

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 10% the percentage of parents who responded they have met with a staff member once every few months to more than once a month on the L.E.S. survey statement: <i>has met with a teacher or other adult at your child’s school to share with them important information about child’s learning.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>This is the data we collected to establish this interim goal:</p> <ul style="list-style-type: none"> Based on the 2008-09 LES, 70% of our parents responded that they met with a staff member once every few months to more than once a month during the school year. <p>Strategies</p> <ul style="list-style-type: none"> Parent Coordinator (PC) is to work with school staff to develop new strategies in keeping parents up-to-date with child’s progress. (October 2009, Ongoing)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: Assistant Principals, Guidance Counselors and Parent Coordinator</p> <p>Scheduling: Monthly Workshops</p> <ul style="list-style-type: none"> Small group workshops on ARIS Parent Link (beginning Fall 2009 on Wednesdays from 4pm – 6pm) <p>Budgeting: Funding for refreshments.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence to Verify Achievement of this Goal</p> <p>Conduct monthly reviews of the parents’ feedbacks and inquiries through the use of the mock and telephone surveys.</p> <p>We project 1% monthly increase by May as evidence by the LES of 2010.</p>

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	110	16	181	12		22	22	
10	10	40	28	79	44	23	23	
11	11	1	21	45	99	21	21	
12	12	0	3	22	86	27	27	

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Instructional Strategies</p> <p>Tier 1</p> <ul style="list-style-type: none"> • Teachers administer uniform assessments to identify student needs and to plan for improvement through differentiated instruction beginning in November. Utilize Achieve 3000 in Ramp-Up 9th ELA classes to provide both reading practice and on-going assessment at their reading level. Incorporate research based questioning strategies (e.g. scaffolding questions; building in wait time via written response and think, pair, share; asking higher order questions; and providing students with mental frames) • Implement clear, uniform grading policy and rubrics that allow students to monitor their own progress • Incorporate “Self-Management of Learning” Principle in all ELA classes by encouraging students to self evaluate their own progress both in terms of how much of the content they understand and their individual test scores. Differentiating instruction in order to support the learning needs of diverse learners and to ensure that “effort” leads to academic success • Expand our Wilson initiative to two periods in the 9th grade Basic II classes. Use of NYSELAT to group students based on proficiency. Incorporation of language acquisition strategies/activities (graphic organizers; writing frames; word walls; and language charts) that expand students’ lexicons. Target students who did not previously earn 10 credits / year • Implement Read 180 and the Rewards Program to afford students the opportunity to learn and practice basic grammar skills. <p>Tier II</p> <ul style="list-style-type: none"> • Provide after-school classes and tutoring • Train students in specific literacy and writing performance skills • Assistant Principals conduct academic intervention conferences with teachers to ensure the fair application of the uniform grading policy; to identify the needs of failing students and to help teachers strategize solutions for at-risk students • Differentiated options for special needs learners, including oral and visual delivery of content (in English and Spanish), and fundamental skills review

	<ul style="list-style-type: none"> • Each student will receive a transcript review with a guidance counselor. Each student and student’s parent will sign a contract which includes a personalized plan for graduation to be returned to the Guidance Counselor. Credit recovery courses will include a guidance component and attendance outreach • Create credit recovery courses by offering off-track classes with customized curriculum to focus on specific student needs • Incorporating media and technology in after-school courses. Provide differentiated options for students who need credit only, students who need credit and regents prep, and students who need Regents prep only • Introduce a Saturday Regents’ Academy to prepare students for re-test examinations. Initiate a school wide campaign to set clear expectations for passing Regents examinations including grade incentives for achieving 65 plus or 85 plus scores
<p>Mathematics:</p>	<p>Instructional Strategies</p> <p>Tier I</p> <ul style="list-style-type: none"> • Teachers will use differentiated instruction to help students who are having difficulties in math • Discuss with students their grades and how to improve them • Classes conducted with Smart Boards will allow the students the opportunity to review that day’s lesson • Students can use math programs on internet • Students can use Integrated Algebra workbooks to improve their basic skills <p>Tier II</p> <ul style="list-style-type: none"> • Several teachers will offer tutoring during their lunch periods • Several teachers will be offering after school tutoring • Tutoring by teachers’ schedules • Teachers will attend academic planning services • Call parents and email parents • Teachers will lend their own books to help students understand the work • email contact with students • Teachers have directed students to Regents’ Prep Sites • Other tutoring such as GATEWAY, CFES and CCNY tutors • Classes for students who have not passed their last mathematics test Students can use math programs on internet. • Provide after-school classes and tutoring

	<ul style="list-style-type: none"> • Train students in specific literacy and writing performance skills. • Assistant Principals conduct academic intervention conferences with teachers to ensure the fair application of the uniform grading policy; identify the needs of failing students and to help teachers strategize solutions for at-risk students • Differentiated options for special needs learners, including oral and visual delivery (in English and Spanish) of content, and fundamental skills review. • Each student will receive a transcript review with a guidance counselor. Each student and student’s parent will sign a contract which includes a personalized plan for graduation to be returned to the Guidance Counselor. Credit recovery courses will include a guidance component and attendance outreach. • Create credit recovery courses by offering off-track classes with customized curriculum to focus on specific student needs (Small group instruction) • Incorporating media and technology in after-school courses. Provide differentiated options for students who need credit only, students who need credit and Regents prep, and students who need Regents prep only • Introduce a Saturday Regents’ Academy to prepare students for re-test examinations. Initiate a school wide campaign to set clear expectations for passing Regents examinations including grade incentives for achieving 65 plus or 85 plus scores
<p>Science:</p>	<p>Instructional Strategies</p> <p>Tier I</p> <ul style="list-style-type: none"> • Teachers administer uniform exams in all Regents classes (total of twelve per year) to identify class needs and to plan for improvement • Use literacy strategies, such as word circles, to increase students’ non-science vocabulary and comprehension skills necessary to understand Regents questions • Provide students in the Ramp-Up English program with two periods per day of Regents Living Environment • Improve reading comprehension of students in the Ramp-Up English program by using Achieve 3000 in both science and English classes • Utilize Apperson scan machine to do item analysis and analyze this data in team meetings to plan instruction. • Implement clear, uniform grading policy that allows students to gauge their own progress • Utilize IEP instructional goals to individualize instruction for students. • Initiate a school-wide campaign to set clear expectations for passing Regents examinations • Conduct an analysis of all Regents testing results for the 2009 and 2010 student cohorts and

	<p>identify students missing only a science exam to earn a Regents diploma with advanced designation</p> <ul style="list-style-type: none"> • Inform all students in Regents classes that they are required to take the Regents exam • Modeling of expectations based on the Regents • Conduct an analysis of all Regents testing results for the 2008 and 2009 student cohorts and identify students earning 80-89% on previous Regents exams • Set expectation in Gateway classes that students will earn 85% or higher on course and Regents grades. <p>Tier II</p> <ul style="list-style-type: none"> • Gateway tutoring, for the students in the Gateway program earning below an 80% in any subject, will occur once per week with tutors from the Sophie Davis School of Medicine • Introduce a Saturday Regents Academy and/or PM School to prepare students for re-test examinations • Introduce a Saturday Regents Academy to prepare students for re-test examinations
<p>Social Studies:</p>	<p>Instructional Strategies</p> <p>Tier I</p> <p>Teachers administer uniform assessments to identify student needs and to plan for improvement through differentiated instruction beginning in November</p> <ul style="list-style-type: none"> • Incorporate research based questioning strategies (e.g. scaffolding questions; building in wait time via written response and think, pair, share; asking higher order questions. • Create credit recovery courses by offering off-track courses with customized curriculum to focus on specific student needs (Small group instruction) • Credit recovery curricula will include a variety of delivery methods, including test review and personalized instruction. • Provide differentiated options for students who need credit only, students who need credit and regents prep, and students who need Regents prep only • Design extended periods after school to support students. • Incorporation of language acquisition strategies/activities (graphic organizers; writing frames; word walls; language charts; etc.) that expand student lexicons • Incorporate “Self-Management of Learning” Principle in all social studies classes by encouraging students to self evaluate their own progress both in terms of how much of the content they understand and their individual test scores. Incorporating literacy instruction in social studies self-contained classrooms (Wilson; Rewards) • Teach students to use a universal format to write essays for the Regents. • Teach students to use the Cornell Note taking system.

	<ul style="list-style-type: none"> • Incorporate vocabulary into daily lessons and provide classes with dictionaries. • Teachers will meet with the Assistant Principal during common planning time to discuss student engagement, classroom environment, data, differentiated instruction, and professional development through articles, websites, and instructional strategies. <p>Tier II</p> <ul style="list-style-type: none"> • Implement after-school and before school tutoring to support students. • Create credit recovery classes to students with a customized curriculum to focus on specific student needs. • Credit recovery curricula include a variety of different methods, including test review and personalized instruction.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Small group counseling for at-risk students and students potentially earning less than 10+ credits a year Individual counseling for at-risk students. <p>School Day/Remedial AIS, PM School, Tutoring, ELL Services, Voluntary Transfer, Counseling, Referral to Community based Organization, Schedule Change, Referral for Section 504 Services, Referral for Special Education Services, Referral for Sp. Ed. Services or Re-evaluation, Referral for IEP Review of Transitional Services, Summer School.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • Special education Referrals <p>Counseling Sessions, Intense Personal Counseling, Testing of students for evaluation, Counseling for classification if students do not have an I.E.P.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> a) Advisory groups for at-risk 9th graders b) Advisory professional development for teachers of at-risk 9th graders c) Small group and individual counseling for at-risk boys d) Individual counseling
<p>At-risk Health-related Services:</p>	<p>Counseling, Consent form for medication, Mental Health Counseling</p>

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

NCLB/SED requirement for all schools

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



A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL AT CITY COLLEGE

135th Street & Convent Ave. ☎ New York, New York 10031☎ Telephone: 212-926-0113 ☎ Fax: 212-281-2726

Henry Rubio
Principal

Language Allocation Policy

I. LAP Team: The committee consists of: Henry Rubio, Principal; D. Coy Bailey, A.P. Supervision; P. Villeneuve, ESL/Bilingual Coordinator/Spanish Teacher; D. M. Kaalund, Guidance Counselor; M. Kinard, Parent Coordinator; D. Navarro, ESL teacher.

II. Teacher Qualifications: We currently have 1 certified ESL teacher.

III. Demographics: The total number of ELL/LEP students is 36 out of a population of 1476. English Language Learners make up 2.4% of the student population. However, only 18 are receiving ESL instruction, because the other 18 are x-coded Special Ed students. At present there are no SIFE students.

All of Randolph's ELLs are in our Freestanding ESL program taking ESL and general education classes because there are less than 20 students per grade level who require services. Many ELLs have tested out and there is not a sufficient number to warrant a Transitional Bilingual Education program. Upon closer scrutiny, 22 ELLs have been in TBE or ESL for seven years or more. This may specifically speak to a literacy issue.

Randolph HS has a Freestanding ESL program. There is a double period Intermediate ESL class, and two Advanced ESL classes that run concurrently with the double-period class. One small additional beginner class period is provided separately.

IV. Parent Program Choice:

Upon initial enrollment, parents complete a HLIS form and if it is ascertained from the HLIS form that the student's home language is not English and an initial screening of the student's spoken language is not English, then the student is assessed with the LAB-R exam. If the student scores at the beginning, intermediate or advanced level, then the student is LEP and must be placed in either a TBE program or Freestanding ESL program. If the student is LEP and Spanish-speaking, he is also given the Spanish LAB. Within 10 days of enrollment, parents are invited to attend a workshop and view a video which describes all available options. Students are assigned a program based on their LAB-R scores and parental choice. The Bilingual Coordinator and Guidance personnel present the parent workshops. The majority of students who come from our feeder schools are long-term ELL students and parents have not requested an option.

As we have not received any newly-enrolled students to NYCDOE, we have not had any parental survey requests. Because of this, we have not been able to foresee trends in program selection. Most students entering our program are

placed based on their NYSESLAT scores from 8th grade. If we received 20 students or more per grade, then we would have to form a TBE program.

We have a Freestanding ESL program based on our number of ELLs. On occasion students arrive at Randolph from a placement center because they requested an ESL program.

V. Assessment Analysis

Part A: NYSESLAT Results

For those students in the Freestanding ESL program, the greatest number of students is in 9th grade (15) followed by 10th grade (12), 11th grade (8) and finally 12th grade (1). In General Education, Two (2) students are at Beginner level; nine (9) students are Intermediate and four (4) students are Advanced. In Special Education, five (5) students scored at Beginner level and sixteen (16) students at Intermediate level. The greatest number of students had lower scores in Reading/Writing at the Intermediate level (23), Beginner (7), and Advanced (4). The data indicate that these students would benefit from instructional strategies geared towards writing and reading.

Part B: Regents Results

Our data is taken from cumulative Regents results for ELLs. It includes the June '09 Regents. Since the majority of Regents exams are critical for diploma requirements, our 10th -12th grade students are most affected. Students take the Regents exams in English with supports of additional time, separate location, Spanish version of Regents exams when available and bilingual glossaries also as available.

The Regents results indicate that our ELLs are in need of much support in preparing for the Regents exams. Regents prep classes and alignment in the ESL classes with the NYS Standards for ELA and other content areas is critical. The grouping of ELLs in content area classes with non-ELL students and ESL methodology support can also be helpful.

VI. Planning for ELLs

We do not have SIFE students at present. However, one indicator we use to identify SIFE students besides teacher observation is the Spanish LAB, which is given to Spanish-speaking students upon arrival. We can determine if their literacy in Spanish is below level and provide them with extra support in a Spanish literacy class as well as tutoring in the afternoons along with our Title III program.

At present we have one student who has been in US schools less than three years. However, there are instructional supports involving after-school and Saturday tutoring.

All ELL students are in our Freestanding ESL program. Their instructional needs are dictated by NYS diploma requirements. Every support is offered them to acquire the English language as quickly as possible, including ESL tutoring after-school and a Saturday program.

We have a lower number of long-term ELL students this year. These students are spread across the four grades throughout the ESL program. They have many different needs and weaknesses, but most revolve around reading and writing. We are supporting their literacy development through tutoring and Regents prep classes; scaffolding literacy instruction across the content areas; and by providing professional development for all teachers.

We have a very small number of ELLs (3) with special needs, whether they are in self-contained classrooms or resource room. Many of these ELLs have been receiving Bilingual/ESL instruction since entering elementary school. Many students get recommended to be re-evaluated for needing ESL. This year there are 14 x-coded Special Education ELLs. Our goal is to provide them with supports as needed.

Once students achieve proficiency we continue to support their English literacy development through individualized tutoring after-school; through available Title III instructional support; and tracking them as a cohort. We also continually monitor the academic needs of all ELL learners in order to ensure the success of this population. Examples include case conferencing; and frequent planning meetings.

Careful review of LAB-R and NYSESLAT results is used to assure the correct placement of each student in the appropriate level of ESL instruction. Programming students for ESL is mandated by the state: 540 minutes per week for Beginners, 360 minutes per week for Intermediate, and 180 minutes for Advanced.

English is used as the language of instruction in classes for the Freestanding ESL program. There is one intermediate group and one advanced group of ESL students. The two Beginner ESL students were given a separate class and combined with the double period intermediate class. They are High Beginner – Low Intermediate.

VII. Resources and Support

In content area classes, bilingual glossaries are available for social studies, Living Environment, earth science and math. Dictionaries, maps, realia, pictures and word walls are used in the classrooms.

All teachers in the school have received professional development in Understanding by Design as well as Strategies for Differentiated Instruction across the content areas. Most teachers received the Jose P. PD (9/05) two years ago. ESL teachers have attended city-wide PD for Teachers of ELLs and MSI/BETAC PD on Aligning the NYS ELA and ESL Standards in the fall. Continued support should be given in the areas of Professional Development to all teachers who have ELLs and recent-former-ELLs.

VIII: Program Description:

The instruction in all of our ESL and ELA classes is based on research proven strategies for best practices. Teachers make the skills and habits of mind necessary for language acquisition transparent by modeling them and by using a variety of methodologies to reinforce them.

The Freestanding ESL Program at Randolph has had many challenges over the last few years but the students have been successful and achieved good results. The LAP should continue to support the strong commitment to English language acquisition via a Freestanding ESL program. Finding and retaining high-quality teachers is vital to the quality of instruction. One of the reasons our program is successful is the careful attention given to programming the students with respect to their individual needs. A concern is the small number of students in each grade, making it more difficult to provide classes solely for ELL students.

Filename: 06M540 App 2 LAP 2009-2010_ Final.doc
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Data\Microsoft\Templates\Letterhead.dot
Title: A. Philip Randolph HS Letterhead
Subject:
Author: fosterbak
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Comments:
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Number of Characters: 7,594 (approx.)

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.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 06	School 540
Principal Henry Rubio	Assistant Principal D. Coy Bailey
Coach type here	Coach type here
Teacher/Subject Area D. Navarro, ESL	Guidance Counselor D. M. Kaalund
Teacher/Subject Area P. Villeneuve, Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator M. Kinard
Related Service Provider type here	SAF type here
Network Leader type here	Other type here

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1476	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	2.44%
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Part II: ELL Identification Process

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).

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.
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].)
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.
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.)
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.

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
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)					0
Dual Language (50%:50%)					0
Freestanding ESL					
Self-Contained	2				2
Push-In	2				2
Total	4	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	21
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	22

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									Total
	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										0
Dual Language										0
ESL	3		1	11		5	22		15	36
Total	3	0	1	11	0	5	22	0	15	36

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): Number of third language speakers:

Ethnic breakdown of EPs (Number)

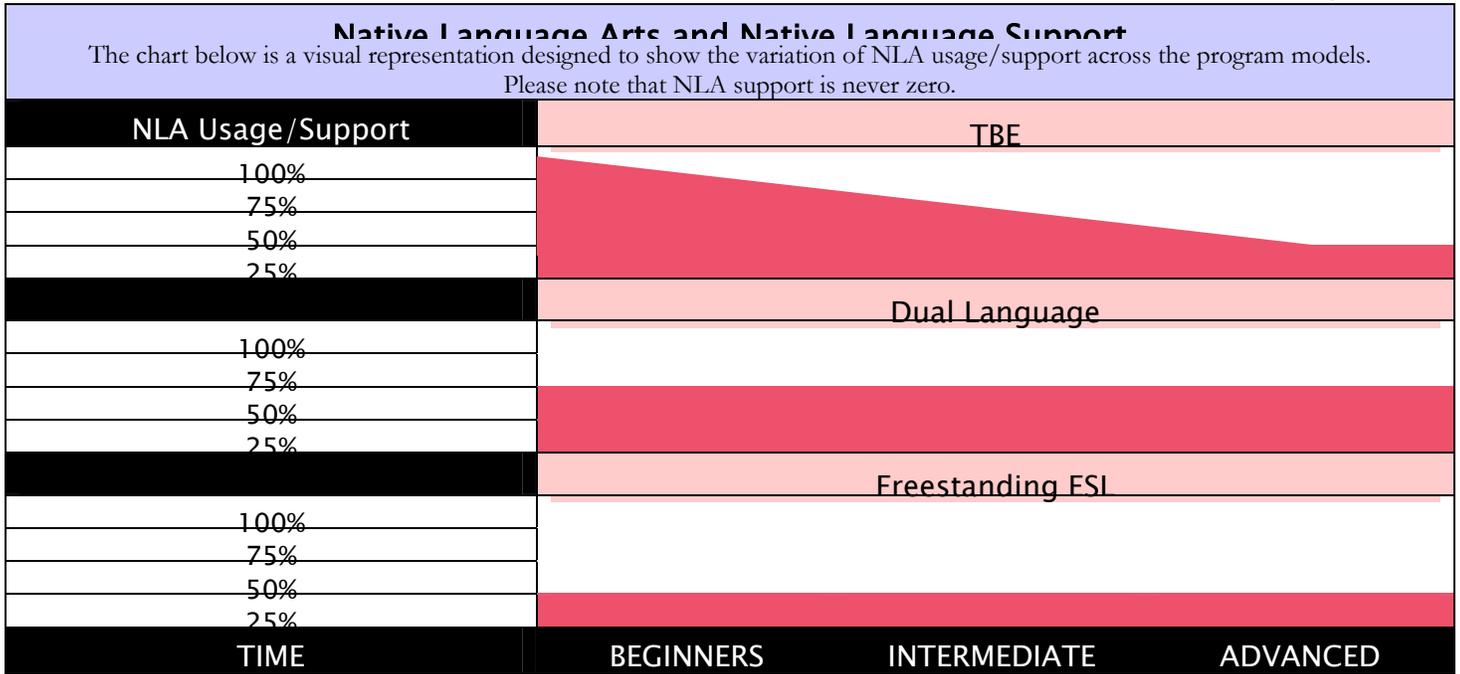
African-American: Asian: Hispanic/Latino:
 Native American: White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	15	12	8	1	36
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

Programming and Scheduling Information					
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</p> <p>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])?</p> <p>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)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p>					
<p>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.</p>					
<p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>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.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>					
TOTAL	15	12	8	1	36

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>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</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



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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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)?

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 (including non-ELL teachers) as per Jose P.

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?

Part IV: Assessment Analysis

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)	5	2			7
Intermediate(I)	8	8	8	1	25
Advanced (A)	2	2			4
Total	15	12	8	1	36

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I	4	3	3	
	A	5	6	2	
	P	5	2	3	1
READING/WRITING	B	5	2		
	I	7	7	8	1
	A	2	2		
	P				

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				
Math A		2		1
Math B				
Sequential	6		1	
Sequential	1		0	
Sequential				
Biology				
Chemistry				
Earth Science				
Living Environment	5		1	
Physics				
Global History and	2		0	
US History and		1		0
Foreign Language				
NYSAA ELA	3		3	
NYSAA Mathematics	3		3	
NYSAA Social	3		3	
NYSAA Science	3		3	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.

Part VI: LAP Team Assurances

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)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Filename: 06M540 App 2 LAP Worksheet 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M540_
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/15/2010 3:48:00 PM
Change Number: 2
Last Saved On: 1/15/2010 3:48:00 PM
Last Saved By: NYCDOE
Total Editing Time: 0 Minutes
Last Printed On: 3/9/2010 10:25:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 3,993 (approx.)
Number of Characters: 22,763 (approx.)

Materials: The following material will be purchased with Title III funds.

National Geographic instructional materials

Glossaries

Maps

Dictionaries from Pearson

Instructional reading and writing materials from Cengage Publishing

Office supplies: copy paper, printer ink to publish the newsletter

Frequency/ Duration: The program will run two afternoons per week for two hours after school from October to June. **One teacher per afternoon will be needed.** On Saturdays there are approximately 7 excursions planned for October – May, with pre-trip lessons, post-trip lessons, and writing activities based on experiences during the trip. All trips will focus on the Social Studies curriculum to prepare the students for the Global, and American History Regents. Students will publish a newsletter including the written work of the students describing their experiences during the different trips.

Rationale: To further develop skills in reading and writing, because many students are preparing for Regents exams and require extra time and support to acquire the content and skills needed for success on the Regents exams in June. Also, by having additional scaffolding, cultural enrichment and native language support, we are creating a nurturing environment for our ELL students. Students will be evaluated by means of improvement in their report card grades, test grades and Regents scores.

Target population: Approximately 37 ELLs in 9th – 12th grades.

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.

Professional Development Program

All teachers of ELLs receive staff development monthly and on an on-going basis within the English (Humanities) department, as well as attending the M/SIBETAC workshops for teaching and learning strategies in the ESL/ELA classroom. Some workshops will be the following:

- Differentiating Instruction for ELLs
- Analyzing data to inform instruction
- Understanding the ELL Student
- Preparing Students for NYS Regents
- Strategies in ELA to focus on the needs of ELLs

The teachers working in the CASA Program will continue and expand their professional development by participating in QTEL workshops (beyond Building the Base). The teachers will develop lessons and strategies incorporating QTEL strategies, so that the CASA Program instruction will be more effective. Title III funds will be used to pay for per diem sub when teachers attend QTEL and other workshops. **We will need 6 per diem subs to be able to accomplish this activity.**

Parent Involvement Program

Our Parent Coordinator organizes monthly workshops for all parents throughout the school year. Some of these workshops are the following:

- Graduation Requirements
- College Programs and Scholarships
- Understanding NYS Regents
- The Importance of the After School Program
- Helping your child meet the Standards

Our ELL parent will also participate with their children in the Saturday CASA Program. Parents will be invited to participate with their children on Saturday trips to museums and cultural events in the city.

Title III funds will pay for snacks and refreshments, metro cards and admissions for parents participating in the program.

Form TIII – A (1) (b)

School: A. Philip Randolph Campus H.S.

BEDS Code: 310600011540

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,081.18	<u>CASA program</u> After School 1 teacher x 2 hours x 2 days per week x 38 weeks x \$49.89 = \$7,583.28 <u>Saturday Family Program</u> 2 teachers x 5 hours x 7 Saturdays x \$49.89 = \$3,492.30 <u>Professional Development</u> Per diem coverage: 6 days x \$167.60 = \$1,005.60
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials	\$780.12	National Geographic instructional materials for students; Cengage reading and writing materials; office supplies
Educational Software (Object Code 199)		
Travel	\$1638.70	Student admissions, Metro Cards
Other (Parent Involvement)	\$500	Parent Admissions Metro Cards Snack and refreshments
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use our parent environment survey, feedback from our SLT, PA Executive Board, and PA association. Teachers will provide the parents with these surveys at parent teacher conference to so they can be completed and collected.

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

We found that we need to translate all phone master messages, translate student progress report, translate website information, have a bi-lingual school operator, and translate all email notifications, have student volunteer translators, translation of our progress report, a translation sheet in English and Spanish for our report card comments, and translation in other languages by parents of those languages.

Part B: Strategies and Activities

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

All the translation services described above will be performed by school staff to every extent possible, by student volunteer translators, and by parent volunteers on every floor. If necessary, we will outsource to DOE vendors.

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

Oral interpretation will be provided by school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- A. The school provides the Bill of Rights and Responsibilities to parents in the following ways:
- Mailing a copy to the home of parents who require language assistance services
 - Posting a copy in the Main Office
 - Including it in the Parent handbook, and
 - Offering each parent a copy when s/he comes into the school
- B. The school posts signs in each of the covered languages indicating the availability of interpretation services in the main areas of the school, for example, the Main Office, the Parent Coordinator's Office, and in the lobby area of the school.
- C. The school's safety plan outlines procedures that ensure that staff members are contacting homes, are answering the phones, and that they speak the parents' primary languages.
- E. The school informs parents whose primary language is a covered language that the Department of Education provides information regarding their rights to translation and interpretation services, and provides them with instructions regarding access of this information.

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:	966,276	264,684	1,230,960
2. Enter the anticipated 1% set-aside for Parent Involvement:	9663	2647	12310
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2647	2647
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	48,313	13,234	61547
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		13,234	13,234
6. Enter the anticipated 10% set-aside for Professional Development:	96,627	26,468	123095
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		26,468	26,468

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 93%
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.

We allocated the 5% for Highly Qualified teachers. We have offered to reimburse teachers taking classes in becoming highly qualified. Teachers have been informed of this through faculty conferences, and they have also been reminded via memoranda. Additionally, teachers are encouraged to sit the HOUSSE test.

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.



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL AT CITY COLLEGE
135th Street & Convent Avenue
New York, New York 10031

Henry Rubio, Principal
Telephone: (212) 926-0113
Fax: (212) 281-2726

Title I Parent Involvement Policy

I. General Expectations

A. Philip Randolph Campus High School agrees to implement the following statutory requirements:

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

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

1. A. Philip Randolph Campus 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:
2. A. Philip Randolph Campus High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

3. A. Philip Randolph Campus High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
- ✓ Convene an annual meeting of all parents to explain the Title I and Title III programs and their rights to be involved in the program;
 - ✓ Involve representatives from the PA Executive Board in an ongoing and timely manner in planning, reviewing and improvement of programs;
 - ✓ Offer a flexible number of meetings, and may use Title I funds to pay related expenses such as child care, transportation, and home visits;
 - ✓ Provide timely information about its programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet; provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions;
 - ✓ Provide parents with an opportunity to submit dissenting views to the District/Region if the school's school-wide program plan is not acceptable to them.
4. A. Philip Randolph Campus High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Achieve3000 and Daedalus parental involvement, ARIS.

LIST ACTIONS

5. A. Philip Randolph Campus High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- ✓ Involve representatives from the PA Executive Board in an ongoing and timely evaluation, reviewing and improvement of programs during School Leadership Team, Parent Association, and Parent Association Executive Board meetings
 - ✓ Offer a flexible number of meetings, and may use Title I funds to pay related expenses such as child care, transportation, and home visits;
 - ✓ Provide timely information about its programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet; provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions;
 - ✓ Provide parents with an opportunity to submit dissenting views to the District/Region if the school's school-wide program plan is not acceptable to them.

6. A. Philip Randolph Campus High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - ✓ Encourage parents to participate in in-state, out of state workshops, conferences, and/or classes
 - ✓ Encourage the purchase and/or use of any equipment and/or materials that may be useful for the effective implementation of strategies
 - ✓ Encourage parental participation in Parent-Teacher conference sessions and individual guidance conferences with counselors.
 - b. A. Philip Randolph Campus High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by encouraging parents to participate and attend workshop provided by the school and/or district.
 - c. A. Philip Randolph Campus High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff on how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing them with ongoing professional development.
 - d. A. Philip Randolph Campus High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Achieve 3000, Ramp-up, ARIS, Daedalus, the APRCHS website, and Home Instruction Programs , for high school students, and conduct and/or encourage participation in activities that support parents in more fully participating in the education of their children.
 - e. A. Philip Randolph Campus High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by sharing such information frequently and in languages other than English.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the A. Philip Randolph Campus High School on __mm/dd/yy_____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

PA President Signature: _____

Date _____

UFT Chapter Leader: _____

Date _____

Principal’s Signature: _____

Date _____

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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.

APPENDIX 7

A.PHILIP RANDOLPH CAMPUS HIGH SCHOOL SCHOOL-PARENT COMPACT 2009-2010 SCHOOL YEAR

Note: *The term parent (guardian, grandparent, etc.) refers to any person designated to the school as responsible for the student, unless the student is an emancipated minor.*

The parents, students, and tile school working cooperatively to provide for the successful education of the student agree:

PARENTS AGREE	STUDENTS AGREE	THE SCHOOL AGREES
To know the school's mission, educational goals and objectives	To know the school's mission, educational goals and objectives	To provide a clear description and explanation of the school's mission, educational goals and objectives
To become familiar with the school calendar, discipline codes, and basic school safety rules, and discuss same with their children	To follow the school calendar, discipline codes and the school's basic school safety rules and regulations	To provide parents and students a copy of the school's calendar, discipline codes and the school's basic school safety rules and regulations
To provide the school with current family addresses and telephone numbers, and accurate alternate and emergency contacts	To transmit any necessary correspondence to and from school personnel and parents	To maintain up-to-date records containing parent contact information when submitted to the school
To have their child immunized and to provide current health information to the school as necessary	To give appropriate medical information to school personnel	To maintain up-to-date health information in each student's file
To monitor their child's punctuality and school attendance	To attend school regularly and arrive at each class on time	To inform parents of students' inconsistent attendance to school and subject classes
To periodically review their child's class work, homework and project assignments	To attend classes, participate, and complete homework and project assignments on time	To communicate expectations regarding student performance and progress as well as school policies
To monitor television viewing, video game playing and internet use	To prioritize the use of free time by limiting television viewing, video game playing and internet use	To give students strategies and tips to develop good study skills, and internet safety tips

The parents, students, and the school working cooperatively to provide for the successful education of the student agree:

PARENTS AGREE	STUDENTS AGREE	THE SCHOOL AGREES
To show respect for their child and school personnel by modeling appropriate adult behavior	To respect themselves, their parents, their peers, and school personnel	To promote an atmosphere that is safe, respectful, and welcoming to students and their families
To encourage their child to resolve conflicts in a respectful and positive manner	To resolve conflicts in a positive and respectful manner including trying alternative methods for resolving conflicts	To provide students with appropriate conflict resolution strategies including peer mediation
To participate in curriculum and information parent meetings including the schools' parent / teacher conferences	To talk with their families, teachers and school support staff about what they are learning and doing in school	To provide opportunities for parents to discuss their child's achievement as reported on report cards and/or during parent-teacher conferences'
To keep the lines of communication open with teachers and the school about their child's academic and social	To seek assistance (before, during, and/or after school) when they have problems with schoolwork, homework and/or project assignments	To provide information to students and parents regarding available programs and support services
To keep informed about services that are available for their child, such as tutoring and regents' preparatory classes	To attend and participate fully in programs provided for them to improve and/or enhance academic success	To provide students and parents timely information on available resources to supplement and enhance student learning

The parents, students, and the school working cooperatively to provide for the successful education of the agree

PARENTS AGREE	STUDENTS AGREE	THE SCHOOL AGREES
To learn about opportunities for parental involvement at the school and within the community and get involved whenever possible.	To take advantage of every opportunity offered to them and strive for excellence in their academics and extra-curricular activities	To offer specific opportunities for parent involvement, make them readily available and provide a welcoming environment for all parents
To seek opportunities to learn English to better communicate with other parents and the school community	To seek opportunities to learn English to better communicate with peers and the school community	To provide written information translated in the native language of the home using easy to understand language
To inform school parent representatives about the type of training and/or assistance they need to be more effective in assisting their child' s academic success	To inform parents of meetings and available opportunities offered by the school and the community through the various parent representatives	To make available information and tools to parents in a timely manner so they can help their children to achieve academic and social success
To attend literacy, mathematics and technology presentations and/or workshops to further develop their understanding of the high school curriculum	To study for examinations and participate in school and community activities that will support learning and seek help for early intervention	To implement an academic program that supports high expectations for students by providing high quality curriculum and instruction
To communicate to teachers and school staff concerns they may have with school work, homework, project assignments, and child's interactions with school personnel	To inform parents when they experience problems in school in understanding academic expectations and any concerns interacting with school staff	To serve as a mediator for student concerns by investigating and addressing the concern in a variety of ways
To encourage your child to participate in a variety of activities that can enhance their development in all areas of life	To seek opportunities to enhance their academic, emotional, and social growth	To provide a variety of activities that can enhance the academic and social development of students

,

After discussing this school-parent compact with your child, please sign and return this page only to your child's official teacher.

Student's Name _____ *Official Class* _____ *Student's Signature* _____

Parent's Name

Date Signed

Parent's Signature _____

PAC Chairperson _____ . _____

Date Signed

Principal's Signature _____

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Number of Words: 1,084 (approx.)
Number of Characters: 6,179 (approx.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See Page 9

2. School wide reform strategies that:

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

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Recruit and retain highly qualified teachers

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

See goals

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

With the exception of teachers from Special education, highly qualified teachers are selected from the very competitive excess pool. Teachers are also screened and interviewed during the Open Market period.

6. Strategies to increase parental involvement through means such as family literacy services.
Conduct Workshops with focus on: (ARIS Parents Link, Learning Environment Survey & Promoting Literacy in the Home); Informational Bulletin Board; Support the school and School-Based Community programs within to inform parents of immigration rights and citizenship; Conduct weekly (every Tuesday) Learning Environment Walking Tour of School; Mass mailing to parents/guardians including students' progress; Produce Parents' Newsletter.
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.
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.

See Goals

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

See Goals

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

X Applicable Not Applicable

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

Teachers co-created along with the Humanities AP a 9-12 Curriculum skill map which is aligned to both New York State and New York City standards but do not consistently use it to plan instruction and to measure student achievement.

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.

Our curriculum skill map is now being further refined to include sample lessons and specific strategies for addressing each skill set. In addition, the AP will work with individual teachers to develop appropriate lessons and strategies for delivering instruction. Formal and informal observations will include a component which assesses how well teachers align instruction to the curriculum skill map.

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.

Our school has taken a close review of our curriculum by looking at assessment data, teacher interactions, student grading, walk through observation, formal observations, and curriculum pacing calendars. Since the New York State Regents Examination has been changed to Integrated Algebra (June 2009) and the Geometry (June 2009) the curriculum for both of the courses has been aligned to the New York State Standards.

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

X Applicable Not Applicable

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

We have also found a disconnect between content topics and skills to be mastered, strategies to be utilized, or student outcomes to be attained. There is a lack of understanding across teachers regarding what students should understand and be able to do at each level. Teachers have difficulty with materials that they feel are not appropriate enough to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. We will need help from central with this. Since the New York State Regents Examination has been changed to Integrated Algebra (June 2009) and the Geometry (June 2009) the curricula for both of the courses have been aligned to the New York State Standards. Since the teachers are meeting regularly to ensure that the curriculum is followed and carefully taught we believe that there is more cohesiveness in the teaching of the standards.

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.

Our teachers are meeting once a week to take a closer look at our curriculum and using uniformed assessments to guide further curriculum work.

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.

We used formal and informal classroom observations, teacher inter-visitation as well as discussions with individual students and teachers.

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

X Applicable Not Applicable

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

There is some relevancy. This is an area where we have made some improvements, but still need further growth.

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.

- Teachers attend professional development sessions once weekly with assistant principal during which teachers are provided with professional development on a range of topics including increasing student engagement:
 - Effective questioning techniques (questions that activate schema; build in wait time; foster critical thinking)
 - Differentiating instruction by incorporating appropriate scaffolding and the use of menus (e.g. RAFT Writing; text structures; reciprocal teaching; etc)
-

2B – Mathematics Instruction

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

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

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

Our school has taken a close review of our curriculum by looking at assessment data, teacher interactions, student grading, walk through observation, formal observations, and curriculum pacing calendars.

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?

Our school is now focusing on using technology on a daily basis to increase student participation and achievement. Using the graphing calculator is mandated via the New York State Regents. We are also using better questioning techniques and differentiated instruction to improve the learning environment.

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

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

The Mathematics Teachers and Assistant Principal will address the above issues using a variety of teaching strategies and differentiated instruction to improve our delivery of instruction.

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.

We have looked at our table of organization for the last three years and discussed the reason(s) for staffing changes.

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

Applicable x Not Applicable

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

We found that that the finding might have some relevance for school years 2004-2006. However, the findings are not true for school years 2006 to the present. Our school has experienced an increase of staff members due to streamlining of the academies, introduction of new programs, and increases in student enrollment.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

Discussions with ESL teacher, coordinator, and administrators.

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

Applicable x 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?

Discussions with ESL teacher, coordinator, and administrators.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Discussions with ESL teacher, coordinator, and administrators.

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

X Applicable Not Applicable

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

We found that content teachers for ELLs did not always receive or use testing data to inform their instruction.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We will survey the staff

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

x Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

We have reviewed IEPs and have found evidence of the above.

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?

- The testing accommodations and/or modifications are not consistent with the accommodations and/or modifications for the classroom (including instruction).
- There is not a behavioral plan for every student with disabilities.

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.

- Conduct professional development with teachers to help them develop an understanding of the importance of consistent testing accommodations and/or modifications in the classroom environment
- Develop a plan to incorporate, monitor, and support teachers' consistent use of testing modifications in the classroom environment (including instruction)
- Continue to develop a behavioral plan for all students with documented behavioral issues

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Grade	Number of students
9	2
10	4
11	2

2. Please describe the services you are planning to provide to the STH population.
AIS Related Services, Mental Health Services, Tutoring, Crisis Intervention Services, Trips and Dinners.

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.

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