



**CITY-AS-SCHOOL HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **02M560**  
**ADDRESS:** **16 CLARKSON ST, NY, NY 10014**  
**TELEPHONE:** **(212) 337-6800**  
**FAX:** **(212) 337-6875**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: M560 SCHOOL NAME: City As School

SCHOOL ADDRESS: 16 Clarkson St.

SCHOOL TELEPHONE: 212 337 6800 FAX: 212 337 6875

SCHOOL CONTACT PERSON: Alan Cheng EMAIL ADDRESS: Alan@Cityas.org

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ray Green

PRINCIPAL: Antionette Scarpinato

UFT CHAPTER LEADER: Vincent Davi

PARENTS' ASSOCIATION PRESIDENT: Marsha Gaillard

STUDENT REPRESENTATIVE:  
(Required for high schools)

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

DISTRICT: 02 SSO NAME: Hurwitz Network

SSO NETWORK LEADER: Anya Hurwitz

SUPERINTENDENT: Elaine Gorman

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Antoniette SCARPINATO	*Principal or Designee	**
Vincent Davi	*UFT Chapter Chairperson or Designee	**
Marsha Gaillard	*PA/PTA President or Designated Co-President	**
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	**
Robert Carter	DC 37 Representative, if applicable	**
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	** **
	CBO Representative, if applicable	
JP Schneider	Member/	**
	Member/	

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

\* Core (mandatory) SLT members.

\*\* Signatures on file at school.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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### **NARRATIVE DESCRIPTION OF CITY AS SCHOOL**

Created in 1972 in answer to pressing and pervasive problems within secondary education, City As School (CAS) was established as a learning environment that would encompass the breadth of New York City's political, cultural, social and economic opportunities. Specifically, it was to be an educational institution that would cut across, and unite, the diverse cultural and political groups that make up New York's citizenry. Public interest in education due to high dropout rates, apathy and general disaffection, became a source of public support for this educational experiment.

The opportunity to experience education within the real world of work offers students a new perspective and permits them to form dynamic relationships with advisors who serve as supervisors and work-site colleagues. The strength of student relationships with work mentors and a caring staff in an environment rich with opportunities for "learning by doing", is at the heart of CAS's continuing success. CAS students learn to "network;" students, supervisors, colleagues and teachers all aid in the creation of environments that enrich and educate. Internships often lead to opportunities for employment both before and after high school. Student-centered, experiential learning provides the framework for meeting the needs of students, encouraging creative sensibilities and discovering individual strengths.

#### **City As School in Brief:**

- *Less than 750 students*
- *81 staff members*
- *3 campuses – Manhattan, Brooklyn, and Bronx*
- *CAS students take classes at metropolitan area universities and colleges and receive both high school and college credit; CAS students show an 85% pass rate for college classes*
- *Over 90% of CAS students go on to college*
- *Ethnic breakdown: Approximately 40.6% Hispanics; 39.7% Black; 14.3% Caucasian; 5% Asian and other.*
- *CAS provides in-house classes, a full range of guidance services, and services to students with special needs (full-inclusion program)*
- *CAS students have fully individualized programs, which they create themselves on a quarterly basis*
- *CAS has a credit/no-credit evaluation system*
- *CAS students choose from over 600 community-based, work-site resource/learning experiences*

## **The CAS Student Population**

CAS is an independent, diploma-granting, alternative high school. Students come from every social stratum and ethnic group in New York City. Students entering CAS have generally found the traditional high school setting uninteresting, threatening or unrelated to their present or future plans. Ninety-seven percent (97%) of CAS students graduate with a diploma (in a population defined as "at-risk"). Ours is an inclusive model that offers an enormous spectrum of individuals –general education students, students with disabilities, students of limited English proficiency, students with poor academic track records – the same breadth of opportunity. All CAS students are helped and encouraged to create their own individual curricula comprised of learning sites in the community, classroom-based work and college studies.

Results of our needs assessment indicated the following profiles of our students:

- 100% of the graduates responding believe that CAS was a positive experience
- 89% said that it changed the way they felt about themselves
- 81% felt they were adequately prepared to enter the world of work
- 82% said CAS helped to sharpen their career goals
- 45% indicated they decided to go to college based upon their experience at CAS
- 37% felt that the CAS staff or resource person impacted on their decision as to which college to attend.

## **The City-As-School Internship/Resource Experience**

*CAS students build individualized programs anchored by free choice from among 600 community-based, work-site resource/learning experiences*

The CAS approach offers a comprehensive model for bringing students into the changing world of work. Typically, CAS students follow programs that place them at resource sites 16 to 32 hours a week for an eight-week cycle in a four-cycle school year. These experiences are integrated with in-house classes, a required weekly seminar that supports the field experience, and the opportunity for concurrent enrollment in optional college courses. CAS students go out into the world, meet deadlines and work as part of real-life teams. They see the application of skills that they have learned and are able to distill the skills that they need.

Students select their experiences and classes from a catalog of offerings, much like a college registration, enfranchising them with an element of choice notably lacking in the education of most high school students. An interview with the internship/resource is required before a student can formally enroll in the experience.

A resource at CAS is as likely to find students working in a stable tending horses as it is interning on the floor of the American Stock Exchange, or working with an elected official, or learning the wholesale clothing market. A resource, as defined by CAS, is a learning experience, structured by curriculum and supervision, which takes place at a site external to the school building. Students participate in activities detailed within an innovative curriculum design, the Learning Experience Activities Packet, LEAP. Constituting the student's course of study, a LEAP consists of a series of content-area goals and the tasks designed to attain goals. Some of the measurable and observable goals relate exclusively to on-the-job performance, some involve reflection and some are extrinsic

assignments that expand upon the larger experience. Measurement of student progress can then be understood through credits earned and competencies gained.

Students receive academic credit for each learning experience they complete successfully, a crucial incentive for students. The earning of academic credit serves a triple purpose:

- As a motivation to succeed;
- As a way to structure a rigorous experience;
- As a method of recruiting placements within the community.

CAS internship/resources offer the best synthesis of the competencies and foundations for what The Department of Labor SCANS Report calls "workplace know-how." CAS resources align with these competencies as they allow for student learning in the areas of:

- setting and ranking goal-relevant activities (in order to stay on task);
- understanding and mastering social, organizational and technological systems;
- employing (and sharpening) basic skills;
- thinking creatively and making decisions that affect the goals of the workplace.

### **In-House Subject Classes**

- CAS provides in-house subject classes, a full range of guidance services, services to students with special needs, and a full inclusion program
- *CAS students may devise a program comprised of any combination of CAS's offerings*
- *CAS has a Credit/No-Credit evaluation system*

Dewey, arguing for the integration of thought and action, insisted that the world of work and the world of school inform each other on many levels. The CAS in-house program of classroom-based learning interacts with the external learning program on many levels. Teacher-Advisors are the primary facilitators for CAS In-House Classes. Classes and the Teacher-Advisors serve:

1. As a point of interface in which student needs and abilities are understood
2. As an integral means of student learning and skill acquisition
3. In the constant conversation and collaboration regarding student needs, informally and formally.
4. In the collaboration between staff regarding curriculum development
5. In the problem-based learning projects already underway at CAS such as the CAS horticulture program and the plan for the development of more problem-based projects
6. To develop individualized curriculum plans in a child-centered approach
7. As a point of advocacy for student needs, curricular as well as social and emotional
8. As portfolio advisors and mentors who work with students directly, advising and supporting student portfolio development, and along with other staff in collaboration as to portfolio assessment requirements
9. As members of school based management teams, side-by-side with other staff members
10. As experts in a given discipline providing the school environment with information and school-wide curricular advisement

### **College and Organization Partnerships**

- *CAS students take credit-bearing classes at metropolitan area colleges and universities*

- *Over 90% of CAS students go on to college*

CAS maintains and develops strong relationships with area colleges and universities. CAS students can register for classes at John Jay College, Long Island University, New School, and Eugene Lang College. CAS students have shown an 85% pass rate in college level classes.

As an active member of the Performance Standards Consortium, CAS is collaborating with other high schools on the creation and implementation of authentic assessment tools.

### **SUPPPORT FOR STUDENTS**

City As maintains a LYFE Center for day care services to the infants of our students. We also have a full and extensive guidance department with a school psychologist, several social workers and licensed counselors.

All special education students follow the inclusion model; they are fully integrated into classes and resources, with necessary resource room support given.

Our LEP students are integrated into our regular school program, with an advisor especially trained in ELL methodology.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	High School M560 - City As School						
<b>District:</b>	2	<b>DBN:</b>	02M560	<b>School BEDS Code:</b>	310200011560		
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		83.7		
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		61.1	64.4	62.5
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		35.2	26.2	26.4
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	0	0
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	247	272	155	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	296	273	253		6	4	2
Grade 12	195	159	312	<b>Special Education Enrollment:</b>			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	738	704	720		0	34	98
<i>These students are included in the enrollment information above.</i>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
				(As of June 30)	2006-07	2007-08	2008-09
				Principal Suspensions	0	0	0
				Superintendent Suspensions	0	0	0
				<b>Special High School Programs - Total Number:</b>			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	0
				Early College HS Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	44	44	44
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	14	12	5				

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	10	21	21
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	249	275	211	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.5	82.2	95.5
				% more than 5 years teaching anywhere	70.5	68.9	68.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	95.0	96.0	98.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.4	89.7	89.3
American Indian or Alaska Native	0.5	0.7	0.6				
Black or African American	35.8	39.8	39.7				
Hispanic or Latino	35.6	37.1	40.6				
Asian or Native Hawaiian/Other Pacific Isl.	6.5	5.7	4.4				
White	21.5	16.8	14.3				
<b>Male</b>	49.6	46.6	49.4				
<b>Female</b>	50.4	53.4	50.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

#### **SECTION IV: NEEDS ASSESSMENT**

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

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

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

The school on a whole has viewed credit earning for disaggregate groups and analyzed trends. There had been no clear subgroups which performed less than any other. On a whole, males were initially less successful than females. But the gap narrowed after approximately one semester at City As. Of interest, our small special education group of students scored on a par in graduation rates with the general education students.

Our greatest achievement has been the reconnection of students to education. As a transfer school, our entire population consists of students who have not been successful at other educational settings. Through our high interest internship program, which puts the students in real world settings, students develop a confidence and maturity they may have been lacking. Then there is our strong advisory program which provides an almost familial base of support for student success. Students feel nurtured and cared: this translates into increased attendance and credit earning.

Many students, unfortunately come to City As School, close to 21 years of age. They are defacto over-aged and under-credited. The result is there is not enough time to bridge the trust and reconnection process before they age out of the NYC DOE system. We are trying to develop a more high speed track of extended day, credit recovery accompanied with career counseling to address this group.

**SECTION V: ANNUAL SCHOOL GOALS**

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

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

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**Incoming students will reconnect with school and therefore attend school more regularly SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Attendance and Credit Earning

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Incoming students will reconnect with school and therefore attend school more regularly</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Closely monitor daily attendance</li> <li>• Implement a first period phone call to all students who are not present</li> <li>• Follow up advisor meetings, guidance support and parental involvement At case conferencing, teachers discuss students, refer them for guidance outreach, and set up parental meetings to discuss strategies</li> <li>• Support Staff are budgeted appropriately, assigned to assist in phone calling, and home visits</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>One school aid will be assigned from regular tax levy funds to assist in reaching out to students. C4E funds are also used to provide outreach to students, particularly outside of the regularly scheduled work day.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Incoming students will reconnect with school and therefore attend school more regularly increasing their attendance rate by 5% over their previous year.</p>

Subject/Area (where relevant): Attendance and Credit Earning

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Describe your goal.  <b>Incoming students will reconnect with school and accelerate their progress toward graduation.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Mid Cycle report will be issued to advisors and guidance so that students will have time to correct any deficiencies</b></li> <li>• <b>Student progress will be discussed and strategies for improvements at regularly scheduled case conferences</b></li> <li>• <b>PM/Saturday school will provide additional support for credit earning</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>All reports will be issued from assigned personnel on regular budget.  PM/Saturday school will be budgeted from C4E funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>80% of the September 2009 students will increase their credit earning rate by 5% by June 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**

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**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	# 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								
10								
11	60	54	Portfolio Graduation NA	Portfolio Graduation NA	5	8	5	703
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Small group instruction in preparation for the ELA, during the regular school hours. After school classes and one-on-one tutoring has been made available 4 days a week in all three sites.</b>
<b>Mathematics:</b>	<b>Small group instruction after school has been implemented. One-to-one tutoring is also made available early in the morning, throughout the day, and after school.</b>
<b>Science:</b>	<b>We use a Portfolio, State accepted system, and not the Regents</b>
<b>Social Studies:</b>	<b>We use a Portfolio, State accepted system, and not the Regents</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One-on-one contact is made available for the student throughout the day and after school and counselors have been incorporated into each seminar. Small group instruction has also been implemented into the regular school schedule.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>One-on-one contact is made available for the student throughout the day and after school and the psychologist has been incorporated into each seminar.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>One-on-one contact is made available for the student throughout the day and after school and social workers have been incorporated into each seminar.</b>
<b>At-risk Health-related Services:</b>	<b>The implementation of the AIDS curriculum throughout the entire school. The availability of condoms and health-related information and referrals through the Health Resource Room.</b>

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

*NCLB/SED requirement for all schools*

(212) 337-6800 fax (212) 337-6875

### **Part A:**

**(LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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### **Language Allocation Policy**

#### ***Language Allocation Policy***

**2009-2010**

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Students are encouraged to write in English through the use of dialogue journals, as they record and analyze their experiences at internships. Internship teachers review and respond to these writings, encouraging communication and correct grammar in the process. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Staff development has encouraged the use of ELL strategies throughout the curriculum. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessment.

Currently, we have 2 certified ESL teachers on staff. Copies of both teachers' licenses can be found in each teacher's file. Presently, there are no licensed Bilingual teachers on staff.

#### **Team Members**

Antoniette Scarpinato, Principal  
Joselyn Peña, Assistant Principal  
Victoria Wallace, ESL Teacher  
Jeanne Lanson, ESL Teacher  
Paula Presutti, Special Ed Teacher  
Maria Millan, Bilingual Social Worker  
Fran Nicosia, Parent Coordinator

#### **School Demographics**

On October 31<sup>st</sup>, the school had 13 identified ELL students on register, making up 1.85% of the 703 registered students.

#### **ELL Identification Process**

As a transfer high school, most students entering City-As-School have already been identified as ELL students. Upon intake, the Admissions Coordinators at the 3 sites identify the ELL students by reviewing their transcripts, during their interview, and/or in evaluating their writing test given during this time. The AP will also run an RLER report on a weekly basis to identify any additional ELL students who have been admitted into the school. Once a student is identified, or suspected of possibly being an ELL student, they are immediately referred to the AP who will review the student's records for the Home Language Identification Survey. If there is not a Home Language Identification Survey on file, the AP will refer the student to the ELL teacher responsible for conducting the initial screening, and if necessary, administer the Home Language Identification Survey and LAB-R. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency. If the student is in need of ELL services based on the testing results, the student is immediately programmed for the necessary minimum amount of time required. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency and program those students for the minimum amount of time required. Once a student is identified as an ELL student, or a student who may need ELL services, the process of testing and placement is completed within 10 days.

Victoria Wallace, certified ESL teacher, has been identified as the pedagogue responsible for conducting the initial screening and administration of the Home Language Identification Survey and the LAB-R. If the native language is not one spoken by Ms. Wallace, she will seek the assistance of a staff member who speaks the native language.

Once ELL students are identified, the ELL teachers are provided with the students' LAB-R and NYSESLAT Exam History Reports. This allows for the ELL teachers to determine the students' level of proficiency and necessary minimum amount of time for related services. Any student who is suspected of needing ELL services but has not yet been officially identified is issued a Home Language Survey for parents to fill out.

The assessment test for ELL students (NYSESLAT) is administered according to state timelines during the month of either March or April. This exam is used to assess the ELL students' performance and allows our school to better program for the students' needs during the upcoming school year. Additionally, the school uses these exam results as it reflects and plans for improvement regarding our ELL program. Preparing for this exam is done both as part of the regularly scheduled ELL program, as well as during the before and after school tutorial modules.

Once a student has been determined to be an ELL student, he/she is automatically assigned to one of the ELL teachers as his/her advisor. The advisor takes on the role of communicating with the student, addressing the student's needs, and reaching out to the family. When students are first admitted to the school, they are given a questionnaire for their parents/caretakers to fill out regarding their preferred language of communication. This information is provided to the advisors by the Parent Coordinator. From this information, the ELL teachers reach out to the parents/caretakers of the ELL students to explain the program choices available to their child. If they are unable to reach the parent, the Parent Coordinator or staff member who speaks the native language reaches out to the parent/legal guardian. It is expected that the Parent Coordinator will have made some contact with the family within the first 2 weeks of student identification. Parents are encouraged to reach out to the Advisors/ELL teachers at any time concerning their children's academic needs and/or concerns, particularly with their struggles as an ELL student. The Parent Coordinator is responsible for the distribution of entitlement letters and Parent Survey. They are distributed during New Parent Orientation, at which time parents of all new students are required to attend. Those parents who do not attend are reached out to by the Parent Coordinator and Support Staff to discuss the distributions that will be mailed to them. After approximately 3 weeks, the Parent Coordinator provides lists of those students whose parents have not returned the distributions to the advisors. The advisors/support staff reach out to the families to remind them of the return of the forms as well as to address any issues they may have. Our ELL teachers are an essential part of communicating with the parents of the identified ELL students. They review the parent survey and program selection form during the student's first interview. At the New Parent Orientation, the ELL program, LAP policy and the orientation materials found in the EPIC School Kit are also presented to the

parents and students. This includes viewing the video. The conference discusses the varying types of services provided to ELL students and their families. Parents are given the choice that best serves their child's need. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. If necessary or requested, a one-on-one interview with the ELL teacher and native language translator is scheduled to assure both parent and student comprehension. This admissions conference also provides an opportunity to disseminate copies of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies used to assist children in English learning classrooms.

Over the past few years, of those parents who return the Parent Survey and Program Selection form, they have selected Free-Standing English as a Second Language programs for their children.

### **Programming and Scheduling Information**

As a transfer school, we have never had a SIFE level student apply to City-As-School and we have never encountered newcomers, or students who have not completed a minimum of 2 years at another high school.

As the ELL population has grown over the past few years, instruction has been changed from the pull-out method to self-contained. Along with scheduled classes, instruction is also provided in small groups and one-on-one modules with the ELL teachers outside of the students' regular class schedule (ie: before 1<sup>st</sup> period). As is the practice of the school on a whole, the classes are ungraded and mixed proficiency levels. The mandated number of instructional minutes is determined by the results of students' last LAB-R/NYSESLAT scores on record. Those students who score at the Advanced level are officially provided with a minimum of 180 minutes of instruction per week. Those students who score at the Intermediate level are officially provided with a minimum of 360 minutes of instruction and those students who score at the Beginning level are officially provided with a minimum of 540 minutes per week.

The program of study is aligned with New York State's ELL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials such as texts. We currently have 2 certified ELL teachers and 13 identified ELL students. Our ELL students also enjoy student centered learning approach, the ability to complete many class requirements using a research based "presentation" method. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in the library and an extensive computer lab allow our ELL students to access the internet and produce work that is professional and research-based. Our history indicates that all ELL students who graduate earn a regular NYS Regents diploma. All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curricula. Differentiated instruction is not currently necessary for our ELL population as all ELL students receive freestanding ESL. However, to address the individual needs of each ELL student, strategies used include academic intervention services, one-on-one tutoring, counseling and collaboration among all content teachers. It is the ELL teachers' goals to including effective scaffolding strategies to facilitate the linguistic transition of ELL students.

Our ELL teachers not only provide professional development in best practice ELL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates discussion and support for students individually. All instruction is provided in English.

As an experiential/external learning program, all students are expected to participate in internship programs, including the ELL population. ELL students are expected to integrate into the school community as all other students in the school. All programs, activities and learning opportunities are made available to ELL students as well as the rest of the school population.

Supplemental services, such as modules, are made available to all ELL students. Modules are available throughout the school day, including before school and on Saturdays. During these modules, ELL students have the opportunity to work individually or in small groups with an ELL teacher for additional support. An after-school drop-in center is also provided and offered to ELL students where they have the opportunity to work individually with a teacher of other content area.

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

Professional Development opportunities are continuously made available by the Children First Network. These opportunities are extended to all staff, including and not limited to teachers, administrators, paraprofessionals, guidance counselors and psychologist involved with the ELL students by the Children First Network. All staff are provided with the opportunity to participate in these Professional Development activities to ensure a continuous basis of support for the ELL population.

We focus some of our yearly professional development for all staff on best practiced ELL strategies and methodologies. The PD is provided via in-house conferences. The minimum 7.5 hours of ELL training for all staff is provided through these conferences. Aside from scheduled PD, ELL teachers make themselves available to meet with other teachers regarding best practices Cross-curricula. Records of attended PDs are maintained by the AP.

### **Parental Involvement**

The Parent Coordinator and our School Leadership Team is currently working on publishing a monthly newsletter. This newsletter will be translated into the preferred languages requested by the parents of the students. The newsletter will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. The Parent Coordinator holds monthly parent meetings with translators present, and all school letters will be made assessable to the parents in preferred languages. Our ELL teachers are an essential part of our school's admission team and are immediately referred any students who are ELL identified. Common practice throughout the school includes reaching out to parents to identify their concerns and needs as a parent of an ELL student, researching and reaching out to outside organizations that can provide services to ELL parents, preferably in their native language. Parents' needs are evaluated by the Parent Coordinator through New Parent Orientations, monthly Parents Association meetings and reaching out to parents through mailings and phone calls.

### **Assessment Analysis**

A review of the data on patterns indicates that most of our ELL students have achieved a high proficiency rate, with many having just about completed preparation. However, we are fully aware that our students are more deficient in the areas of writing. Therefore, it is necessary that our instructional planning and focus promote activities that are active and engaging for all students, and are based on promoting Reading comprehension and Writing skills. In addition, our students graduate through a Portfolio Assessment – we are exempt from all Regents except the ELA. ELL students complete the pieces of the Portfolio the same as any other City-As-School student. 1 of the 13 identified ELL students took and passed the ELA Regents.

Since all students are assigned to an advisor that works closely with the individual student throughout their enrollment in the school, it provides for a more practical situation in assuring that all ELL students who have already reached proficiency on the NYSESLAT continue to receive transitional support. As a transfer high school, we are also concerned with continuing to provide transitional support to those students who reached proficiency on the NYSESLAT prior to transferring into our school. Upon admission, students' Bilingual/ELL status is checked on the RNMR report. If a student has reached proficiency on the NYSESLAT within 2 years prior to enrollment in our school, they are immediately identified, offered and provided entitled services, including extended time on exams and academic support by the ELL teachers.

As a transfer high school, with ongoing enrollment throughout the school year, we often enroll students without knowledge of their ELL status. Upon awareness of a newly enrolled student's ELL status, the necessary and required steps are taken to address the needs of the student to ensure most success.

### **Summation**

City-As-School High School is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation, and assessment of City as School's ELL program. We are committed to providing quality instruction to all our students.

**(2009-10 LAP Worksheet can be found in separate attachment)**

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

**Form TIII – A (1)(a)**

Grade Level(s) 10/11/12 Number of Students to be Served: 13 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2 Other Staff (Specify) 2 additional Special Education Teachers

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

**Title III, Part A LEP Program**

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

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Each cycle, LEP students are offered English as a Second Language classes, providing support in their native language (if necessary) and English Language Arts. Each class runs for a period of 180 minutes p/week, not inclusive of modules and before/after school assistance. Each of the 13 LEP students has the ability to work with 2 ELL certified teacher during these times, providing for a period of at least 90 minutes p/week. The ELL teachers are available to work with students at each site through these classes, modules, and before/after school program. The program is expected to assist students throughout their tenure at the school.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional Development is provided at departmental meetings to all teachers by ELL teachers to help recognize ELL students' particular strengths and weaknesses and the proper approach to assisting them in their academic growth, inclusive of pattern practice, syntax, simple sentence construction, word recognition skills, etc.

PD offered by the Division of Accountability and Achievement and Periodic Assessment Team is made available to ELL teachers, specifically to best serve the ELL population in the school.

**Form TIII – A (1)(b)**

School: City-As-School HS BEDS Code: 310200011560

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

<b>Allocation Amount:</b> \$0		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Upon intake, students receive a questionnaire from the Parent Coordinator requesting parents' preferred language of communication. Thereafter, all communication with parents is in their language of priority.

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.

There have not been any difficulties in communicating with parents in their language of preference. Native foreign language speakers on staff assist with the translation of material that is sent to parents and with verbal communication with parents.

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

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

Written translation services are provided by in-house school staff. In recent years, we have not been presented with the need to use outside translation services, however, if in our assessing the request of our students' parents, the need to use outside translation services is found, we will use the services provided by DOE and be sure to provide all materials in a timely fashion for translation.

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 services are provided by school staff. On occasions where we have parents in attendance, such as Open School Conferences, Parents' Association, SLT, etc., we have staff members who are native foreign language speakers present. We also provide parents with a translator, if necessary, when communicating with school staff on occasions other than those planned.

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>.

Parents are provided with translators, as needed. If we are not able to provide a translator on-site, we will contact the perspective department at DOE to provide translation services to our parents.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$410,320	\$410,320
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4,103	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$20,516	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$41,032	

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

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

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

**Department of Education of the City of New York  
CITY-AS-SCHOOL HIGH SCHOOL  
Antoniette Scarpinato, Principal**

**SCHOOL PARENTAL INVOLVEMENT POLICY  
PART I GENERAL EXPECTATIONS**

City-As-School High School agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111-State Plans 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.
3. The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
4. The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
  - a. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - i. that parents play an integral role in assisting their child’s learning;
    - ii. that parents are encouraged to be actively involved in their child’s education at school;
    - iii. 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;
    - iv. the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

**PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. City-As-School 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:
  - a. Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings

2. City-As-School High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - a. Parents will be interviewed as part of the school's Quality Review
  - b. Parent surveys will be a vital part of the School's Progress Report process
3. City-As-School High School will take the following actions to conduct, with the involvement of parent, 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 about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.
4. City-As-School 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 action described in this paragraph
    - i. the State's academic content standards;
    - ii. the State's student academic achievement standards;
    - iii. the State's and local academic assessments including alternate assessments;
    - iv. the requirements of Title I, Part A
    - v. how to monitor their child's progress and how to work with educators.
    - vi. The 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:
      1. providing Parent workshops and courses dealing with computer training
      2. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
    - vii. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
      1. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
      2. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner

- viii. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children by:
  1. Involving parents in the regular activities of the school
  2. Involving parents in the Student of the Month breakfast assemblies
- ix. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
  1. school letters are translated and ELL students are provided with native language letters of school events
  2. Translation services information are posted in the school lobby in the appropriate native languages

### **Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

NOTE: 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- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- 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 conference at school; This is accomplished by offering guidance services to parents during evening hours.

### **PART IV ADOPTION**

Department of Education of the City of New York  
CITY-AS-SCHOOL HIGH SCHOOL

Antoniette Scarpinato, Principal

This policy was adopted by City-As-School High School on 10/09/2009 and will be in effect for the period of 2009-10. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2009.

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(Signature of Principal)

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(Date)

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

**Department of Education of the City of New York  
CITY-AS-SCHOOL HIGH SCHOOL  
Antoniette Scarpinato, Principal**

### **Title I School-Parent Compact**

*City-As-School* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

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

1. *City-As-School* will take the following actions to involve parents in the process of school review and improvement under Section 116
  - o Academic Assessment and Local Educational Agency and School Improvement of ESEA:
    - i. Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings.
    - ii. Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
    - iii. Provide parents with the opportunity to meet with Title I funded guidance councilors' and faculty to familiarize parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels.
    - iv. Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.
2. *City-As-School* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs
3. *City-As-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.
4. *City-As-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:
  - o 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;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child’s progress; and
- vi. How to work with educators.
- o *City-As-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:
  - i. *Distributing course outlines, etc. to familiarize parents with academic requirements.*
  - ii. *Evening workshops conducted by teachers and other staff as well as community based organizations.*
- o *City-As-School* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in 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:
  - i. *Workshops will be conducted in conjunction with regularly scheduled professional development.*
- o *City-As-School* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - i. *Having the Parent Coordinator serve as a resource for contacting these activities.*
- o *City-As-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:
  - i. *Translate all mailings as necessary.*
  - ii. *Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.*
  - iii. *Develop a uniform format for all mailings.*

**Adoption**

This policy will be adopted by *City-As-School* after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before October 30, 2009 in future years and soon after its adoption this year.

Principal’s Signature: \_\_\_\_\_

Date: \_\_\_\_10/09/09\_\_\_\_\_

## 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 Section IV, page 12.

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

### English Language Arts Regents Preparation

All students at CAS must take the ELA Regents exam in order to graduate. Many of our students come to CAS without passing scores on the exam. We analyze the scores of all of our students each semester and place them into appropriate courses. Students who have passed the exam are encouraged to take English elective courses. Those who have not yet taken the exam are placed into ELA prep courses and those who have taken the test and have not passed are placed in special ELA courses with extended instruction during and after school hours. These students are also supported with additional mentoring services after school. Our English teachers also meet together weekly to discuss teaching strategies and content.

### Research Paper Preparation

As a NYS Consortium school, our students are required to present a graduation portfolio. One element of this portfolio that we are examining in depth this year is the research paper. We planned meetings to help clarify the requirements of the paper, examine strategies to help students initiate authentic papers, developed specific courses to prepare students, and allocated time in the student schedule for internship coordinators to work specifically with their students on the research paper. We are also working across departments to engage internships coordinators and content area specialists to ensure research papers are substantial and connected to their internship.

### Extended Time

This year we have also been able to implement extended day classes in our most needed subject areas of math, English, science and economics. These courses are offered after school and allow students to receive both remediation and acceleration. In conjunction with these courses we are offering academic and counseling drop-in sessions four afternoons a week and on Saturdays.

3. Instruction by highly qualified staff.

All of our core courses are taught by highly qualified staff.

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.

This year we are implementing biweekly professional learning community groups to engage in professional discussions about teaching and learning. These workshops allow teachers to exchange ideas within subject area teams and across disciplines. The topics of these workshops are teacher generated and the workshops themselves are teacher facilitated. These workshops are in addition to the case conferencing about students mentioned later in question 9.

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

We are fortunate to have a very experienced and stable staff of highly qualified teachers. The little turnover we do have is primarily due to retirement. We have a working relationship with Teachers College and New York University to recruit student teachers and a mentoring program in place for them. When the need arises we will hire the best student teachers out of that pool that fit the needs and culture of our school.

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

See Appendix II

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

N/A

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

We are continuing to review the results of the ELA exams and identify the skills that students need to achieve greater success on the ELA. We will also look at the number of students who produce satisfactory portfolio products, and identify the areas of their English work that need strengthening. This, in turn, will be shared with teachers to review their own curriculum so that they can align their curriculum with the Standards, along with the identified weaknesses. The continuous use of the Rubric put out by the New York Performance Standards Consortium will allow for teachers to continue evaluating their own class curriculums and for further addressing the needs of the students as well as better alignment with the State Standards.

We are supporting parts of the ELA through our school-wide curriculum in all academic areas, incorporating elements of the exam, such as note taking, research writing and listening skills into our regular teaching strategies. Teachers are provided with ELA material in all ranges, making it adequate to meet the needs of all learners. Teachers provide written outlines of all class lessons and their alignment with the State Standards. This is verified by our high graduation rates on our alternative cohort, and supported by findings in our quality review.

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.

Our courses are taught in eight week blocks. We get together during the third and sixth weeks of each of those blocks as an entire staff to have student progress reviews. In these case conferences, subject area teachers, guidance counselors and internship coordinators engage each other in review student progress. We identify students who are struggling and come up with strategies to provide timely academic assistance to those students. These are followed up by mid-cycle progress reports and conference calls with parents. In addition, our teachers meet weekly within their departments to talk about identification and remediation strategies. Students identified are given extra advisory support and are given after school and Saturday school tutoring and school staff.

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.

Coordination of services and programs are done at bi-weekly school-wide cabinet meetings where we gather the coordinators of the guidance, advisory and internship coordinators. These decisions are reviewed with the school leadership team consisting of students, parents and teachers. Every effort is made to ensure that we are providing a comprehensive result to best meet the needs of our students.

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to 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

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

We will continue to review the results of the ELA exams and identify the skills that students need to achieve greater success on the ELA. We will also look at the number of students who produce satisfactory portfolio products, and identify the areas of their English work that need strengthening. This, in turn, will be shared with teachers to review their own curriculum so that they can align their curriculum with the Standards, along with the identified weaknesses. The continuous use of the Rubric put out by the New York Performance Standards Consortium will allow for teachers to continue evaluating their own class curriculums and for further addressing the needs of the students as well as better alignment with the State Standards.

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

Applicable  Not Applicable

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

We do not find it applicable now as we long ago addressed the needs to support parts of the ELA through our school-wide curriculum in all academic areas, incorporating elements of the exam, such as note taking, research writing and listening skills into our regular teaching strategies. Teachers are provided with ELA material in all ranges, making it adequate to meet the needs of all learners. Teachers provide written outlines of all class lessons and their alignment with the State Standards. This is verified by our high graduation on our alternative cohort, and supported by findings in our quality review.

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

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical

discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

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

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

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

As a portfolio based assessment school, we must use math projects which integrate different elements of curricula into teaching. Our classes are all geared to project based learning. The use of the Mathematics rubrics allows for teachers to address the process strand and assist the student in further developing these strands for strengthening student engagement and presentation of their projects.

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

Applicable    Not Applicable

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

We do find it applicable as many of our students come in under-trained in basic mathematics. As a result, teachers continuously develop individual projects and activities that align with the State Standards as well as the process strands. As a portfolio based school, the process strands are evident in the students' presentation of their portfolios.

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.

We give a simple placement test when students enter to help define their needs. We have additional tutoring periods and PM/Sat school to address these deficiencies in their individually created projects.

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## KEY FINDING 2: INSTRUCTION

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

### **2A – ELA Instruction**

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

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

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

Differentiated instruction, including activities engaging students such as in group work is evident by observations. It is also evident in our experiential external learning program which provides students with direct engagement.

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

Applicable  Not Applicable

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

This is evident through teacher observations and inter-visitations.

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

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

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

Again, our school is problem solving based. Classes are small and involve much hands-on activity. We know this by observations from administration and the number of students who produce an approved Portfolio product. Again, work is periodically assessed through the use of an approved New York State rubric.

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?

This is evident through observations, inter-visitations, and the results of the Mathematics Portfolio Project.

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

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

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

Please respond to the following questions for Key Finding 3:

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

Our payroll indicates a high number of teachers on maximum, teachers retire out of City as School, we rarely have any transfers out.

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

Applicable  Not Applicable

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

Again, our average salary rate is one of the highest in the City, indicating very low turnover of staff

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

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

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

Please respond to the following questions for Key Finding 4:

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

ELL teachers are offered the opportunity to engage in Professional Development activities outside of the school building, especially on Staff Development days. They also receive a copy of the ELL updates provided by the Children First Network #8. Through these updates, they are made aware of PD opportunities available to them.

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

Applicable  Not Applicable

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

Our ELL students graduate at the same rate as non ELL students.

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

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

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

Please respond to the following questions for Key Finding 5:

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

NYSESLAT scores are disseminated to all advisors and teachers of students. The 13 identified ELL students do not form sufficient numbers for much dis-aggregation. Students are immediately identified upon entry, and provided with ELL services immediately.

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

Applicable  Not Applicable

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

Again, the ELL's graduate at the same rate as all students

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

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

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

Please respond to the following questions for Key Finding 6:

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

All teachers are given copies of IEP's which are readily accessible to them at all times. Special Education teacher have done staff development on reading and utilizing IEP's. All students received their mandated accommodations, and we review them regularly with our Special education liaison. We also have regular case conferencing between General and Special Education teachers around students progress and needs.

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

Applicable  Not Applicable

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

Again, because we have all of the above in place.

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.

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

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

Please respond to the following questions for Key Finding 7:

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

All teachers receive IEPs. SETSS teachers conference regularly with General Ed around instructional models and assist directly with students to support their learning. All accommodations in the classroom are given as directed, pro forma in our building.

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?

We have regularized all mandated services and are in constant communication with our Special Education liaison to maintain our compliance.

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

- A// Title I schools must complete Part A of this appendix.
- A// 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>

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### **Part A: FOR TITLE I SCHOOLS**

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

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

### **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.