



HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL : 02M625
ADDRESS : 439 WEST 49TH STREET, NEW YORK, N.Y. 10019
TELEPHONE : 212-245-5925
FAX : 212-265-1552

Revised Jan 4, 2009

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M625 **SCHOOL NAME:** H.S. of Graphic Communication Arts

SCHOOL ADDRESS: 439 West 49th Street, New York, N.Y. 10019

SCHOOL TELEPHONE: 212-245-5925 **FAX:** 212-265-1552

SCHOOL CONTACT PERSON: Jerod Resnick **EMAIL ADDRESS:** jresnic@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Matt Guttman

PRINCIPAL: Jerod Resnick

UFT CHAPTER LEADER: Patti Crispino

PARENTS' ASSOCIATION PRESIDENT: Lillian Pacheco

STUDENT REPRESENTATIVE: Melissa Reyes
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** ICI

SSO NETWORK LEADER: Michael LaForgia

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
Jerod Resnick	*Principal or Designee	
Patti Crispino	*UFT Chapter Chairperson or Designee	
Lillian Pacheco	*PA/PTA President or Designated Co-President	
Yvette Jackson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michael Harmon	DC 37 Representative, if applicable	
Melissa Reyes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diego Guitierrez	Student	
Mathew Guttman	Assistant Principal	
Helene Holocek	Teacher	
Richard Rocco	Teacher	
Maria Vega	Parent	
Graciela Sierra Lino	Parent	
Kerri Hayes	Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

- The High School of Graphic Communication Arts is a high school with 1788 students from grade 9 through grade 12. The school population is comprised of 36.1% African American, 59.2% Hispanic, 2.5% white and 2% Asian students. The student body includes 12.4% English Language Learners and 19% special education students. Boys account for 50.3% of the students and girls comprise 49.7% of the students. The average attendance rate for the school year 2007-2008 is about 74.5%. The school is in receipt of Title I funding with 73.1% eligibility.
- HSGCA is a Career and Technology High School where students, in order to graduate, have to earn the same number of credits as a student in an academic high school, as well as a minimum of eight additional credits in a career program such as printing, visual arts, photography, etc.
- HSGCS has many hands-on shop/vocational classes where students are actively engaged in learning the career skills that attracted many of the students to the school. Students can graduate with an endorsement on their diplomas that indicates they are knowledgeable in a specific area and ready for employment.
- The LEARN program places students in internships and jobs in their related fields in both technical and academic areas.
- Our school is currently comprised of five small learning communities or academies. These academies are the Academy of Print Media, the Academy of Visual Arts, the Academy of Media Journalism, the Academy of Photography and the Academy of Law Enforcement.
- Each academy has an assistant principal who also serves as the Director of the academy. Each academy has a teacher coordinator who assists in implementing school policy, creating an academy identify and advancing the goals of the academy, i.e. personalization with students, academic achievement, etc. Coordinators are responsible for organizing and running many events to promote learning and creating a positive atmosphere such as honor roll recognition ceremonies and good attendance celebrations. Coordinators also send out progress reports between report cards to keep parents informed of their child's academic efforts.
- Graphic High School has a special program called "Students Who Shine" where students can be recommend by their teachers for effort, attitude, motivation, academic achievement, etc. up to four times a year. Teachers write a brief paragraph describing why the student was selected. An award presentation takes place in the principal's office including a framed certificate, a pen that says "You're a Star" and the principal calls the parent of each student to offer personal congratulations. In addition, copies of teacher recommendations are distributed to every student in the school to help motivate students toward positive behavior and work habits.

- We have re-designed the math curriculum to align it with state standards. What is taught in classes constantly changes to reflect changes in the data. The content and the way the content is presented is not stagnant. Test scores bear out the results of the teaching and whether or not there is a need to change instructional strategies.
- Our school has experienced a steady increase in regent's passing percentages as well as significant increases in the number of students sitting for regent's examinations.
- Significantly improved the number of graduates. June 2008 our graduation rate was a poor 34.5% while our graduation rate for June 2009 is almost 50%, a significant improvement of almost 16%.
- Students from Graphic High School are enrolled in College Now Programs with three different schools; John Jay College, Borough of Manhattan Community College and New York Technical College.
- Department offices have served as the focal point for teacher collaboration and discussions on improving student learning. This was accomplished by giving teachers keys to the offices, as well as putting refrigerators, microwaves, coffee pots, Xerox machines and riso machines in these offices.
- Uniform assessments have been developed and are implemented to yield data that allows learning trends to be identified. Instruction is then altered to address these trends.
- We have met our AYP safe harbor numbers in English and Math for 90% of our students.
- We have a safe and orderly atmosphere as well as a caring and involved staff.
- We have continuing and effective support of our CBO's.
- We have given double period English to all 9th graders who enter HSGCA at level one or level two.
- We have placed two math teachers in a room in all our freshman math classes.
- We have significantly improved staff attendance through active oversight by the Principal and the Assistant Principal Organization.
- We have 96 students who have been integrated in collaborative team teaching classes as the Principal promotes an initiative to do away with self-contained special education classes, except for the most needy students.
- We have instituted push-in resource room for most students, again to alleviate the stigma of students going to "special" programs which tend to label students as incapable of academic achievement. This initiative presently services over 95% of this population.
- Active and ongoing professional development is provided by the UFT Teacher's Center located in the school as well as the on-site consultant who works full-time in the school from the New York Writing Project (Lehman College).
- In school inquiry teams have been formed in all academies. Teachers choose an area of focus, do research, modify instructional strategies in the classroom and then assess whether the new strategy has improved academic achievement.
- Graphic High School has an active Naval Junior ROTC program which presently enrolls approximately 104 students. The ROTC program has a 100% graduation success rate for students who stay in the program for four years.
- Graphic High School students win a significant number of awards at the City-Wide Graphic Competition held every year in May/June at New York Technical College and sponsored by the Graphic Arts Advisory Commission.
- Students published the fourth edition of the Graphic literary magazine, "Open Minds," which is composed entirely of student writing and student illustrations/art work. Our 2008 "Open Minds" magazine received two "Awards of Excellence" from both the National Council of Teachers of English and the Georgia Scholastic Press Association.
- Created an in-house publication comprised of our teacher's strategies called "Grading for Success" in which teachers explained the variety of opportunities they gave their students to improve their work or redo their work to obtain passing grades.
- A substantial number of our students go on to either two, four year or technical colleges.

Major Accomplishments

- Graphic High School was removed from the SURR (Schools Under Registration Review) list in May 2009.
- Graphic High School was recognized in August 2008 for having an 88% reduction in crime. The school was the site of the Mayor's announcement regarding the progress on creating safe schools throughout the city attended by Chancellor Klein and Police Commission Kelly, as well.
- Graphic High School's NJROTC program was recognized as a "Distinguished Unit" for the eighth time in the last ten years. Students performed community service throughout the city as well as doing 58,230 push-ups for each name on the Vietnam Wall Memorial. Students marched in the Veteran's Day parade in November and their promotion ceremony was held on board the Intrepid in June 2009.
- Graphic High School was successful in writing a proposal and receiving an ELL Success Grant to assist our students, and their parents, in improving their English speaking, reading and writing skills.
- Graphic High School ran twenty two clubs during the school year.
- Graphic High School's Homework Help, an after school tutoring program rewarded students who attended ten sessions with movie gift cards.
- IEP's were distributed to all teachers so they would have up to the minute information on specific disabilities and strategies for assisting these students in their classes.
- Graphic High School's award winning screenplay "Misunderstood" which was written by ten students in the SPARK program was premiered at the 14th Street Cinema in December 2008.
- Graphic teachers compiled strategies to use to "Grade for Success" which were then collected, printed and distributed to all staff members.
- Graphic High School had a school wide "School's Almost Out Cookout" on June 12, 2009 which was attended by over 500 students and staff. Staff members barbequed free franks and hamburgers for the students while they participated in the "Crazy Olympics" contests held in the courtyard.
- Graphic High School sent 40 students to the College Summit program where they stayed at an area college for three days and were trained in leadership skills. These students then used these skills to encourage and assist other seniors in applying to colleges and completing their college applications.
- Graphic High School's Invisible Children program raised over \$3,000 to help students in Uganda.
- Graphic High School runs the largest LEARN program in the city, having placed more students into jobs while still taking a full complement of classes.
- Graphic High School's National Honor Society gained 35 new members this school year.
- Graphic High School hosted the NYC Regional CTE Conference on November 4, 2008, attended by almost 800 teachers.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	High School of Graphic Communication Arts							
District:	2	DBN:	02M625	School BEDS Code:	310200011625			
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		72.5	69.9	75.0	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		93.1	93.1	93.1	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		75.2	75.0	73.1	
Grade 8	0	0	0					
Grade 9	872	897	818	Students in Temporary Housing - Total Number:				
Grade 10	570	521	546	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	216	247	225		24	26	52	
Grade 12	180	168	196					
Ungraded	5	6	3	Recent Immigrants - Total Number:				
Total	1843	1839	1788	(As of October 31)	2006-07	2007-08	2008-09	
					26	25	26	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	95	110	111	Principal Suspensions	236	230	173	
# in Collaborative Team Teaching (CTT) Classes	89	101	103	Superintendent Suspensions	123	72	81	
Number all others	94	109	127					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	1610	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	123	87	68					
# in Dual Lang. Programs	0	0	0	Number of Teachers	113	128	130	
# receiving ESL services only	79	71	59					

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	13	30	33	Number of Administrators and Other Professionals	31	41	42
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	98.2	98.5	97.7
	142	184	127	% more than 2 years teaching in this school	70.2	76.3	75.9
				% more than 5 years teaching anywhere	55.3	55.0	54.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	78.0	74.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.1	95.8	97.6
American Indian or Alaska Native	0.2	0.1	0.1				
Black or African American	36.2	36.9	36.1				
Hispanic or Latino	59.9	59.0	59.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.6	2.0				
White	2.2	2.4	2.5				
Male	52.7	50.6	49.7				
Female	47.3	49.4	50.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
√	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students				X	X	X
Ethnicity						
American Indian or Alaska Native						
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Other Groups						
Students with Disabilities				√	√SH	
Limited English Proficient				√	√SH	
Economically Disadvantaged				X	X	
Student groups making AYP in each subject	0	0	0	2	2	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	C	Overall Evaluation:	√
Overall Score:	49.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	7	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	7.3	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	33		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	2		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends

Scholarship Summary - June 2008 and June 2009

	<u>June 2008</u>	<u>June 2009</u>	<u>+/- Change</u>
	<u>% Pass</u>	<u>% Pass</u>	
<u>Whole School Report</u>			
ELA	63.53	69.63	+ 6.10
ESL	63.77	70.14	+ 6.37
Foreign Language	62.74	69.32	+ 6.58
Health/Phys Ed	57.82	72.49	+14.67
Math	53.65	65.81	+12.16
Music	79.87	70.47	- 9.40
Science	58.83	65.72	+ 6.89
Social Studies	62.58	70.87	+ 8.29
CTE	68.41	78.64	+10.23
<u>Grade & Other Reports</u>			
Grade 9	50.13	60.37	+10.24
Grade 10	59.93	69.18	+ 9.25
Grade 11	73.45	79.52	+ 6.07
Grade 12	85.61	91.76	+ 6.15
Special Education (963)	52.76	54.73	+ 1.97
Special Education (962)	63.43	59.39	- 4.04
CTT	67.55	72.15	+ 4.60
ESL	63.21	68.50	+ 5.29

A review of our scholarship report for June 2009 shows significant improvement in every core academic subject, as well as Health/Phys Ed, ESL and CTE. A review of our grade scholarship report also shows significant improvement in all grade levels, CTT and ESL programs. The two major reasons for these academic gains are our "Grading for Success" initiative and our "Freshman Initiative."

Grading for Success was the result of discussion with our teachers on the importance of not accepting failing work as final work, but rather returning unacceptable work and insisting that students redo their work until they demonstrated academic improvement. Our freshman initiative, in which we created a common planning time period, during which they could discuss student issues and work as a team to improve student performance stimulated improved student attendance and class work.

Regent's Results for the Year

2007 – 2008 2008 - 2009

	Total Taking	Total # Pass	Total % Pass	Total Taking	Total # Pass	Total % Pass
Global Studies	787	294	37	783	430	55
U. S. History	317	242	76	323	225	70
Math A	549	363	66	858	594	69
Math B	80	3	4	136	4	3
Geometry				145	24	17
English L. Arts	457	336	74	638	450	71
Living Envir.	355	244	62	659	488	74
Earth Science	241	125	52	249	139	56
Chemistry	116	46	40	102	37	36
Physics	0	0	0	0	0	0
Spanish	99	94	95	116	105	91
Total	3001	1747	59	4009	2496	62

A review of our Regent's results for the school year 2008-2009 with the results from 2007-2008 school year shows significant improvement in global studies, math A, ELA and living environment. In global studies our passing rate improved from 37% to 55%, an increase of 18%, truly an outstanding gain. In addition, the number of students who passed increased from 294 in the '07-'08 school year to 430 in the '08-'9 school year, an increase of 32%. In math A our passing rate improved from 66% in the '07-'08 school year, to 69% in the '08-'09 school year. Of great significance was the number of students who passed the math A exam, from 363 in '07-'08 to 594 in '08-'09, an increase of 39%. In English Language Arts our passing percentage did drop from 74% to 71%, however we had a 26% increase in the number of students who passed the exam, from 336 in '07-'08 to 450 in '08-'09. Finally, in living environment, our Regent's passing rate improved from 62% to 74%, an improvement of 12%, and the number of students who successfully passed the exam increased from 244 to 488, an increase of 50%.

Attendance Trends

The High School of Graphic Communication Arts was recognized as having the highest percentage gain in attendance in all of Manhattan for the 2008-2009 school year. Our attendance has moved from 69.9% for the 2007-2008 school year to 73.7% for the 2008-2009 school year, gain of 3.8%. These numbers include our LTA's. Without LTA's our attendance for the school year was 76.52, despite a significant drop off in attendance that occurred the last two months of the school year with the swine flu scare that engulfed the city.

<u>Month</u>	<u>All Students</u>	<u>Without LTA's</u>
September	75.73	77.49
October	73.39	75.94
November	77.28	80.09
December	73.14	75.80
January	73.14	76.08
February	73.79	77.58
March	77.08	78.90
April	77.03	79.48
May	70.75	74.52
June	<u>65.66</u>	<u>69.35</u>
Total for Year	73.70	76.52

We attribute our attendance improvement to our Freshman Initiative, teacher outreach to parents, starting freshman classes period two (8:51 a.m.) instead of period one (8:00 a.m.) and our monitoring of all exits out of the building from periods four through eight.

Annual Yearly Progress

The High School of Graphic Communication Arts was removed from the SURR list at a ceremony attended by the Chancellor in May 2009.

HOW DOES THE SCHOOL GATHER DATA?

- Academy Coordinators review students' grades and attendance records, and along with counselor anecdotes, are used to program students and design appropriate guidance interventions.
- All administrators, academy coordinators, attendance teachers, guidance counselors and programmer have access to HSST and ATS systems and access to the following data which is discussed in academy and department meetings:
 - Demographic information including enrollment, attendance, drop-out rate, ethnicity, gender and grade level
 - Student learning including standardized test results, scholarship reports, report card grades, student transcripts
- The school gathers and analyzes data regularly at morning cabinet meetings, academy meetings, department meetings, attendance meetings, study groups, guidance meetings and school safety meetings.

What are the school's strengths in this area?

- A common philosophy exists between all members of the administrative team on the need to use data to set and plan instructional goals. This philosophy has been effectively transferred to many teachers through department and academy meetings, as well as through dissemination of the Principal's Newsletter.
- All department heads review achievement data and where gains are noted teachers are asked to share strategies and initiatives that resulted in improvement.
- The Principal, AP PPS, Department Assistant Principals, AP of Special Education, coordinators, guidance counselors and teachers review data regularly. Data is used in department and academy meetings to drive instruction. Staff members have access to ATS and HSST.
- School administrative personnel as well as teachers are aware of where they can obtain pertinent information or data that can help them understand student performance and guide instruction.
- Administrators are knowledgeable in Microsoft Excel and Microsoft Access.

What are the areas for improvement?

- One area of improvement would be to train academy coordinators and teachers in such programs as ATS, HSST or CAP so that they can directly view important student data.
- All administrative offices need to have access to ATS
- Need to improve our monitoring of progress in reaching goals with more frequent alterations to instruction to reflect developing trends.
- Improved use of medial assessments and more focused monitoring of at risk students.
- Assistant Principals and the Principal review the scholarship reports each marking period to see the exact passing and failing percentages/number of students in each class, for each teacher.
- Grade books are reviewed by assistant principals.
- Call logs for parental contact for tardy or absent students are reviewed periodically by the assistant principals.
- Each academy has a system of progress reports that are distributed to all teachers for each individual student. These reports are completed by the teachers and then mailed home to parents.
- Administrators use ATS data to identify students by cohort year and determine regent's needs for students who are off track. These students are then grouped together into classes with a focus on regent's preparation in math and English classes.
- Through collaborative planning with parents and students special education students who have an IEP meet in a conference to set new goals for the upcoming year.
- Regent's examinations, uniform midterms and final examinations are reviewed and an item analysis is run to determine areas of student strengths and weakness in math and social studies classes. This information is then examined in committee to determine how classroom instruction should be modified to address the existing trends that are revealed by the data.
- Suspension reports are reviewed to target multiple offenders and these students are then given counseling to try to get them to modify their behavior in school.
- Pupil Personnel Team reviews specific student cases and conferences on strategies that can be utilized to improve these students academic achievement.
- Coordinators, who often initially interact with students who display disruptive behavior in class do outreach to parents as well as conferencing with deans and counselors on strategies to modify student behavior.

HOW DOES THE SCHOOL USE DATA TO PLAN AND SET GOALS?

- The school examines students' individual regents scores to place students into appropriate classes that will teach them the specific skills needed to pass their exams.

- We examine their NYSESLAT scores to place students in the appropriate ESL classes.
- The Scholarship report is analyzed to determine classes where a large number of students are failing and assistant principals engage in conversations with these teachers to determine strategies that can be utilized to improve the passing percentage.
- The Comprehensive Education Plan is used to set goals for the school by each department.
- The creation of SURR and SINI improvement plans focus our resources on improving student achievement in the specific areas of ELA and mathematics.
- We inform teachers about the data so they are aware of the school's challenges and celebrations.
- We share the full school improvement plan with our staff and ask teachers to brainstorm on additional strategies they feel will be productive in improving student achievement. This process helps to build ownership of the planned strategies that teachers implement.
- We set percentage increases in all classes using the previous year's data. Goals are set for annual assessment improvement using uniform midterms, finals and regents exams. Periodic assessment data goals are set using class exams and end-of-chapter exams. Ongoing periodic assessment goals are set using quizzes and homework.
- Pacing charts and calendar of lessons are reviewed to insure that teachers are moving through the curriculum in a timely fashion so that all relevant areas are covered prior to regents examinations.

What are the school's strengths in this area?

- Data is examined and discussed by a variety of groups throughout the school. Plans and goals are created by the findings that are revealed. Data drives instruction.
- We are constantly updating teachers and other staff members to keep them informed about our progress in improving student academic achievement.
- Cutting reports are followed up by phone contact by the Principal as well as the coordinators of the different academies.

What are the areas for improvement?

- Data needs to be available in a timely manner so that decisions can be time appropriate. For example, NYSESLAT scores are received after students have already been programmed for classes.
- We need to receive correct demographic data, such as student phone numbers and addresses.
- Data used to plan and set goals could be used to increase parental involvement and assistance in improving student achievement. This could be as simple as parents periodically checking their child's notebook, and where there is no evidence of work, contacting their child's guidance counselor for a conference.

HOW DOES THE SCHOOL ALIGN INSTRUCTION WITH THE DATA GATHERED?

How do you know?

- The school examines students' individual regents scores to place students into appropriate classes that will teach them the specific skills needed to pass their exams.
- We examine their NYSESLAT scores to place students in the appropriate ESL classes.
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HOW DOES THE SCHOOL ALIGN PROFESSIONAL DEVELOPMENT WITH THE NEEDS OF THE STAFF?

How do you know?

- Through observations conducted by the assistant principals and principal
- Through the review of lesson plans
- Through the use of study groups
- Mandated uniform midterms and final examinations.
- Regent's scores and individual tests are examined to place students into appropriate classes.
- Item analysis of Regent's examinations is tabulated and analyzed to inform instruction.
- In math and English the 8th grade scores are used to assign students to their designated classes; i.e. a one period or two period math class based on proficiency level.
- Periodic assessments assist the assistant principal of mathematics in grouping students based on their changing skill needs. This includes identifying which students need enrichment or special assistance at any point during the year.
- Periodic assessment data is reviewed by teachers to indicate what is or is not working and to direct re-teaching as needed.
- We have re-designed the math curriculum to align with state standards.

- We have created a compacted math course for students who have failed their 9th grade math classes and must be moved toward taking and passing their math A regent's exam.
- Scholarship data is used to help teachers target individual students whose grades are borderline. Teachers use a variety of incentives to get these students to increase their academic efforts and the quality of the work they turn in. Teachers give students multiple options to earn passing grades.
- Teachers differentiate instruction in many classes to meet the various learning styles of students.
- Resources are made available to all teachers from the first day of school. Teachers are provided with resource guides and curriculum that meets the New York State standards.
- Teachers are accountable for the grades they give their students and must be able to justify those grades through documentation in their record books.

What are the school's strengths in this area?

- Assistant Principals mandate instruction based on the data gathered, for example, use uniform midterm examination results to ascertain weakness in specific areas such as "study of early civilizations" and inform teacher to review topic prior to Regent's exam.
- Student programs are determined by the data gathered and reviewed.
- Students are offered additional assistance through Extended Day Red, White and Blue Programs, Homework Help and Saturday Academy. The Extended Day Red Program takes place on Mondays and Wednesdays from 3:45 - 5:45 p.m. and offers students an opportunity to recover credits. The Extended Day White Program takes place on Tuesdays and Thursdays from 3:45 - 5:45 p.m. The Extended Day Blue Program takes place Saturday mornings from 9 a.m. to noon. Students have the opportunity to recover up to three credits during any single term.
- Homework Help is an after-school tutoring program that is available Mondays, Tuesdays, Wednesdays and Thursdays from 2:45 p.m. to 4:45 p.m. in math and science.
- Saturday Academy is a Regent's Preparation Program on Saturdays from 9 a.m. to noon and is available for students for sixteen weeks each term. Student's practice and review full Regent's examinations.
- During academy and department meetings student progress is discussed and data is examined.
- Teachers Center professional development as well as professional development by our consultants from the New York Math and New York Writing programs focus on using data to focus instruction.
- Study groups are focused on improving student academic achievement.
- We utilize a database in math consisting of regent's problems to assess our students progress.
- What is taught in classes constantly changes to reflect changes in the data. The content and the way the content is presented is not stagnant. Test scores bear out the results of these strategies.

What are the areas for improvement?

- Need to improve teacher understanding of the data and how to use it to guide their instruction.
- More focused alignment of data to instruction and the willingness of the entire staff to adopt a more dynamic approach to teaching where instruction is highly correlated to the data.
-

HOW DOES THE SCHOOL EVALUATE PROGRESS TOWARDS MEETING ITS GOALS?

How do you know?

- The school aligns professional development with needs of the staff through academy and department study groups, through workshops facilitated by regional personnel, Teachers Center and NYC Writing Project, New York City Math Project and through High Schools That Work professional development workshops.
- Many professional workshops held on mandated PD days are run by teacher leaders of the school and are focused on addressing the specific needs of our staff.
- School leaders, under the direction of the Principal, developed the policy of utilizing study groups as the primary method of professional development. Teachers have been meeting and are preparing to share their findings with their departments and/or academy members.
- Teachers have the freedom to select the cooperative study group they wish to join in both their academy and department areas. Teachers also have the choice of topic that would be researched and documented for further discussion with staff, selected from a menu of topics developed by our professional development team based on data including observations, three-minute walkthroughs and teacher suggestions.
- We constantly review and survey our math department teachers in order to align their abilities and talents with the placement of the classes they would teach. The data that is collected includes years of experience, years in the school, motivation/attitude, performance/ability, response to change, collegiality, level of education.
- Focus on hands on/minds-on inquiry; student centered teaching; cooperative learning and critical thinking.

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- Focus on hands on/minds-on inquiry; student centered teaching; cooperative learning and critical thinking.
- All new teachers are assigned a regional mentor as well as a buddy teacher within the school.
- All New York City Teaching Fellows are assigned an additional graduate school mentor.
- Any at-risk math teachers are assigned additional professional development by the consultant from the New York Math Project.

What are the school's strengths in this area?

- The needs of the staff are assessed through observations, evaluations and surveys. Staff members are given choices for what professional development activities they wish to attend.

The staff has organized themselves into study groups and chose their own focus of study from a menu of topics developed by the professional development committee. There is a focus on the improvement of instruction and in incorporating the tools and skills they have acquired during staff development sessions.

- School aligns youth development and support services around academic goals through groups such as CAPS, SPARK, etc.

What are the areas for improvement?

- Find various ways of sharing the best practices that come out of study groups. Create more specific guidelines for study group reports to insure that the findings of our study groups specify how teachers in other classrooms can duplicate these instructional activities.

WHAT ROLE, IF ANY, DO PARENTS, STUDENTS, TEACHERS AND OTHER MEMBERS OF THE SCHOOL COMMUNITY PLAY IN MAKING DECISIONS IN THE SCHOOL?

- Parents are members of the School Leadership Team and Parent's Association.
- Parents are always welcomed to the school to discuss their child's progress with their teachers and guidance counselors.
- Students participate in decision making in the school through their involvement in their academy student government, the Graphic Student Government, clubs and representation on the School Leadership Team.
- Teachers participate in decision making through their department and academy meetings, coordinator meetings, attendance meetings and study groups.
- Parents are encouraged to be active participants in the IEP annual review process.
- Parent Association meetings are held by the school in uptown locations targeting specific students who live in those areas. This has resulted in a doubling of the number of parents we are able to involve in our parent association meetings.
- Parents are invited to discuss their child's progress as a result of both academy and school-wide case conferencing.

WHAT PARTNERSHIPS WITH PARENTS, COMMUNITY BASED ORGANIZATIONS, AND OTHER INSTITUTIONS DOES THE SCHOOL HAVE? WHAT ROLE DO THESE PARTNERS PLAY?

- Community Association for Progressive Dominicans run an attendance improvement program at the school and work closely with counselors, attendance teachers and the attendance committee to identify students who are eligible and in need of their services. Educational Talent Search works with students across all grades to improve college awareness and provide college counseling to students in grades 11 and 12. Students who are eligible for the ETS program receive guidance and assistance throughout the admission and financial aid processes and are eligible for post-high school college counseling.
- Borough of Manhattan Community College provides a College Now class after school at Graphic High School to introduce our students to college level instruction. Students can earn up to three college credits each term. Course offerings include Introduction to Sociology, Introduction to Psychology and Caribbean Studies.
- John Jay College offers College Now courses on the John Jay campus to Graphic students as part of their continuing partnership with the school.
- New York City Technical College offers a variety of College Now courses to students in both technical and academic areas.
- The L.E.A.R.N. program places students in internships and jobs in their related fields of study.
- Reuters - internship and classes
- Junior Achievement - presentations and guest speakers

- USA today - curriculum and instructional materials
- New York City Technical College - offers our students free college credits through their College Now program. Students can use this program as a pathway into the college or as credit to be applied to whatever college they attend.

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.

School goals for 2009 – 2010 school year:

1. Based on our 2008-2009 NY State Comprehensive Information Report and School Accountability Report our Hispanic (59.2%) and African American (36.1%) students did not make AYP in English. Goal #1 is improve our ELA Regent's passing rate for all students who scored 65 or more from 58% to 61%.
2. Based on our 2008-2009 NY State Comprehensive Information Report and School Accountability Report our African American (36.1%) students did not make AYP in math. Goal #2 is to improve our integrated algebra regents passing rate for African-American students who score 65 or more from 40% to 43%.
- 3.. Based on our Quality Review teachers will work with students to set classroom learning goals. Teachers will also case conference with students during class time to inform students of their progress in attaining these goals.
4. Based on our Quality Review all teachers will use student data (i.e. ARIS and acuity) to differentiate instruction to improve student achievement. Each small learning community will be responsible for professional development, implementation and assessment of their differentiated instructional initiative.
5. Based on our Quality Review teachers will use the New York Writing Project (Lehman College) model to enhance student learning to improve reading, writing, vocabulary and comprehension skills.
6. Based on our Quality Review and School Report Card goal #5 is to increase school-wide attendance from 73.8 (2008-2009 school year) to 75.8% for the 2009-2010 school year through attendance outreach and academy based initiatives.

SECTION VI: ACTION PLAN

**Graphic High School
Action Planning for SLC Goals
2009-2010**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 1:	Based on our 2008-2009 New York State Comprehensive Information Report and School Accountability Report our Hispanic and African American students did not make AYP in English. Goal #1 is to improve our ELA Regent's passing rate for all students who scored 65 or more from 58% to 61%.
Evidence of Need (Data)	New York State Comprehensive Information Report and School Accountability Report
Implementation Target to Address:	ELA Regent's passing rate (65 or more) for whole school will move from 58% to 61%.
Area of Focus:	Circle One: Instruction Leadership Support Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
All ELA teachers will use Regent's formatted questions in "Do Now" activities as well as in formative and summative tests.	Academy Directors Teachers	Classroom observations, both formal and informal	Copies of old Regent's exams	October 2009 – June 2010
All ELA teachers will be informed of all students in their classes who have not passed the ELA Regent's with a grade of 65 or higher.	Academy Directors Teachers	A.R.I.S. system	List of students distributed by AP of English	December 2009

<p>Teachers shall focus instructional strategies on specific skills needed to pass the ELA Regent's exam.</p>	<p>AP English Academy Directors ELA Teachers</p>	<p>Teacher checklist of skills Student samples</p>	<p>Teachers will receive an outline of specific skills students need to enable them to pass their ELA Regent's examination. Copies of previous Regent's exams</p>	<p>December 2009 – June 2010</p>
<p>Distribute a Regent's review book to every student and integrate content into daily lessons.</p>	<p>AP English Academy Directors ELA Teachers</p>	<p>Teachers will verify that they have distributed review books to students. Teacher lesson plans will show Regent's content information is integrated into daily lesson.</p>	<p>Review books</p>	<p>Fall 2009</p>
<p>Teachers in all academies will be using inquiry teams to focus on assisting students in passing their regent's exams by teaching specific skills needed for success; i.e. interpreting diagrams, charts and other pictorial representations; essay and other types of writing needed to complete ELA regents;</p>	<p>Academy Directors All teachers</p>	<p>Baseline exams given to students in lowest third Formative exams given every three weeks to assess learning Summative exam</p>	<p>Create exams focused on specific skills drawn from previous Regent's examinations</p>	<p>December 2009 January 2010 – May 2010 May 2010</p>

Administer full mock ELA Regent's examination	AP English ELA teachers	Teachers mark the mock exams of their students	Duplicate copies of mock regents and essay books	<p>April 7 and 8, 2010</p> <p>Parts 1 and 4 to be completed in school</p> <p>Parts 2 and 3 to be completed at home</p>
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Professional Development Required:

Teachers will model strategies or lead a discussion focused on a specific best practice to help student's pass their ELA exam.

ELA teachers will use and explain to their students the ELA regent's rubric and provide examples of "A" and "B" work.

Teachers will receive continued ARIS training from academy directors.

**Graphic High School
Action Planning for SLC Goals
2009-2010**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 2:	Improve our integrated algebra Regent's passing rate for African-American students who score 65 or more, from 40% to 43%.
Evidence of Need (Data)	2008-2009 New York State Comprehensive Information Report and School Accountability Report
Implementation Target to Address:	African American students did not make AYP in math.
Area of Focus:	Circle One: Instruction Leadership Support Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Structured note taking to give students a repertoire of study habits that will help them do well.	Academy Directors Teachers	Teacher review of notebooks with comments regarding corrective action needed to improve note taking	Samples of what structured note taking will look like	January 2010 – June 2010
Increase classroom resources with the purchase of additional TI83 calculators	AP Math	Ongoing use of calculators in math classes	500 calculators	Purchased December 2009

Cooperative learning to train students in collaboratively solving problems	AP Math Academy Directors Teachers	Classroom observations, both formal and informal by department AP's and academy directors	Repository of sample problems and lessons for all math teachers maintained in department office	October 2009 – June 2010
Provide academic intervention services for students; students required to take an additional fifty hours of math lab after school in Spring 2010	AP Math Academy Directors	Attendance sheets showing students attending Homework Help after school program	Homework Help classes help Mondays through Thursdays from 2:45 – 4:45 p.m.	February 2010 – June 2010
Saturday Academy focused on Regent's preparation for integrated math exam	AP Math	Attendance sheets showing students attending class	Saturday mornings from 9 am to noon.	Six weeks before Jan 2010 Regent's and six weeks before June 2010 Regents
Thirty Days to Math Success program	AP Math Math teachers	All integrated algebra classes	Booklet created by math AP and teachers focused on specific knowledge needed to pass IA exam	Beginning May 1, 2010
Mock Integrated Algebra Regents		All integrated algebra classes	Exam created by dept.	Saturday, May 11, 2010 from 9 am to 12 pm.

Professional Development Required:

Teachers took workshop in November 2009 on what were the key elements of note taking. This was facilitated by Debbie Freeman of the New York Writing Project (Lehman College).

Cooperative learning workshops facilitated by Kathy Giannou of the UFT Teacher's Center during academy common planning time meetings.
Ongoing calculator use training by Assistant Principal Math.

**Graphic High School
Action Planning for SLC Goals
2009-2010**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 3:	Teachers will work with students to set class goals. Teachers will also case conference with small groups of students during class time to inform students of their progress in attaining these goals.
Evidence of Need (Data)	Scholarship Reports
Implementation Target to Address:	All Academy Students
Area of Focus:	Circle One: Instruction Leadership Support Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Give initial Regents-formatted assessment to students to determine a base-line knowledge level in all core subject areas (English, Math, Social Studies, Science) for inquiry group (lowest third) focus of study; use this information to establish learning goals for each class.	Content area teachers and Assistant Principals	Administer skill assessments periodically that demonstrate improvement in areas of weakness where proficiency levels for students increase by 5%.	Initial Regents-formatted exams, ongoing teacher-made periodic skills test, and uniform midterm and final exams.	Administer first test upon formation of inquiry teams and area of focus Dec. 2009 Formative assessments scheduled once per month to monitor student achievement Jan 2009-June 2010 Uniform midterm and final exams will be given in November and January.

Teachers will give students a syllabus at the beginning of the semester providing an overview of each course of study.	Subject area teachers and students Department AP	Students will be made aware of at least 4 learning goals for each unit of study, with a minimum of 2 being met.	Learning objectives/goals checklists and folders to keep track of student progress.	Time will be allotted at the end of each unit of study for summative assessment for each unit. February 2010
In class conferences with groups of students to monitor progress. For the lowest third group students with same needs and conference with them during class.	Teacher	Interface with minimum of 5 students in groups or individually regarding their learning goals.	Form that serves as a log of meetings Folders for each student.	Conference each class period with groups or individuals. December 2009 In addition schedule appointments to see students during common planning time for academic and/or social interventions.
Use online grading system Engrade or Google Docs and print progress reports.	Teachers	Evaluation of student progress as tracked by grade programs. Bi-weekly Progress Report via paper, email, and online	Student, Parent, and Teacher access to online grading system. Designated computer and printer for teacher/student access of grades in school.	At the midpoint of each marking period progress reports will be sent home so that students will be aware of academic or social issues and can make-up/redo work.

Professional Development Required:

1. Effective case conferencing training done by High Schools That Work consultant Martha Quijano
2. "Effective Instruction" by Jim Burke with a focus on using assessment to improve instruction by academy study groups
"How To Teach Students To Remember" by Marilee Sprenger by academy study groups
3. "Qualities of Effective Teachers" by James Stronge focused on monitoring student progress, organizing time, communicating expectations and planning instruction by academy study groups.

**Graphics High School
Action Planning for SLC Goals
2009-2010**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 4:	All teachers will use student data (i.e. ARIS and acuity), to differentiate instruction to improve student achievement. Each SLC will be responsible for professional development, implementation and assessment of their differentiated instructional initiative.
Evidence of Need (Data)	Scholarship Reports
Implementation Target to Address:	All Students
Area of Focus:	Circle One: Instruction* Leadership Support Structure*

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Teachers are directed to use ARIS data to ascertain students reading/math scores and determine ability levels	Academy Directors Teachers	Individual student reports from ARIS Student folders	Teacher access to ARIS Student folders	November 2009 – June 2010

Teachers in all CTT classes and push-in SETS classes have received IEP data for all appropriate students. They will use this data to determine ability level and create differentiated instruction and assessment	AP Special Education Subject area AP's CTT Teachers (both regular and special education)	. Lesson plans reflecting differentiated instruction and assessment. Regent's level formatted assessments for baseline knowledge level	IEP Data Previous regent's exams	November 2009 Formative assessments one time a month to monitor student progress
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<p>Classroom environment has changed:</p> <p>a. physical arrangement has been changed to be more group oriented and facilitate collaborative learning</p> <p>b. Student work boards will reflect differentiated assessments</p>	<p>Academy Director Teachers</p>	<p>Classroom observations, both formal and informal</p> <p>Bulletin boards in classrooms and hallways</p>	<p>Student work and assessments to be placed on bulletin boards</p>	<p>October 2009 – June 2010</p>
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Professional Development Required:

Teachers will receive copies of the book “Meeting Standards Through The Integrated Curriculum” by Susan Drake and Rebecca Burns. Focus on mapping curriculum, clustering standards, development assessments and aligning and integrating strategies in the classroom.

Teachers will continue to receive professional development in the use of ARIS, CAP and HSST systems to access and interpret data.

Teachers, during common planning time will participate in meetings and workshops facilitated by Debbie Freeman of NY Writing Project to assist teachers in differentiating instruction that will enable all students to pass their Regent’s examinations

**Graphics High School
Action Plan for SLC Goals
2009-2010**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 5:	Teachers will use the New York City Writing Project's writing model to enhance student learning to improve reading, writing, vocabulary and comprehension skills.
Evidence of Need (Data)	Insert Data/Evidence Supporting the Need for this Goal: Regents test score data.
Implementation Target to Address:	Insert Implementation Target(s) this Goal Addresses: All academy students, with a focus on students with 1 and 2 reading levels.
Area of Focus:	Circle One: <i>Instruction</i> Leadership Support <i>Structure</i>

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Using a rubric for student reflection and accountability. Students are aware of consistently desired results.	Academy Directors Teachers	Self/Peer/Teacher Assessment - Grade based on entire process. Examples: <i>Initial Reflection: What grade do you deserve?</i> <i>Peer Assessment: What grade do you think your peer deserves?</i> <i>Post-Peer Assessment: What do you deserve after sharing with a peer?</i>	Rubric	Year-Long →Initial: Discuss rubric and model grading within first two weeks Feb. 2010 →On-going: Using rubric for assignments; students have had the ability to fix mistakes
Rewrites and revisions of written work	Teacher/Student	Formative: Drafts and conferences Summative: Finished writing products	Extra conference time, computers, visuals models of each stage of the writing process, rubric of finished product	Between 1-2 weeks with clear deadlines for each draft.

Every lesson will include planning for vocabulary and comprehension development.	All Teachers	Specific focus and strategies in teacher lesson plans	Teacher lesson plans	Daily
Word-Wall.	Students and Teachers.	Student's individual wall online.		Throughout the school year per unit.

Professional Development Required:

1. PD on strategies focused on improving student writing, vocabulary, reading comprehension and utilization of a writing rubric facilitated by Kathy Giannou (UFT Teacher Center) and Debbie Freeman (New York Writing Project – Lehman College).
2. Distribution of book “Active Literacy Across the Curriculum” by Heidi Hayes Jacobs. Focused strategies for reading, writing, speaking and listening. Book to used for professional discussions within academies.
3. Distribution of “Effective Instruction” by Jim Burke. Areas of study within academies include using assessment to improve instruction, increasing engagement and comprehension and how to design effective lessons.

Graphics High School
Action Plan for the Media Journalism Academy's SLC Goals
2009-2010

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 6:	To increase school-wide attendance from 73.8% (2008-2009 school year) to 75.8% for the 2009-2010 school year through attendance initiatives that are academy based.
Evidence of Need (Data)	Insert Data/Evidence Supporting the Need for this Goal: School-wide attendance is below average at 73.8%, and individual student performance has a direct correlation with their attendance.
Implementation Target to Address:	Insert Implementation Target(s) this Goal Addresses: All academy students.
Area of Focus:	Circle One: <i>Instruction</i> <i>Leadership</i> <i>Support</i> <i>Structure</i>

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Track students with low attendance and cutting issues and identify trends to case conference more effectively.	All teachers during common planning time	Attendance will increase 10% for all identified students.	Teacher lists of students identified as having poor attendance in class	Within first two weeks lists are formulated and outreach is made by academy teachers
Creation of a Google document database to update student contact information or use of ATS/RISA reports for monitoring student attendance.	Director and all academy members.	Call logs and decrease in student absence and cuts as evidenced by attendance reports.	Student contact information from ATS and Parents during orientation/open-house.	Sept. to June, when the data is available in ATS, the document will be uploaded into Google documents. Updates will be on-going.

<p>Common planning time is used by academy teachers to make phone calls to parents</p>	<p>Academy Directors</p>	<p>Daily attendance lists are monitored</p>	<p>List of absent/late students as compiled by teachers</p>	<p>September 2009 – June 2010</p>
<p>Hiring of five school aides to come in early and make phone calls home between 6:30 a.m. – 7:30 a.m. Mondays through Fridays.</p>	<p>AP Organization</p>		<p>List of students given to aides by academy directors</p>	<p>December 2009 – June 2010</p>

Professional Development Required:

How to conduct successful group meetings, effective use of Google documents, ARIS, ATS and phone and letter outreach.

Case conferencing protocols – workshops conducted by Martha Quijano of High Schools That Work

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	684	684	111	47	370	222	55	44
10	147	147	176	51	142	15	62	30
11	48	48	187	58	123	10	30	42
12	96	96	143	47	98	8	26	27

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Saturday Academy Homework Help Producer’s Project ESL film project PM School	Saturday morning Regent’s preparation Daily after school tutoring program Saturday workshops to improve ELL students verbal, reading, writing, comprehension skills Tuesday/Thursdays film viewing and journal writing program focused on vocabulary/comprehension After school program gives students the opportunity for credit recovery
Mathematics: Saturday Academy Homework Help Math Lab PM School	Saturday morning Regent’s preparation Daily after school tutoring program Student’s required to do 40 additional hours in this program to prepare them for Regent’s exams After school program gives students the opportunity for credit recovery
Science: Saturday Academy Homework Help PM School	Saturday morning Regent’s preparation Daily after school tutoring program and lab makeup time After school program gives students the opportunity for credit recovery
Social Studies: Saturday Academy Homework Help PM School	Saturday morning Regent’s preparation Daily after school tutoring program After school program gives students the opportunity for credit recovery
At-risk Services Provided by the Guidance Counselor:	Individual counseling Referrals to community based organizations Parent outreach as necessary
At-risk Services Provided by the School Psychologist:	Individual testing and counseling Referrals to community based organizations Parent outreach as necessary

At-risk Services Provided by the Social Worker:

Individual counseling
Referrals to community based organizations
Parent outreach as necessary

At-risk Health-related Services:
SPARK program

Individual and group counseling
Referrals to community based organizations
Parent outreach as necessary

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2007-2008) LAP to this CEP

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Y_ Both **Number of LEP (ELL) Students Served in 2008-09:** 188 **2009-2010:** 182

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

When students are enrolled in our school they are identified as ELLs via their last NYSESLAT score or their home language survey. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent’s program of choice. When a student is new to the New York City Public School system, parents complete a home language survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within five days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The parent coordinator and our Bilingual/ESL coordinator give parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice. At the beginning of every academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) reviews students’ programs to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent’s program of choice. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in monolingual classes. We currently have 182 ELL students, which is 10.5% of our student body.

The ESL program is not organized by grade level, but by proficiency level. There are 12 periods of ESL: 4 classes for the beginner level, 2 classes for the intermediate level, 2 classes for students working between the beginner and intermediate level, 2 classes for the advanced level and 2 classes for students who have been at the advanced level for more than one year but have not reached proficiency.

Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student’s individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with core classes in their native language. The Math department provides five classes of bilingual Math. The Science department provides two classes of science instruction in the 10th grade and three classes of instruction in the 11th grade. In addition to these, there are 7 periods of Native Language Instruction every day: two classes in the 9th, 10th and 11th grade and one class in the 12th grade.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as our acting club, swimming club and NJROTC program.

II. Parent/community involvement:

- The Entitlement Letter and the Program Selection forms are mailed home in English and in the students' home language.
- Parents are invited to attend our orientation meeting which is organized by the school's Parent Coordinator. At this meeting, parents watch the Parent Orientation video and ask questions regarding the Bilingual and ESL programs that the school offers.
- Parents who are unable to attend the meeting are encouraged to visit or call the school to discuss the program options with the Parent Coordinator.
- Once the deadline for returning the Program Selection form has passed, the Placement Letter is mailed home

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Before the first day of school, students and parents are invited to the school for a freshman orientation where they are introduced to staff members, are given a tour of the school and its various programs, are introduced to the school's support network, and discuss our wide ranging extracurricular activities.

We offer our newly enrolled ELL students after-school tutoring and two remedial courses/clubs taught by two ESL teachers. Students use our portable computer lab and the Rosetta Stone Software according to their proficiency level. Students have been using this program in their classes to improve their speaking and writing skills. Newly enrolled ELL students will have classes facilitated by "El Repertorio Espanol" for a theater and literacy component where students learn how to act and write their own theater productions. The actor/actress will work in collaboration with the ESL teacher, to focus on improving students' listening and speaking skills. Students will attend one of two ESL remedial classes twice a week during after-school hours. These classes will improve students' reading and writing skills by focusing on differentiated approaches for English Language Learners. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the area of reading and writing.

IV. Staff Development (2008-2009 activities):

Our staff will continue to work with Kathy Giannou, from the UFT Teacher Center, on ESL presentations and methodologies in teaching ELL students. Professional Development focused on helping ESL teachers improve students' reading and writing skills will be provided by Kathy Giannou, twice a week. ELL teachers will participate in other workshops facilitated by the Department of Education. The ESL teachers will pursue their professional development through weekly meetings where they will focus on topics relevant to the ELL Learners. Our topic of focus this year is differentiated learning. Workshops focused on the four ways to differentiate instruction will focus on differentiating the content/topics, process/activities, differentiating products to demonstrate mastery of concepts, and differentiating to accommodate student learning styles. ELL teachers will be provided with articles from educational journals that are specific to the ELL population, in order to improve instruction. We will utilize the NYC Writing Project consultant to run workshops for teaching reading and writing strategies to teachers of ELLs.

V. Support Services

All ELLs have a dedicated Bilingual/ESL guidance counselor. All students are provided with other support services such as speech, AIS, occupational therapy, physical therapy, and /or SETSS. Our students are served by a total of 10 certified ESL/Bilingual teachers, and one Bilingual Paraprofessional.

VI. Native Language Assessments

All students in Bilingual classes receive their assessments in Spanish, since 100% of students in the Bilingual program are native Spanish speakers. They receive various formative assessments throughout the academic year that are both teacher generated, and state mandated. All of these assessments go through extensive data analyses by the teachers to guide instruction. All ELLs also receive various state assessments in their native language.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09 **A-2**

School District: 2

Type of Program: ESL Bilingual Both Y
 (Check one only)

School Building M625

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6					
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served				
		Bil	ESL																					
Arabic (ARB)																								
Bengali (BEN)																								
Bosnian (BOS)																								
Chinese (CMN)																								
French (FRA)																								
H. Creole (HAT)																								
Hindi (HIN)																								
Japanese (JPN)																								
Korean (KOR)																								
Polish (POL)																								
Portuguese (POR)																								
Russian (RUS)																								
Spanish (SPA)																								
Vietnamese (VIE)																								
SUB TOTALS →																								

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6
Identified in the Building in **2008-09**
 (Do not include long-term LEPs)
 ESL

Total Number of LEP students in grades K-6 **Served**
 in the Building in **2008-09**
 (Do not include long-term LEPs)
 Bilingual

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09 **A-2(a)**

School District: _____ **02** _____

School Building _____ **m625** _____

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2008-09)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)							3		3	5		5							5		5
Hindi (HIN)																					
Japanese (JPN)							2		2										1		1
Korean (KOR)																					
Polish (POL)							1		1							1		1			
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)							71	23	48	66	17	49	15	2	13	18		18	50	14	36
Vietnamese (VIE)																					
SUB TOTALS →							77	23	54	71	17	54	15	2	13	19		19	56	14	42

Total Number of LEP students **Identified** in the Building in 2009-10
(Do not include long-term LEPs)

182

Total Number of LEP students **Served** in the Building in 2009-10
(Do not include long-term LEPs)

Bilingual 42

ESL 140

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** _____ **LEP** 0 **Non-LEP**

Number of Teachers 3 **Other Staff (Specify)** Ms. Nereida Colon- Paraprofessional, Ms. Reyes Suero- certified Bi-lingual Math Teacher and Ms. Mona-Lisa Tello – certified Bi-lingual Science Teacher

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.

The High School of Graphic Communication Arts has one of the highest ELL populations of any high school in the borough of Manhattan. Currently, we serve 182 ELL students from grades 9-12 out of a total population of 1720 students. The freshman class has 78 ELLs, the sophomore class has 56 ELLs, the junior class has 35 ELLs and the senior class has 33 ELLs. We also have 20 special education students from grades 9-12 who are ELLs. The majority of our ELL students, 170, speak Spanish as their native language. The other languages spoken by our ELL population includes Polish (2), Japanese (2), and Haitian-Creole (8). We currently have 12 long term ELLs. We serve our ELL population based on the results of their home language surveys and NYSESLAT scores. As a result, we have students from various grade levels in classes that meet their deficiencies and promote the acceleration in the acquisition of the English language.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentations and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in mainstream classes. We currently have 182 ELL students, which is 10.5% of our student body.

All ELL students are part of the small learning communities in our school. These students have reaped the same benefits of smaller learning communities as the main population of the school. Due to the fact that these students are programmed by ability as well as by grade

level, it is difficult to have them programmed exclusively in an academy. As a result, it is sometimes necessary to group two or more academies in an ESL classroom. Additionally, we will be implementing more of the Balanced Literacy curricular philosophies.

The ESL program is not organized by grade level, but by proficiency level. There are 10 periods of ESL: 2 classes for the beginner level, 3 classes for the intermediate level, 1 classes for students working between the beginner and intermediate level, 2 classes for the advanced level and 2 classes for students who have been at the advanced level for more than one year but have not reached proficiency.

Our plan for those ELLs who entered the school system for less than three years is to provide them with 3 periods of ESL instruction as mandated under the CR Part 154 if they scored Basic in the NYSESLAT. The focus of this instruction is language acquisition and conceptual development. Teachers use student performance data with multiple assessments to plan instruction to meet the ELL's needs. Teachers work with students to develop strong literacy skills in their native language which will carry over into strong literacy skills in English. In the beginning stages of English language development, 60% of the instruction takes place in Spanish and 40% takes place in English. Grade level content work is provided in the student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the native language will decrease and English will increase. Teachers use scaffolding strategies to teach content area. Leveled classroom libraries, Spanish-English dictionaries and word walls are used in both languages.

The school's plan for the long-term ELLs is to offer them one ESL class in addition to their ELA class. The ESL teachers work collaboratively with the ELA teachers. We are working on infusing ESL strategies into content instruction. Teachers review student performance data and they differentiate instruction to meet the diverse needs of the student population. Scaffolding strategies such as modeling, bridging, contextualization and text representation are being taught to the teachers, who are incorporating these strategies into their lessons.

Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student's individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with core classes in their native language. The Math department provides five classes of bilingual Math, at various grade levels. The Science department provides two classes of science instruction in the 10th grade and three classes of instruction in the 11th grade. The Social Studies department provides two classes of bilingual instruction in the 9th, 10th, and 11th grade. In addition to these, there are 7 periods of Native Language Instruction every day: two classes in the 9th, 10th and 11th grade and one class in the 12th grade.

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.

ESL teachers meet on a weekly basis to discuss successful strategies used in the ESL classroom. They are part of the ELA Department and receive professional development and training in helping ELLs receive ELA standard-based instruction aimed at helping ESL students pass the New York State ELA regents exam and the NYSESLAT. ESL teachers receive extensive professional development in the analysis of data so that instruction in ESL classes is data driven and adapted to students' ability. Teachers receive and analyze various reports such as the RESI and NYSESLAT raw score reports so that they could provide differentiated instruction tailored to their students' needs. Teachers will also attend ELL workshops provided by the Office of English Language Learners, such as the "Getting Results Now for Secondary ELLs" workshop. Periodic Professional development for ESL teachers is provided by Debbie Freeman, from the New York City's Writer's Project, and from Kathy Giannou from the UFT Teacher Center. Professional Development topics focus on the development of students' literacy skills and the transition from students' native language to the English language.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$15,000	2 after-school clubs focused on remediation for Freshman and students taking the NYSESLAT exam. Paraprofessional.
Purchased services such as curriculum and staff development contracts	\$12,000	EI Repertorio Espanol.
Supplies and materials	\$2,060	Novels and workbooks for ELL students.
Travel		
Professional Development	\$500	Professional Development from the Office of ELLs
TOTAL	\$29,560	

Our student population needs assistance primarily with their writing skills. Other students need help in the areas of reading, listening, and speaking. This year, using Title III funding, we will continue to use our portable computer lab and the Rosetta Stone Software for each proficiency level. Students have been using this program in their classes to improve their speaking and writing skills. The software merges

interactive technology with listening comprehension, structure and sequence, problem solving, and readiness to talk. We will also have a partnership with “El Repertorio Espanol” for a theater and literacy component where students learn how to act and write their own theater productions. The actor/actress will work two days a week, in collaboration with the ESL teacher, to focus on improving students’ listening and speaking skills. Students will attend one of two ESL remedial classes twice a week during after-school hours. These classes will improve students’ reading and writing skills by focusing on differentiated approaches for English Language Learners. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the area of reading and writing.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral interpretation needs are recorded and maintained on emergency cards and home language surveys. Student's Home Language Survey's were examined to determine the primary language spoken by both students and parents. In addition, data from ATS is examined in the form of the RHLA report. The data from this report was examined at the beginning of the school year to determine language translation of materials for both students and parents.

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.
 - The majority of our non-English speaking parents speak Spanish.
 - The minority of our non-English speaking parents speak such languages as Chinese, Russian, Bengali, and French.
 - The Assistant Principals of Academic Areas, the Assistant Principal of Organization, the Assistant Principal of Pupil Personnel Services, Academy Coordinators and teachers were interviewed to assess the written translation and oral interpretation needs.
 - The greatest needs that have been reported were the need for Spanish translators when teachers are attempting to contact parents by telephone and the need for translators during Parent-Teacher conferences.
 - The findings were communicated to the school community during department conferences and during PTA meetings through the Parent Coordinator

Part B: Strategies and Activities

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

The written translation services the school will provide will focus on the translation of Progress Reports, memos pertaining to Regent's Prep, Saturday Academy and extracurricular activities, and After-school tutoring. All the translations communicate information about the school's academic programs, and student participation and academic performance. All written Spanish translations will be provided by our teachers and parent coordinator. We will use the Department of Education's translation services to meet the needs of the other students and parents whose home language is not English or Spanish. The majority of the translations will be done well in advance when done in-house. Those requiring the Department of Education's translation services will be given at least 3 weeks 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 translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit and BETAC will be used to provide translation for languages that cannot be translated at school.

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

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.

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

3. 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.

The data and methodologies used to assess our school's written translation and oral interpretation needs are recorded and maintained on emergency cards and home language surveys. Student's Home Language Survey's were examined to determine the primary language spoken by both students and parents. In addition, data from ATS is examined in the form of the RHLA report. The data from this report was examined at the beginning of the school year to determine language translation of materials for both students and parents.

4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
- The majority of our non-English speaking parents speak Spanish.
 - The minority of our non-English speaking parents speak such languages as Chinese, Russian, Bengali, and French.
 - The Assistant Principals of Academic Areas, the Assistant Principal of Organization, the Assistant Principal of Pupil Personnel Services, Academy Coordinators and teachers were interviewed to assess the written translation and oral interpretation needs.
 - The greatest needs that have been reported were the need for Spanish translators when teachers are attempting to contact parents by telephone and the need for translators during Parent-Teacher conferences.
 - The findings were communicated to the school community during department conferences and during PTA meetings through the Parent Coordinator

Part B: Strategies and Activities

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

The written translation services the school will provide will focus on the translation of Progress Reports, memos pertaining to Regent's Prep, Saturday Academy and extracurricular activities, and After-school tutoring. All the translations communicate information about the school's academic programs, and student participation and academic performance. All written Spanish translations will be provided by our teachers and parent coordinator. We will use the Department of Education's translation services to meet the needs of the other students and parents whose home language is not English or Spanish. The majority of the translations will be done well in advance when done in-house. Those requiring the Department of Education's translation services will be given at least 3 weeks for translation.

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

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit and BETAC will be used to provide translation for languages that cannot be translated at school.

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

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and servic

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

5. 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.
6. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

7. 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.
8. 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.
9. 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>.

VII. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

When students are enrolled in our school they are identified as ELLs via their last NYSESLAT score or their home language survey. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent's program of choice. When a student is new to the New York City Public School system, parents complete a home language survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within five days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The parent coordinator and our Bilingual/ESL coordinator give parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice. At the beginning of every academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) reviews students' programs to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in regular classes. We currently have 243 ELL students, which is 17.0% of our student body.

The ESL program is not organized by grade level, but by proficiency level. There are 15 periods of ESL: 3 classes for the beginner level, 4 classes for the intermediate level, 2 classes for students working between the beginner and intermediate level, 3 classes for the advanced level and 3 classes for students who have been at the advanced level for more than one year but have not reached proficiency.

Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student's individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with core classes in their native language. The Math department provides twelve classes of bilingual Math, three classes per grade level. The Science department provides two classes of science instruction in the 10th grade and three classes of instruction in the 11th grade. The Social Studies department provides two classes of bilingual instruction in the 9th, 10th, and 11th grade. In addition to these, there are 7 periods of Native Language Instruction every day: two classes in the 9th, 10th and 11th grade and one class in the 12th grade.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as our acting club, swimming club and NJROTC program.

VIII. Parent/community involvement:

- The Entitlement Letter and the Program Selection forms are mailed home in English and in the students' home language.
- Parents are invited to attend our orientation meeting which is organized by the school's Parent Coordinator. At this meeting, parents watch the Parent Orientation video and ask questions regarding the Bilingual and ESL programs that the school offers.
- Parents who are unable to attend the meeting are encouraged to visit or call the school to discuss the program options with the Parent Coordinator.
- Once the deadline for returning the Program Selection form has passed, the Placement Letter is mailed home.

IX. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Before the first day of school, students and parents are invited to the school for a freshman orientation where they are introduced to staff members, are given a tour of the school and its various programs, are introduced to the school's support network, and discuss our wide ranging extracurricular activities.

We offer our newly enrolled ELL students after-school tutoring and a remedial course taught by one of our ESL teachers. Our student population needs assistance with their writing skills. This year, using Title III funding, we offered our ELL population an after-school film club. Here students view a film and then participate in research and writing components. During the school year, 2 classes work with the Producer's Project to write and produce their own original documentary movies. These supplemental activities focus on improving students writing skills.

X. Staff Development (2009-2010 activities):

Our staff will continue to work with Kathy Giannou, in the UFT Center, for ESL presentations and methodologies in teaching ELL students. ELL teachers will participate in other workshops facilitated by the Department of Education. The ESL teachers will pursue their professional development through weekly meetings where they will focus on topics relevant to the ELL Learners. Our topic of focus this year is differentiated learning. Workshops focused on the four ways to differentiate instruction will focus on differentiating the content/topics, process/activities, differentiating products to demonstrate mastery of concepts, and differentiating to accommodate student learning styles. ELL teachers will be provided with articles from educational journals that are specific to the ELL population, in order to improve instruction. We will utilize the NYC Writing Project consultant to run workshops for teaching reading and writing strategies to teachers of ELLs.

XI. Support Services

All ELLs have a dedicated Bilingual/ESL guidance counselor. All students are provided with other support services such as speech, AIS, occupational therapy, physical therapy, and /or SETSS. Our students are served by a total of 10 certified ESL/Bilingual teachers, and one Bilingual Paraprofessional.

XII. Native Language Assessments

All students in Bilingual classes receive their assessments in Spanish, since 100% of students in the Bilingual program are native Spanish speakers. They receive various formative assessments throughout the academic year that are both teacher generated, and state mandated. All of these assessments go through extensive data analyses by the teachers to guide instruction. All ELLs also receive various state assessments in their native language.

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:	\$1,183,099	\$ 565, 588	\$1,748,687
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 11,831		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 59,155		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 118,310		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.7
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

SCHOOL-PARENT COMPACT

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written School-Parent Compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under Section 1118- Parental Involvement- (b) School Parental Involvement Policy of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

NOTE: Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework. If they do use the template and include all of the **bolded items** listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by *Section 1118- Parental Involvement (d)-Shared Responsibilities For High Student Academic Achievement* into their School-Parent Compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2005-2006.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **High School of Graphic Communication Arts** will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Graphic High School is recognized as a safe and secure learning environment. All teachers at Graphic High School are certified as highly qualified. Weekly professional development and collaboration for all staff will take place through our common planning time meetings for all teachers through their small learning community academies. This will insure a high-quality curriculum and that high quality instruction will take place.

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

On Open School Day and Open School Night as scheduled by the DOE. In addition teachers and other staff members are available to attend Parent Association Meetings to inform parents about student programs and progress.

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

Academy Coordinators, Academy Directors and Academy Teachers will provide parents with progress reports within the first six weeks of each term. Students in need of intervention services will have their parents brought up to the school for individual conferences with academy personnel in an effort to address and remediate

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

Academy Coordinators and Directors are always available to meet with parents as needed. When Academy Teachers are required to be present, specific appointments will be made to insure that the teacher does not have a regularly scheduled class at that time.

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

Parents are always welcome at Graphic High School. Although at the High School level parents are generally not comfortable going into classes in which their children are enrolled, (as the student is generally embarrassed by their presence), parents are welcome to do classroom visitations if they wish.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *making education a priority in our home by*
- *making sure my child is on time and prepared everyday for school*
- *monitoring attendance*
- *talking with my child about his/her school activities everyday*

- *reviewing daily homework and making sure it is completed*
- *participating, as appropriate, in decisions relating to my children's education*
- *promoting positive use of my child's extracurricular time*
- *encouraging my child to participate in after school and in school activities on a regular basis*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate*
- *communicating positive values and character traits, such as respect, hard work and responsibility*
- *helping my child accept consequences for negative behavior*
- *being aware of and following the rules and regulations of the school and district*
- *supporting the school's discipline policies*
- *express high expectations and offer praise and encouragement for achievement*

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

The High School of Graphic Communication Arts will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and

- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the High School of Graphic Communication Arts will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Services
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged,)

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.

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

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction 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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
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.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

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?

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

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?

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.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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?

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.

2B – Mathematics Instruction

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

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

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

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?

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.

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.

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

Please respond to the following questions for Key Finding 3:

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

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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?

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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?

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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?

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

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

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

Please respond to the following questions for Key Finding 7:

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

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?

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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