



**LIFE SCIENCES SECONDARY SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: LIFE SCIENCES SECONDARY SCHOOL**  
**ADDRESS: 320 EAST 96 STREET, MANHATTAN, NY, 10128**  
**TELEPHONE: 212-348-1694**  
**FAX: 212-348-4293**

## **TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

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

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

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M655      **SCHOOL NAME:** Life Sciences Secondary School

**SCHOOL ADDRESS:** 320 EAST 96 STREET, MANHATTAN, NY, 10128

**SCHOOL TELEPHONE:** 212-348-1694      **FAX:** 212-348-4293

**SCHOOL CONTACT PERSON:** Genevieve Stanislaus      **EMAIL ADDRESS** gstanis@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Elizabeth Wickes

**PRINCIPAL:** Genevieve Stanislaus

**UFT CHAPTER LEADER:** thomas hasler

**PARENTS' ASSOCIATION PRESIDENT:** elizabeth woods

**STUDENT REPRESENTATIVE:** Phoebe Patterson  
*(Required for high schools)*

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

**DISTRICT:** 02      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:** Beirne, Gerard

\_\_\_\_\_

## 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/RulesPolicies/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
Genevieve Stanislaus	Principal	Electronic Signature Approved.
elizabeth wickes	UFT Member	Electronic Signature Approved.
thomas hasler	UFT Chapter Leader	Electronic Signature Approved. Comments: SLT member has been asked several times to sign-off on the CEP. It appears that this SLT member will NOT comply with the many request; therefore, I am overriding him so that the CEP can go forward.
jennifer bailey	UFT Member	Electronic Signature Approved. Comments: jennifer bailey
elizabeth woods	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Leroy Andino	Parent	Electronic Signature Approved. Comments: Several attempts have been made to have Mr. Andino sign-off. To date, he has not done so. Because this CEP is way overdue; I am overriding his signature.
steven gilhooley	Admin/CSA	Electronic Signature Approved.

- **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.

---

Life Sciences is a 6 through 12 secondary school of rigorous academics and high standards and a seamless curriculum; we combine strategies of innovative education with a focus on developing the intellectual growth of the individual. Our collaboration with Mt. Sinai School of Medicine supports our mission to attract students who traditionally have been underrepresented in the field of science and health related careers.

Students enter the Middle School (6-8) ready to begin a course of study that is departmentalized, inquiry based, and project-based driven, which encourages students to learn through collaborative student-centered classrooms. Students are expected to utilize multi-approaches as they strengthen and build their educational experiences. Middle School students are challenged to generate and test hypothesis through independent research, while developing effective organizational strategies. Middle School students in the 8<sup>th</sup> grade are expected to do high school-level work in mathematics, science and foreign language. Our high school students in grade 9 through 12 are in Regents terminating courses and are expected to do college-level work in science, mathematics, English and Spanish. All high school students are required to take the PSAT and SAT examinations, as well as, to attend college fairs, present a college portfolio in their junior year and visit and apply to no less than five colleges.

The mission of Life Sciences Secondary School is to ensure that its graduates are well prepared for higher educational opportunities and to participate fully in a democratic society. In conjunction with Mt. Sinai School of Medicine, it is our primary to motivate our students to actively explore the field of medicine, health and science careers.

Life Sciences' faculty and administration has committed itself to educating students while continuing to build on their personal areas of expertise, giving them an opportunity to create rich programs, not limited to or reliant upon textbooks. The faculty firmly believes that professional development permits them to offer electives that develop students' intellect, which fosters the best educational practices. The faculty and administration, working with the cooperation of our parents and the student body, seek to provide a unique learning experience specifically tailored to students with an interest in the sciences.

Life Sciences Secondary School students are expected to meet or exceed essential outcomes described by National and New York State Performance Standards reports. These essential outcomes will be demonstrated in a wide-range of rigorous state-aligned assessments, including students' projects, reports, portfolios, presentations, as well as, State Regents, standardized examinations, and other demonstrations of mastery.

We educate our students to become responsible and conscientious future leaders and contributors to society and the global community. We are committed to doing that by:

- Ensuring the intellectual, ethical and social development of each student within a community of invested teachers.
- Encouraging each student to apply his or her development as an independent and creative thinker to career, higher education and personal goals.

Providing a nurturing environment whose members know about, care about and support each other and actively engage the community. We believe such a mission can only be accomplished fully in a school based on respectful and trusting relationships between adults, students and parents who are a member of the school's extended community.

**SECTION III - Cont'd**

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

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	Life Sciences Secondary School							
<b>District:</b>	2	<b>DBN:</b>	02M655	<b>School BEDS Code:</b>	310200011655			
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		94.8 / 85.3	94.2/85.5	93.2/ 85.9	
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		96.9	96.5	94.0	
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		66.3	63.5	62.6	
Grade 6	44	62	47	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	60	43	56	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	60	59	45		5	6	16	
Grade 9	202	171	152	<b>Recent Immigrants - Total Number:</b>				
Grade 10	139	161	151	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	117	98	128		6	10	9	
Grade 12	100	112	107	<b>Special Education Enrollment:</b>				
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09	
Total	722	707	686					
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	10	24	34	Principal Suspensions	0	0	0	
# in Collaborative Team Teaching (CTT) Classes	0	0	21	Superintendent Suspensions	11	15	31	
Number all others	79	53	41	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	N/A	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>				
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	30	30	43	Number of Teachers	40	43	47	

**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	2	6	4	Number of Administrators and Other Professionals	11	12	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	14	15	5	% more than 2 years teaching in this school	60.0	48.8	53.2
				% more than 5 years teaching anywhere	37.5	34.9	38.3
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	83.0	81.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	95.1	97.8
American Indian or Alaska Native	0.4	0.6	1.0				
Black or African American	31.4	29.3	29.9				
Hispanic or Latino	62.9	65.8	65.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.0	2.3				
White	1.5	1.4	1.6				
<b>Male</b>	45.0	45.8	50.0				
<b>Female</b>	55.0	54.2	50.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√	√	√	√
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-	√	√	
Hispanic or Latino		√	√	√	√	√	
Asian or Native Hawaiian/Other Pacific Islander		-	-	-	-	-	
White		-	-	-	-	-	
<b>Other Groups</b>							
Students with Disabilities		-	-	-	-	-	
Limited English Proficient		-	-	-	-	-	
Economically Disadvantaged		√	√	√	√	√	
<b>Student groups making AYP in each subject</b>		4	4	3	4	4	1

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	B/B			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	62.8/ 65.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	5.5/ 6.3			Quality Statement 2: Plan and Set Goals	√		
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	15.1/ 20.4			Quality Statement 4: Align Capacity Building to Goals	√		
(Comprises 30% of the Overall Score)				Quality Statement 5: Monitor and Revise	√		
Student Progress:	39.2/ 36.1						
(Comprises 55% of the Overall Score)							
Additional Credit:	3.0/ 3.0						

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 
- The number of middle school students who have increased their performance level in English Language Arts on the City-wide and State assessment.
  - The number of middle school students who have increased their performance level in mathematics on the City-wide and State assessment.
  - Entering ninth graders are placed in the American History NYS Regents course and scheduled to take the June regents of their freshman year. This course and regents is usually NOT taken until the junior year of a high school student; however, we have been very successful at challenging our ninth graders. This performance trend is unusual, yet achievable.
  - Our eighth graders are scheduled to take a science regent, earning them a high school regent's credit while in middle school. Their performance has yielded much success and shown that this is achievable at an early stage.

The increase of advanced placement courses has proven to be the appropriate direction for our students. Many of our students have earned scores of 3 and higher thereby, providing them with entering college credit.

- 
- The number of middle school students who have completed middle school successful and articulated to high school.
  - The moving of entering level one's to higher levels.
  - The increase in the number of students earning regents diplomas has been a great accomplishment of Life Sciences Secondary School.
  - The number of students graduating on-time from high school continues to increase each year giving us a percentage higher than the City's and the state; our greatest accomplishment.
  - The number of students who have applied, been accepted and attending post-secondary institutions continues to increase and is another one of our accomplishments.
- 
- The lack of a sufficient cafeteria space continues to be a major barrier to our student community. As a result of this inadequate space, we are forced to dedicate more than 50% of our instructional day to lunch concerns. This requires taking supportive staff from specific duties to monitor lunch, while causing a low moral among our students who seek to transfer to other schools.

- The lack of an adequate gymnasium hinders our curriculum and limits the staff from providing a more challenging and rigorous program. As a science school, we seek to expose our students to the varied opportunities that can lead to a promising career; without the appropriate space and conditions, we are unable to reach that goal.
-

## 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 (SINI/SRAP/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.

Annual Goal	Short Description
<p><b><u>Goal: Language Arts – Reading, Writing, and Accountable Conversations:</u></b></p> <p><i>To support the implementation of a standard-based language arts program leading to increased achievement levels for all secondary grades</i></p>	<p>Middle school students will increase their reading level from 1 to 2 and higher</p> <p>High school students will increase the passing rate on the NYS Regents examination 65% or higher</p> <p>6<sup>th</sup> and 8<sup>th</sup> graders will increase their performance on the NYS social studies and science assessment examinations by 10%</p>
<p><b><u>Goal : Mathematics</u></b></p> <p><i>To support the implementation of a standard-based mathematics program leading to increased achievement levels for all secondary grades</i></p>	<ul style="list-style-type: none"> <li>➤ Middle school students will increase their mathematics level from 1 to 2 and higher</li> <li>➤ High school students will increase the passing rate on the NYS Regents mathematics examination 65% or higher</li> </ul>
<p><b><u>Goal: Science</u></b></p> <p><i>To increase science achievement, experiences and awareness for all Life Sciences Secondary students on all NYS and NYC assessment examinations/surveys</i></p>	<ul style="list-style-type: none"> <li>➤ 6<sup>th</sup> and 8<sup>th</sup> graders will increase their performance on the NYS science examination with outcomes of at or above proficiency level</li> <li>➤ 8<sup>th</sup> grade students will take and pass the NYS Science Regents examination</li> <li>➤ High school students will achieve a level 2 or higher on the NYS Science Regents examination</li> <li>➤ High school students will take and pass at least two NYS Science Regents examination</li> </ul>

**Goal: Social Studies**

*To support the implementation of a standard-based social studies curriculum leading to increased achievement levels on NYS Regents examinations/surveys.*

- 8<sup>th</sup> graders will increase their performance on the NYS social studies examination with outcomes of at or above proficiency level
- High school students will achieve a level two or higher on the NYS United States/Government Regents examination
- High school students will take and pass the NYS Global Regents examination with a grade of 65% and higher

## SECTION VI: ACTION PLAN

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

**Subject Area  
(where relevant) :**

**Language Arts**

---

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal: Language Arts – Reading, Writing, and Accountable Conversations: To support the implementation of a standard-based language arts program leading to increased achievement levels for all secondary grades</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>· All English and social science teachers will implement a literature-based curriculum that develops analytical thinking, fosters reading partnerships, essay writing activities and research. To continue to develop rubrics aligned to the NYS ELA standards. To provide extended day classes in literacy skills building. To provide professional development opportunities for teachers both in-house and by DOE vendors. To hire highly qualified teachers in all subject areas. Extra curriculum clubs/programs that supports the ELA goal. Saturdays academy</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>· NYSTL funding. Programming . Reducing class size. ISC and LSO professional development opportunities. NYUMetro Center for Urban Education staff developers. Interactive Classroom staff developers. Title 1 funding. AIS funding</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>- Acuity periodic testing- ARIS- Inquiry Team – data analysis- Datacation- Mid marking period interim reports- Report cards- Faculty and department meetings (monthly) - Progress report</li> <li>- Quality Review - NYS School Report Card</li> </ul>
---	---

**Subject Area (where relevant) :**

**Mathematics**

---

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Goal : Mathematics</b> To support the implementation of a standard-based mathematics program leading to increased achievement levels for all secondary grades
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>- Continue to develop rubrics aligned to the NYS mathematics standards- Provide extended day classes in mathematics skills building for levels 1 and 2- Provide accelerated mathematics for students in grade 9- Provide additional instructional periods in mathematics for all level 1 students- Provide credit recovery opportunities in mathematics- Provide professional development opportunities for teachers both in-house and by DOE vendors- Hire highly qualified teachers in all subject areas- Extra curriculum clubs/programs that supports the mathematics goal- Saturday mathematics regents program</li> </ul>
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>- NYSTL funding- Programming - Reducing class size- ISC and LSO professional development opportunities- NYUMetro Centerfor Urban Education staff developers- Interactive Classroom staff developers- Title 1 funding- AIS funding</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>- Acuity periodic testing- ARIS- Inquiry Team – data analysis- Datacation- STARS- Mid marking period interim reports- Report cards- Faculty and department meetings (monthly)- Progress report - Quality Review - NYS School Report Card</li> </ul>

**Subject Area  
(where relevant) :**

**Science**

---

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal: Science</b>To increase science achievement, experiences and awareness for all Life Sciences Secondary students on all NYS and NYC assessment examinations/surveys</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· To provide additional instructional science periods to support laboratory experience-</li> <li>· To provide accelerated science curriculum for grade 8 leading to NYS science regents-</li> <li>· Provide professional development opportunities for teachers both in-house and by DOE vendors-</li> <li>· Hire highly qualified teachers in all subject areas-</li> <li>· To infuse literacy and technology into science curriculum-</li> <li>· To require exit science based projects-</li> <li>· To provide opportunities to participate in science competitions</li> <li>· To increase science inquiry exposure through “Early Med-Docs”program with Mt. Sinai CYE-</li> <li>· To provide students with additional periods of Science (7 periods a week) in Regents laboratory classes-</li> <li>· To provide extended day classes for laboratory make-up-</li> <li>· To infuse literacy and technology into the science curriculum-</li> <li>· To provide credit recovery classes</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>· NYSTL funding-</li> <li>· Programming</li> <li>· Reducing class size-</li> <li>· ISC and LSO professional development opportunities-</li> <li>· NYUMetro Centerfor Urban Education staff developers-</li> <li>· Interactive Classroom staff developers-</li> <li>· Title 1 funding</li> <li>· AIS funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>· Acuity periodic testing-</li> <li>· ARIS-</li> <li>· Inquiry Team – data analysis-</li> <li>· Datacation analysis tool-</li> <li>· STARS-</li> <li>· Mid marking period interim reports-</li> <li>· Report cards-</li> <li>· Faculty and department meetings (monthly)</li> <li>· Progress report - Quality Review - NYS School Report Card</li> </ul>

**Subject Area  
(where relevant) :**

**Social Studies**

---

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal: Social Studies</b>To support the implementation of a standard-based social studies curriculum leading to increased achievement levels on NYS Regents examinations/surveys.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>· To increase the participation in the Advanced Placement social studies- Provide professional development opportunities for teachers both in-house and by DOE vendors- To hire highly qualified teachers in all subject areas- To continue providing enrichment programs that has a direct impact on instruction i.e. “Model UN”, debate team, mock elections and school newspaper- To continue to provide credit recovery classes- To continue the extended day opportunities- To continue to provide additional test support for level 1 students- To program additional daytime classes for students who have not passed the NYS social studies regents- To identify entering high school students for American History Regents</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>· NYSTL funding- Programming - Reducing class size- ISC and LSO professional development opportunities- NYUMetro Centerfor Urban Education staff developers- Interactive Classroom staff developers- Title 1 funding- AIS funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>· Acuity periodic testing- ARIS- Inquiry Team – data analysis- Datacation analysis tool- Mid marking period interim reports- Faculty and department meetings (monthly) · Progress report - Quality Review - NYS School Report Card</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

## 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	25	25	15	15	3			
7	15	15	12	12	3			
8	9	8	9	9	2			
9	45	50	20	15	6			
10	40	50	15	20	9			
11	30	40	55	45	9			
12	12	14	30	25	8			

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

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Students in middle school are provided with before, during and after school academic support. This support includes additional classes in language arts, basic skill building, test preparation programs and mock testing. In addition, the predictive tests from Acuity support the areas of needs for all identified students. In the Saturday academy, students are provided with small class instruction focusing on their identified needs. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students and identified incoming students.</p> <p>The high school students' focus is on written skills, as well as, comprehension testing techniques. Students are provided with additional instructional opportunities. All entering level 1 and 2 students are provided with 7 periods of language arts instruction which includes, but not limited to, written exercises, comprehension practices and vocabulary building. In addition, these students are offered "Mock Regents" testing practices to assist in raising their passing score. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students.</p>
<p><b>Mathematics:</b></p>	<p>Students in middle school are provided with before, during and after school academic support. This includes additional time in the mathematics computer lab, to assist in raising their level to a high 2 or higher. With the data obtained from the predictive tests, more academic support is given through the Saturday academy program. In a small setting of no more than 15 students, students have the opportunity to work on the areas of weaknesses as identified by their subject teacher. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students and identified incoming students.</p> <p>The high school student is provided with additional mathematics classes before, during and after school. In addition, students who have not passed the MathB regents or the Algebra regents have the opportunity to take review classes to prepare them for the upcoming examination. Through our Saturday academy, all students have the opportunity to take a mock regent. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students.</p>
<p><b>Science:</b></p>	<p>Middle school students receive assistance with their exit science project from licensed science teachers before or after school. In addition, students are provided test preparation for all State assessments after school and through the Saturday academy. High school students are provided with additional science electives to support meeting the NYS science standards. High school students are scheduled with specific science review classes to assist in meeting NYS science regents' requirements. Through our Saturday academy, students are offered "Mock Regents" testing in an effort to support their positive outcomes. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students.</p>
<p><b>Social Studies:</b></p>	<p>Middle school students receive assistance with their exit project from highly qualified teachers before or after school. In addition, students are provided test preparation for all State assessments after school and through the Saturday academy.</p> <p>High school students are scheduled with review classes to assist in meeting NYS social studies regents'</p>

	<p>requirements. Through our Saturday academy, students are offered “Mock Regents” testing in an effort to support their positive outcomes. Through our budget, monies are set-aside to provide summer school opportunities for at-risk students to remain in their cohort.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Identified students meet with their grade level counselor to assist them with getting back on track. The counselors are proactive in getting tutorial services for any identified student. These services are offered in-house as well as through community based organizations with which we have a relationship. In addition, the guidance counselor conduct re-entry meetings with the parents of the at-risk students in conjunction with the administration.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>All identified at-risk students are provided with additional support through the involvement of the school psychologist. As with all at-risk students, the administration is involved and the parent of the at-risk students are partners in this process.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>All identified at-risk students are provided with additional support through the involvement of the social worker. As with all at-risk students, the administration is involved and the parent of the at-risk students are partners in this process.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>All identified at-risk students are provided with additional health-related support through the involvement of the Mt. Sinai Adolescent Clinic. As with all at-risk students, the administration and the guidance counselors are involved as well as the parent of the at-risk students are partners in this process.</p>

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

*NCLB/SED requirement for all schools*

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

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

**Form TIII - A (1)(a)**

**Grade Level(s)**

**6-12**

**Number of Students to be Served:**

**LEP 46**

**Non-LEP 0**

**Number of Teachers 2**

**Other Staff (Specify) 0**

**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.

**All identified students will be provided with English language instruction in all of their regular assigned classes. These assigned classes will be taught in English by Highly Qualified Teachers who are English speaking. In addition, students will be provided with before and after school programs to assist them in becoming proficient in speaking English. As an added incentive students will be**

invited to participate in our Saturday academy as well as in our summer school institute. Each of these programs can accommodate 30 to 40 students. Any student, who is a beginner or intermediate, will have first priority. Their selection will be based on their NYSLAT status. The program will be four days a week for two hours after school for the duration of the school year. The summer school program will be for 90 to 120 minutes for six weeks.

**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.

All staff members will receive professional development training from HQT of English as a Second language. The staff developers will be NYS certified personnel who will deliver provide guidelines and strategies in teaching second language students. In addition, the ESL teachers on staff will share teaching techniques, ideas and concerns with all teachers at several faculty conferences held during the year.

**Form TIII – A (1)(b)**

-

**School: Life Sciences Secondary School 02m655**

**BEDS Code: 310200011655**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>
---------------------------

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.									
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	9000	<table border="1" data-bbox="968 302 1837 583"> <tr> <td data-bbox="968 302 1262 354"></td> <td data-bbox="1262 302 1478 354"></td> <td data-bbox="1478 302 1837 354"></td> </tr> <tr> <td data-bbox="968 354 1262 529">Professional staff, per session, per diem (Note: schools must account for fringe benefits)</td> <td data-bbox="1262 354 1478 529">9000</td> <td data-bbox="1478 354 1837 529">Teachers per session programs 54.5hrs @ \$41.98 X 4 teachers = \$9000 + fringe</td> </tr> <tr> <td data-bbox="968 529 1262 583"></td> <td data-bbox="1262 529 1478 583"></td> <td data-bbox="1478 529 1837 583"></td> </tr> </table>				Professional staff, per session, per diem (Note: schools must account for fringe benefits)	9000	Teachers per session programs 54.5hrs @ \$41.98 X 4 teachers = \$9000 + fringe			
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	9000	Teachers per session programs 54.5hrs @ \$41.98 X 4 teachers = \$9000 + fringe									
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<table border="1" data-bbox="968 659 1837 760"> <tr> <td data-bbox="968 659 1262 711"></td> <td data-bbox="1262 659 1478 711"></td> <td data-bbox="1478 659 1837 711"></td> </tr> <tr> <td data-bbox="968 711 1262 760">N/A</td> <td data-bbox="1262 711 1478 760"></td> <td data-bbox="1478 711 1837 760"></td> </tr> </table>				N/A					
N/A											
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4500	<table border="1" data-bbox="968 870 1837 1079"> <tr> <td data-bbox="968 870 1247 1079">Supplies and materials</td> <td data-bbox="1247 870 1457 1079">4500</td> <td data-bbox="1457 870 1837 1079">To purchase paper, postage, non-NYSTL materials, multi-language parental outreach in the form of automated mailings and phone calls.</td> </tr> </table>	Supplies and materials	4500	To purchase paper, postage, non-NYSTL materials, multi-language parental outreach in the form of automated mailings and phone calls.						
Supplies and materials	4500	To purchase paper, postage, non-NYSTL materials, multi-language parental outreach in the form of automated mailings and phone calls.									
<b>Educational Software (Object Code 199)</b>	0	n/a									
<b>Travel</b>	1000	<table border="1" data-bbox="968 1234 1837 1429"> <tr> <td data-bbox="968 1234 1234 1377">Travel</td> <td data-bbox="1234 1234 1407 1377">\$1,000</td> <td data-bbox="1407 1234 1837 1377">To provide transportation for parents to meetings, to take students on trips</td> </tr> <tr> <td data-bbox="968 1377 1234 1429"></td> <td data-bbox="1234 1377 1407 1429"></td> <td data-bbox="1407 1377 1837 1429"></td> </tr> </table>	Travel	\$1,000	To provide transportation for parents to meetings, to take students on trips						
Travel	\$1,000	To provide transportation for parents to meetings, to take students on trips									

Other	1,500			
<b>TOTAL</b>	<b>14500</b>			

  

Other	\$50 0.0 0	To provide refreshments for open house

## **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.

*Many of our parents are non-English speaking as determined by the Home Language Survey and formal and informal meetings. Therefore, the written notification of school activities and information are sent home in the language that they speak. Whenever we need to send home documents from our Central office and/or LSO offices we request these documents in the preferred home language. In addition, all school materials are sent in the home language of the parents written by our foreign language teachers. Our foreign language staff are provided with per session funds to translate all school generated documents. Finally, our report cards have comments that are in the other languages, so that teachers may keep parents informed of their child's progress.*

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.

*Presently, our parents have shared with our guidance counselor, parent coordinator, school secretaries and the dean how pleased they are that they are able to keep up with the progress or lack of progress of their child. Parents are key participants in all school activities, because the school encourages their involvement in their child's education. Parents are greeted by staff members who are able to speak to them in their native language. Parents have expressed verbally their comfort level when visiting the school.*

## **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 school will continue to send home correspondences in the home language of the parents. This includes school planners, report cards, progress reports, letters and newsletters. Whenever applicable, outside vendors will be contracted to provide translation services to our parents*

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.

*Our oral interpretations will be provided by capable staff members who include: our guidance counselors, teachers, school secretaries, the dean, the parent coordinator and the assistant principal. Whenever necessary, the LSO and/or ISC Offices will be contacted to provide the necessary oral interpreter for additional support, if they are unable to provide the appropriate interpreter, then the Central Office will be contacted to either provide the interpretation or to direct the school as to which vendor is approved for such services.*

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 will continue to provide all parents with the necessary services needed to keep them active participants in their child's education. This will require that the school ensure that all notification documents are sent in their home language, as stated in the Chancellor's Regulations A-663. If the school is unable to provide documents in the required home language, the school will reach out to the ISC Office, Central Office or other qualified outside agencies.*

**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:	\$434,187	\$200,603	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,348		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,006	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,700		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		10,003	
6. Enter the anticipated 10% set-aside for Professional Development:	43,400		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		43,400	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
98%

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.

In an effort to meet the NCLB requirement that every teacher be highly qualified, the following has been implemented. Three teachers were listed as not highly qualified for various reasons. The mathematics teacher was transferred to a program for which they are now "highly qualified". The music teacher has since received the need certification that now also meets the mandate of being "highly qualified" and finally, the foreign language teacher has since resigned from the DOE to pursue graduate studies.

For this present school year, the school is making every effort to recruit and higher teachers who are "highly qualified" in their subject license area. In addition, funds from the school budget are used to support professional development opportunities and services to maintain highly qualified teachers.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**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.

### **LIFE SCIENCES SECONDARY SCHOOL** **SCHOOL-PARENT INVOLVEMENT POLICY**

I. Life Sciences Secondary, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy supporting the partnership between the school and the community. Life Sciences Secondary School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation

between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

II. This policy accommodates all parents including parents of English Language Learners and special needs students.

III. This policy is designed based upon the assessment of parents' need and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing Life Sciences Secondary School's Parent Involvement Policy, the Life Sciences Secondary School PA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy. To increase parent involvement, Life Sciences Secondary School will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support committees that include parents such as the School Leadership Team and the Parents Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

Life Sciences Secondary School will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Night
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's report card
- Providing school planners for daily written communication between school/teacher and the home

**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.

**LIFE SCIENCES SECONDARY SCHOOL**  
**SCHOOL - PARENT COMPACT**

The school and parents working cooperatively to provide for the successful achievements of their children agree:

Life Sciences Secondary School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer an atmosphere of support and if funds are available, to provide transportation, via metrocards, and light refreshments for those parents who attend a regular meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide parents with information/documentation in their home language.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer @school fairs
5. Invitations to school activities/events.

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

**THE PARENT/GUARDIAN AGREES**

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 or 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching, playing video games
4. Time spent on the computer/internet

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Life Sciences Secondary School

\_\_\_\_\_, Principal

## **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.
- o 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.

**All identified Title 1 students who have NOT met the NY State standards will be provided with additional instructional support to assist them in meeting those standards. This assistance will be in the form of test preparation, mock regents' reviews, and additional instruction in a small class setting. See subject "Action Plan" and page 25.**

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

**All identified Title 1 students who are below level 3 will be programmed for additional classes in the four core subjects (English, mathematics, science and social studies). These additional classes will occur during the regular school day. To further support these students academic success, AIS programs will be held after school and on Saturdays. See page 25.**

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;

**Students will be programmed for extended morning tutoring programs; after school instructional classes; summer enrichment classes; summer school make-up courses and credit recovery classes as well as PM school classes. Students will be required to take CTE classes and perform community service.**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**Life Sciences Secondary School will offer honor classes, as well as, Advanced Placement classes in English, Mathematics, Social Studies, Science, and Spanish. Students will be encouraged to take college level classes at CUNY schools. Finally, students will be encouraged to achieve no less than a 65% on the five required regents in addition student will be encouraged to sit for 3 additional regents leading to an Advanced Regents Diploma with Honors.**

c. Minimize removing children from the regular classroom during regular school hours;

**Identified students will be provided additional classes at set times during the school year. Some of these classes will be programmed to occur before or after school. In addition, students will be able to obtain extra instructional assistance through their elective periods. Students will NOT be removed from their regular core classes.**

4. Coordinate with and support the regular educational program;

Students at Life Sciences Secondary School will have their classes programmed accordingly, that clearly indicates support of their regular educational programs. All outreach efforts will be implemented through the school and outside agencies as an additional academic safety net.

5. Provide instruction by highly qualified teachers;

All teachers will be State certified meeting the NCLB requirements of being highly qualified. In addition, professional development opportunities will be made available by highly qualified DOE approved staff developers; thus enabling all teachers to maintain current strategies and maintaining their status as highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Through school funds, professional development opportunities will be made available to teachers, guidance counselors and administrators. Utilizing NYU Metropolitan Center for Urban Education staff developers, Life Sciences Secondary will provide year long services that includes, but not limited to, lesson planning, team teaching, and full days professional development workshops. In addition, a contracted vendor from the Interactive Classroom will provide professional development opportunities in coaching techniques, creating advisories and item analysis of NYS social studies regents. With the Integrated Service Center (ISC) professional offerings, staff members and related service providers will be registered to partake of these opportunities. Finally, through our Learning Support Organization : Integrated Curriculum and Instruction the professional development opportunities for administration will be utilize as we continue to enhance our skills that will support our Title 1 students.

7. Provide strategies to increase parental involvement; and

Life Sciences Secondary School will adopt more creative avenues to increase parent involvement. This includes having more open house opportunities, inviting the parents to assist at City-wide fairs, chaperone on trips, attending school wide assemblies, performances and events, the instituting a web-based site through E-Chalk for parents to have readily access to their child's academic development, and on-line communication with their child's teachers.

8. Coordinate and integrate Federal, State and local services and programs.

All services provided by the Federal government, NY State legislature and local municipalities, whether it be funds, programs, workshops, etc will be utilized to support our academic endeavors. In working closely with these branches of government, Life Sciences Secondary School is committed to utilize their resources to support academic excellence.

## **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)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to 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.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The findings are not relevant to Life Sciences Secondary school because our curriculum does address the NYS standards that is in alignment with City-Wide testing measures as well as NYS assessments. All ELA/ELL teachers develop curriculum mapping based on the NYS standards which also includes a pacing calendar, expectations and defined set of outcomes focusing on the different areas of language arts skills, i.e. reading, writing, listening and speaking. Standards are addressed to different degrees across grade levels and subject areas.

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

- Applicable
- Not Applicable

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

The data generated from the NYS ELA regents examination, indicates that our high school students are meeting and surpassing the standards, as well as placing the school in "good standing". Our middle school students continue to show progress/growth on the NYC-wide assessments in language arts. In addition, the progress report and the quality review reflects a level of students' performance which meets/exceeds performance levels of similiar students in similiar schools.

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.

We feel that there are areas of relevancy that need to be addressed at the school level. The school uses current student performance measures to identify students who are considered at-risk and deficient in mathematics. Entering students are given a placement test to assist with the appropriate program designed to meet their needs.

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?

The outcome of the placement test, along with the academic performance record of each student provides us with the relevant information to assist us in making the appropriate program assignment.

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.

With this information, the school prescribes a program that address the weaknesses of the student through additional periods of mathematics throughout the term/year. Students are provided with small group tutorial opportunities before and after school as well as enrollment in our Saturday Academy.

## **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.

Through teacher observations we find that teachers continue to provide instruction from a lecture model. Too often students are asked to sit and take notes, work independently and answer only when called upon. Teachers continue to adopt this model even though they are graduating from higher educational settings that state they no longer endorse this traditional form of instruction.

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?

Through teacher observations, auditing of lesson plans, quality reviewers findings and informal discussions with students, staff developers and parents.

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.

Through a wide variety of opportunities afforded the school, we will address these findings through:

- Chancellor designated professional development days
- on-site professional developers/staff-developers who twice a week work with subject-area teachers in planning lessons, sharing best practices for delivery of instruction
- incorporating more technology into the instructional setting
- after school professional development opportunities addressing differentiated instruction
- monthly department meetings addressing differentiated instruction
- teachers attending outside professional development conferences/workshops
- utilizing approved vendors to assist in improving the delivery of instruction
- inter visitations and intra visitations of successful instruction

## **2B – Mathematics Instruction**

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

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

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

Through teacher observations we find that teachers continue to provide instruction from a teacher-centered model. Too often students are asked to sit and solve mathematical problems independently and answer only when called upon. Teachers continue to

adopt this model even though they are graduating from higher educational settings that state this practice is no longer endorsed as the acceptable form of instruction.

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?

Through teacher observations, auditing of lesson plans, quality reviewers findings and informal discussions with students, staff developers and parents.

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.

Through a wide variety of opportunities afforded the school, we will address these findings through:

- Chancellor designated professional development days
- on-site professional developers/staff-developers who twice a week work with subject-area teachers in planning lessons, sharing best practices for delivery of instruction
- incorporating more technology into the instructional setting
- after school professional development opportunities addressing differentiated instruction
- monthly department meetings addressing differentiated instruction
- teachers attending outside professional development conferences/workshops
- utilizing approved vendors to assist in improving the delivery of instruction
- inter visitations and intra visitations of successful instruction

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

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

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

Please respond to the following questions for Key Finding 3:

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

We feel that this finding is relevant to our school's educational program. Each year we are faced with having to fill vacancies created by the transferring and high turnover of teachers. Because of this concern, we find too often that we have to begin the school year with vacancies in shortage areas, thereby, hindering the students and school to be able to have a smooth beginning.

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?

Over the past years, we have begun the school year without a full complement of teachers for our students. This lack of fully staffing the school creates a hardship for everyone, and delays a smooth start for the students.

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.

The school has engaged in multi-paths to address this concern. Some avenues undertaken by the school are:

- participating in borough-wide and city-wide hiring fairs
- working closely with the school's assigned HR partner
- using the DOE open market web-site to locate qualified teachers
- networking with colleagues
- networking with Network leader, ISC, LSO and Superintendent
- interviewing candidates with the assistance of the interviewing committee
- working with placement officers at Central

#### **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.

This finding is not relevant to our school. The ELL teachers are active participants in the planning and delivery of instruction for all ELL students. In addition, the ELL teachers are encouraged to attend professional development workshops offered either by the LSO, ISC, or central office.

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?

The evidence offered to support this finding is the opportunities provided for the ELL teacher to participate in workshops, training sessions and City-wide marking. The ELL teacher is encouraged to take advantage of these opportunities as these communications are sent electronically to the ELL teacher as well as in printed format.

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.

Although this finding is NOT applicable, the school will continue to support and encourage the ELL teacher to participate in offered workshops and training programs, as well as network with colleagues.

#### **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.

This finding is not relevant to our school. All instructional staff receives periodically updates on the status of our ELL students. This update includes proficiency level, testing data and the type of program being offered to the students (i.e ESL).

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?

The evidence offered to support our findings is the disaggregating of information to all instructional staff as it pertains to our ELL students. Teachers receive student's information that enables the teacher to provide an appropriate instructional setting.

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.

Although this finding is NOT relevant, the school will continue to provide all instructional staff with pertinent data which will enable the teacher to provide the most effective learning setting for the ELL student.

## **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.

Each year, all instructional staff is provided with the names of students with IEP's and their test modifications . In addition, teachers have access to students IEP which are located in a central place. With the City on line student information system (ARIS), teachers have another resource through which they can access students' IEP's. However, teachers are inclined not to utilize the data made available to them and/or remain not fully knowledgeable.

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?

The evidence that supports our finding is that all instructional staff is made aware via the distribution of the test modification report and access to students IEP's. However, often in department meetings, etc. teachers will state that they were unaware of the students' IEP.

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.

Although our finding is NOT relevant, it is still a concern that the instructional staff utilize all pertinent documents to support the success of our special needs students. This can be achieved through our department meetings, professional development sessions, collaboration with the special needs teachers and related service providers.

### **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.

The administration in conjunction with the special needs liaison, related service providers and the ISC special education staff communicates daily/frequently when servicing our special needs students. The review of students current IEP's is a common practice throughout the year. In addition, all teachers (general education and special education) are provided with pertinent information to assist the special needs student in achieving success.

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

Applicable  Not Applicable

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

The school has a pupil personnel team that meets regularly to address the needs of the students and general education teachers. In addition, most of our IEP's do have behavioral goals and objectives for which the special needs guidance counselor addresses whether students have mandated counseling or not.

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.

Although this finding is NOT relevant, the school will continue to be mindful of making the instructional staff and the related service providers familiar with the students IEP including all pertinent goals, objectives, testing mandates, etc.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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.)  
**7**
2. Please describe the services you are planning to provide to the STH population.  
**Students who are living in Temporary Housing will receive additional support in a variety of areas from counseling to after school enrichment programs, to snacks and rewards for academic performance, progress and attendance. In addition, the guardians will receive communication support through our guidance counselors and parent coordinator as well as through the Parents' Association.**

### **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.