



RICHMOND HILL HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 27Q475
ADDRESS: 89-30 114TH STREET, RICHMOND HILL, NY 11418
TELEPHONE: (718) 846-3335
FAX: (718) 847-0980

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q475 **SCHOOL NAME:** Richmond Hill High School

SCHOOL ADDRESS: 89-30 114th Street, Richmond Hill, NY 11418

SCHOOL TELEPHONE: (718) 846-3335 **FAX:** (718) 847-0980

SCHOOL CONTACT PERSON: Desmond Flynn, AP **EMAIL ADDRESS:** dflynn3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Charles Di Benedetto

PRINCIPAL: Frances De Sanctis

UFT CHAPTER LEADER: Charles Di Benedetto

PARENTS' ASSOCIATION DESIGNATED CO-PRESIDENT: Elena Rivera

STUDENT REPRESENTATIVE: 1. Michelle Nuñez
(Required for high schools) 2. Shellyann Allyar

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** ICI

SSO NETWORK LEADER: Gerard Beirne

SUPERINTENDENT: Francesca Peña

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Frances De Sanctis	*Principal or Designee	
Charles Di Benedetto	*UFT Chapter Chairperson or Designee	
Elena Rivera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
1. Michelle Nuñez 2. Shellyann Allyar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Valerie Okonkwo	Member/UFT Teacher Center	
Robert Whalen	Member/Teacher	
Neysa Rodriguez	Member/Assistant Principal	
Parent 1 (TBD)	Member/	
Parent 2 (TBD)	Member/	
Parent 3 (TBD)	Member/	
Parent 4 (TBD)	Member/	

Signatures of the members 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.

* Core (mandatory) SLT members.

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.

Our vision is to create a strongly integrated school community with the common goal of educating all students to perform at their optimal levels and graduate ready to succeed in all areas of life. Every member of the school community is a stakeholder in this process, as are the parents and the students. Each department will use all available technologies and all available data to constantly monitor student progress and set appropriate and challenging goals for all students. Our Ed-Opt programs – Visual Arts, Medical and Sports Professions, Law & International Studies, and Computer Applications & Technology – provide students with opportunities to explore career options in depth. Collaborative team-teaching initiatives allow us to address the special needs of our English language learners and students with special needs. Our goal is to create a personal and engaging school environment that allows all our students to flourish and achieve at their highest levels.

Richmond Hill High School's population reflects the typical urban high school. We are overcrowded and multicultural. Our school serves a student body that is 48.6% Hispanic or Latino, 15.7% Black or African American, 29.9% East Asian (which includes Indo-Caribbean countries), 3.5% White, and 0.8% other. Our 3,504 students are served by 181 teachers. Guidance and counseling are important services made available to our students, and we have twelve guidance counselors and one grade advisor. We have collaborative relationships with York College, St. John's University, Queens College, New York Townhouse, Jamaica Center for Arts and Learning, and SAYA!, among others. These organizations offer special services for our students.

Some of the major programs presently available to our student are: Travel & Tourism, Art Scholars, Program, School for International Studies, Law Institute, Advanced Placement Classes, College Now, Virtual Enterprise, and Anti-Defamation League (ADL).

The programs at Richmond Hill High School provide our students with myriad opportunities for success. Strategies for academic intervention include reduced class size in English for 9th grade Level 1 and Level 2 students, block programming for 9th graders, balanced literacy across the curriculum, differentiation across the curriculum, individual tutoring, small group tutoring, Saturday Academy, school to work initiatives, and team teaching for Intermediate level English language learners. We are working towards serving all students by providing access to the internet and by promoting internet-based research projects and regents preparation. We highlight our students' achievement by ongoing academic fairs in history, arts & music, science, and math. Web design, math, and law courses culminate in city-wide competitions.

College Advanced Placement courses are offered in English, World History, United States History, Government, Spanish Literature, Spanish Language, and Calculus.

Our special academic and talent programs include: Law, Drama, Humanities, American Social History Project, Virtual Enterprise, Travel & Tourism, and Art Scholars, all of which are interdisciplinary.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Richmond Hill High School			
District:	27	DBN #:	27Q475	School BEDS Code #: 342700011475

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
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		77.9	79.2	80.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		93.9	93.2	92.8		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		34.4	34.4	34.4		
Grade 8	0	0	0						
Grade 9	1429	1345	1247	Students in Temporary Housing: Total Number					
Grade 10	1082	1048	1065	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	619	702	691		7	7	48		
Grade 12	541	488	496						
Ungraded	5	4	5	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	3676	3587	3504		153	139	114		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	209	179	170	Principal Suspensions	285	436	337		
No. in Collaborative Team Teaching (CTT) Classes	39	53	66	Superintendent Suspensions	75	73	97		
Number all others	87	181	166						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	84
# in Trans. Bilingual Classes	318	261	221	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	256	331	321	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	38	33	33	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	156	173	181
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	40	50	54
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	6	5
	277	240	266				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
American Indian or Alaska Native	0.7	0.8	0.0	Percent more than two years teaching in this school	67.1	73.6	74.7
Black or African American	13.3	14.9	15.7	Percent more than five years teaching anywhere	54.7	55.1	55.4
Hispanic or Latino	51.0	52.0	48.6				
Asian or Native Hawaiian/Other Pacific Isl.	30.3	28.5	29.9	Percent Masters Degree or higher	83.0	81.0	83.0
White	4.7	3.8	3.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.2	97.5	93.5
Multi-racial	0	0	0				
Male	51.2	51.4	52.5				
Female	48.8	48.6	47.5				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
<input checked="" type="checkbox"/> School Requiring Academic Progress (SRAP) – Year 6			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	SRAP 6
	Math:		Math:	SRAP 5
	Science:		Grad. Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				X	X	X
Ethnicity						
American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				X	√	
White				-	-	
Multiracial				-	-	
Other Groups						
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
Student groups making AYP in each subject				0	1	0.

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	52.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	7.2	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	33.7	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	Proficient
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

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?
-

Over the last few years, we have made strides in the following areas:

School Environment

- Communication among faculty, students, parents, administration via Daedalus.
- Improved collaboration among Guidance, Attendance, Security, and Instructional Support staff regarding student behavior and achievement.
- Increased attendance rate due to increased outreach efforts and use of the School Messenger system. Student progress reports mailed 6 times a term.
- Expansion of the hall sweep program to encourage student punctuality to class.
- Attendance Intervention Program for students with multiple absences and truancy.

Academic Performance

- Twenty-four point gain overall on the annual Progress Report – highest gains among all NYC high schools
- Twenty-four point increase in Performance Index (All students) for English in the 2010 cohort after one test administration. Substantial increase in ELL subgroup
- Substantial increase in regents pass rate for Global Studies and US History
- The use of Castle Learning for regents prep and item analysis
- Increased number of CTT classes to 32
- Development and implementation of skill-based rubrics across content areas
- Portfolio development
- Project based learning in the core subject areas that culminates in a fair of student work on display
- Award winning Virtual Enterprise (CTE) program: Business Plan Competition, Salesmanship, Toastmasters International Public Speaking
- Represented NYC at Virtual Enterprise International Trade Fairs: Tennessee, Bulgaria, Austria, Hong Kong, Canada
- Second Place NYC Advertising Futures Competition
- Expansion of CTE Law Program
- Art Scholars Program
- Blue Ribbon Financial Literacy Program
- Implementation of Achieve 3000 to address literacy.
- Use of technology in all content areas, including the SmartBoard/LCD projector and a mobile laptop cart

- 100% of AOHT/VE students taking exam passing Microsoft Office Certification
- Academic Intervention Services expanded to include more tutoring, Saturday Classes, PM School
- Successful implementation of Reader's/Writer's Workshop double-period for ESL students. Including Achieve 3000
- Writing Lab across content areas
- Peer Math Tutoring Program
- Summer Internships for Architectural Engineering Business (Fortune 400 – largest growing company in NYC)
- Cooper Union summer Interns
- Internships for student in CTE Law Institute

Student Activities

- Expanded athletic teams to include Cricket, Tennis, and Golf.
- Community Service Projects including Blood Drives and funding raising activities that support a multitude of Charity Organizations
- Law Club/Mock Trial
- Key Club
- Peace Jam – student meet a Nobel Peace Laureate
- Internships
- Voluntary Peer Tutoring in math and Student Tutoring provided to area elementary schools
- Read-to-Me (Students read to elementary school students)
- DonorsChoose.org funds additional classroom resources

Professional Development

- Class Analysis as a tool for teachers to facilitate planning for differentiated instruction
- Alignment of curriculum and skills necessary for improvement
- Identifying student needs and goal setting
- Gathering data to monitor progress
- Building capacity among faculty who serve as facilitators of monthly study groups/professional development
- Enhanced use and understanding of data and how it can be used to drive instruction and influence school policy
- Increased number of teachers with common planning periods for teachers on each grade level.
- Creation of multiple Inquiry Teams which perform action-based research in math, English, social studies and science
- Participation in Gates MET Project
- Several teachers enrolled in the National Board Certification Program

Barriers exist that hinder our improvement efforts, including:

- A large, transient population with high absenteeism leading to drop outs in each cohort.
- A large number of English Language Learners whose command of written English is very limited. Budget cuts forced the elimination of a collaborative team teaching model of instruction that supported this improvement.
- Limited parent involvement.
- An old physical plant at nearly 200% utilization and overcrowding which forces us to operate on multiple sessions.
- The existence of 22 outdoor trailer classrooms with no direct connection to the main building. Multiple requests for opening a wall to the outdoor area have been denied.
- Open enrollment for students who are overage and under-credited.

These barriers force us to look deeply into our educational program and develop interventions to address these areas that are in need of improvement. This is done by performing a needs assessment, utilizing various sources of both quantitative and qualitative data available.

Based upon the Progress Report, Quality Report, the School Report Card, and other gathered data from HSST, ATS, and ARIS, a comprehensive analysis of data pertaining to credits earned in students' third year (2011 cohort), second year (2012 cohort) and first year (2013 cohort) was obtained from last school year. Student data has been analyzed to determine the percentage of students who are not accumulating 10 or more credits and the specific subject areas where students are not accumulating credits throughout the course of the school year. Data has been analyzed to identify where these students are in terms of fulfilling Regents requirements and passing rates as well as a breakdown of the grade level of students in relation to their cohort year in order to accurately identify our off track students.

Data analysis for the 2010 cohort (those who are supposed to graduate in June based upon entry into 9th grade) has revealed some important figures:

- Only **787** students out of the original 918 (85%) are actively attending RHHS.
- It is anticipated that at least **55%** of the total cohort (or 505 students) will graduate by August 2010. That percentage increases to **64%** of active students in the 2010 cohort.
- Alternate programs including YABC are being explored for students who have not met the requirements for promotion or graduation including **20%** is in 11th grade, **15.9%** in 10th grade, and **6.2%** in the 9th grade.

In addition, Regents grade data has been analyzed based on cohort in order to identify students in the 2010 cohort who can be targeted for Regents prep and retesting to improve our weighted graduation rate. Although not required for graduation, we want our students to obtain at least a 65 on all of their Regents exams. In addition, students who are on-track are encouraged to pursue the Advanced Regents diploma.

In examining the three year Regents passing-rate trend data by cohort, we see the following:

	English*	Global Hist.	US Hist.	Living Env.	Earth Sci.	Int. Alg.
Cohort 2009	77%	56%	64%	57%	52%	47%
Cohort 2008	75%	39%	57%	44%	27%	43%
Cohort 2007	77%	31%	49%	48%	41%	n/a%

Significant gains in Global History and US History can be attributed to an alignment of the curriculum with basic skills necessary for achievement. A closer look at this alignment across content areas began in the 2008-2009 school year and continues with the development of skill-based student goals and rubrics for feedback and measurement. Changes in the lab component for Living Environment and Earth Science which include same teacher for recitation and lab work are expected to yield further gains this school year. Implementation of a 4-term Integrated Algebra sequence for students who fail the regents will further develop skills for success on regents and next course in Geometry.

A comprehensive analysis of data pertaining to marking period grades has also been performed in order to identify the subjects where students are not passing. Data has been broken down by ethnicity, gender, grade level, ELA & math levels, and cohort. This data will shape AIS being offered in each subject area, since the needs of each department are unique, yet in alignment with the overall school-wide goals.

Our findings in our needs assessment have helped us to develop our school-wide goals for the 2009-10 school year (see next page). Attached to each goal is an action plan, outlining our steps to achieving these goals. The funding sources are also indicated so that we ensure we are paying for all

programs appropriately under federal guidelines. Interim measures of progress are described so we can assess how we are doing in meeting our goals. We will constantly monitor the available data to see if we are making progress towards our goals, and if not, devise alternative measures to ensure success for our students at Richmond Hill High School.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. As of August 2009, 48% of students (467 students) in the 2009 cohort graduated in 4 years. As of August 2010, 55% of students (504 students) in the 2010 cohort will graduate in 4 years, increasing the percentage of students graduating by 7%, subsequently meeting the state's target for graduation rate.

2. As of August 2009, 25% of students (243 students) in the 2009 cohort earned a Regents or Advanced Regents diploma. As of August 2010, at least 32% of students (293 students) in the 2010 cohort will earn a Regents or Advanced Regents diploma, increasing the percentage of students graduating with higher academic diploma by 7%.

3. By June 2010, improve academic expectations, communication, engagement, and safety & respect to 7.5 in each category in order to improve the overall school environment score on the Learning Environment Survey.

4. By June 2010, meet or exceed the Effective AMO for all students and at least 4 subgroups in ELA and Math as indicated on the School Accountability Report.

5. As of August 2009, 43.1% of students (104 students) in Year 3 lowest third (the 2010 cohort) earned 10+ credits. As of August 2010, 55% of students (132 students) in Year 3 lowest third (the 2011 cohort) will earn 10+ credits.

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): #1: Graduation Rate

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> As of August 2009, 48% of students (467 students) in the 2009 cohort graduated in 4 years. As of August 2010, 55% of students (504 students) in the 2010 cohort will graduate in 4 years, increasing the percentage of students graduating by 7%, subsequently meeting the state’s target for graduation rate.
<p>Action Plan <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"> On an ongoing basis, 12th grade report cards will be mailed each marking period, as well as interim progress reports, with failing grades indicated by a red stamp (supervised by AP/Guidance). On an ongoing basis, network with other large high schools and learn about what successful measures they have implemented in their schools that could work in ours. On an ongoing basis, individual guidance meetings for failing seniors each marking period (monitored by AP/Guidance). On an ongoing basis, PM School make-up physical education classes will be offered to provide students opportunities to make up for unprepared classes during the week (monitored by AP/Health and Physical Education). On an ongoing basis, teachers will meet with AP for all failing seniors. Report will be completed regarding interventions and submitted to guidance counselors for follow-up with parent. On a weekly basis, program advisory sessions will be held for all January/June graduates. Incentive calls will be made weekly (monitored by AP/Guidance). Bi-weekly conferencing with AP/Supervision and teacher to ensure students are on-track to earning credit and meeting interim goals that have been set. By October & March, guidance counselors will identify a target group in 2010 cohort for PM School classes (supervised by AP/Guidance). Notification to parent by guidance counselors at the start of the term and weekly calls to ensure attendance. PM School supervisor will monitor attendance in PM School sessions. Attendance outreach will be performed by guidance counselors weekly.

	<ul style="list-style-type: none"> • By October & March, guidance counselors will identify a target group for all Regents prep classes for PM School. Notification to parent by guidance counselors. Saturday supervisor will monitor attendance in Saturday sessions. PM School outreach will be performed by guidance counselors weekly. • By October, provide professional development in use of Castle Learning (monitored by AP/Data). • By November, mandate use of Castle Learning website by all teachers (monitored by AP/Supervision). • By November, mandate attendance outreach or use of School Messenger by all teachers (monitored by AP/Supervision). • By December, Department AP's will set measureable targets for credit accumulation, attendance, and Regents pass rate. • By December, guidance counselors will identify a target group in 2010 cohort for credit recovery in social studies and science (supervised by AP/Guidance). Notification to parent by guidance counselors. Student progress monitored by AP/Supervision of that subject area. • By January, guidance counselors identify seniors for credit recovery during winter recess. • By February, require parents of failing seniors to meet with guidance counselors, AP's, and Principal. • From February to June, teachers will work to advance the development of skill based rubrics, make revisions to skill based student goals, and collaborate to develop differentiated lessons that engage all students and advance all students in the learning process. • By February, develop a writing lab that addresses needs of students across content areas.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy <ul style="list-style-type: none"> ○ PM School teacher/administrator per-session ○ Guidance counselor per-session for additional outreach ○ Professional development for Smartboard use • Legislative Grant <ul style="list-style-type: none"> ○ PM School teacher per-session
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analysis of progress reports by teachers <u>halfway through the PM School program</u> each semester to ensure students are on-track to earning credit. • Review of mark analysis and report card <u>grades after every marking period, as well as mid-marking period</u> progress reports, to ensure students are on track towards graduation.

	<ul style="list-style-type: none"> • <i>Projected Gain:</i> Increase the 4-year graduation rate for the 2010 cohort on the Progress Report by 7 percentage points from 48% to 55% over the course of the school year.
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Subject/Area (where relevant): #2: Regents Diplomas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • As of August 2009, 25% of students (243 students) in the 2009 cohort earned a Regents or Advanced Regents diploma. As of August 2010, at least 32% of students (293 students) in the 2010 cohort will earn a Regents or Advanced Regents diploma, increasing the percentage of students graduating by 7%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • On an ongoing basis, teachers will use ARIS and Daedalus for greater knowledge of student history and increased collaboration with administrators and guidance counselors in terms of Regents programming (monitored by AP/Supervision and AP/Guidance). • By October, guidance counselors will identify students each term with 55% - 64% on past Regents exams in the 2010 cohort for Regents prep (monitored by AP/Guidance). • By October, transcripts will be reviewed for possible candidates for Regents and Advanced Regents diplomas (monitored by AP/Guidance). • By October, guidance counselors will identify a target group for all Regents prep classes on Saturday. Notification to parent by guidance counselors. PM School supervisor will monitor attendance in PM School sessions. Attendance outreach will be performed by guidance counselors weekly. • By November, guidance counselors will schedule students each term with 55% - 64% on Regents exams to re-take them (monitored by AP/Guidance). • By November, guidance counselors will identify a target group in the 2009 and 2010 cohort for use of after-school computer labs for Castle Learning Regents prep website. AP/Supervision will notify parents and mandate attendance. • By November, computer labs will be opened on Tuesdays and Thursdays before school and Wednesdays after school for student use of Castle Learning website in order to do Regents prep. The library will also have extended hours. • By November, AP/Supervision to monitor use of Castle Learning Regents prep website on a weekly basis. • By November, professional development in use of Castle Learning will be provided (monitored by AP/Data). • By December (and May), notification letters will be sent home to parent and

	<p>personalized exam schedules/room assignments distributed to students in official attendance periods. APs/Supervision will receive a list of which students are scheduled for each exam (monitored by AP/Assessment).</p> <ul style="list-style-type: none"> • By November, guidance counselors will write goals for their caseloads and in February monitor progress toward meeting their goals.(monitored by AP/Guidance)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy <ul style="list-style-type: none"> ○ PM School Regents prep teacher/administrator per-session ○ Before/after-school regents prep and tutoring ○ Professional development on creating differentiated lessons with academic rigor • Legislative Grant <ul style="list-style-type: none"> ○ PM School for Regents prep and credit bearing classes/ teacher per-session
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <u>Weekly review</u> of attendance from PM School Regents prep classes and PM Regents prep classes will consistently be above 90%. • Review of uniform, Regents-style pre-test and marking period exam performance (along with line-item analysis) in all Regents prep classes to ensure 5% growth <u>each marking period</u>. • Review of mark analysis and report card grades <u>after every marking period, as well as mid-marking period</u> progress reports, to ensure students are on track towards passing their Regents prep classes, resulting in success on Regents exams. • <u>Projected Gain</u>: Increase the percentage of students earning Regents or Advanced Regents diplomas for the 2010 cohort by 7 percentage points from 25% to 32% over the course of the school year.

Subject/Area (where relevant): #3: Learning Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2010, improve academic expectations, communication, engagement, and safety & respect to 7.5 in each category in order to improve the overall school environment score on the Learning Environment Survey.
<p>Action Plan <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"> • On a daily basis, hall sweeps with a team approach will take place to expedite change of period. • On a daily basis, classical music will be played during change of period, including count-down for hall sweep.

- On a weekly basis, the principal will notify staff of important school events in the weekly newsletter called “The Principal’s Corner”.
- On a monthly basis, the principal will create a podcast to post on the school’s website.
- On a monthly basis, guidance counselors and 9th grade teachers will meet to discuss needs of students. Focus on academic expectations, study skills, and graduation requirements (monitored by AP/Guidance).
- On a monthly basis, group guidance lessons in 9th grade classes will take place (monitored by AP/Guidance).
- On a monthly basis, Principal letter to faculty/staff to recognize efforts, promote strategies for continued improvement, and elicit suggestions and recommendations.
- On a monthly basis, we will have greater collaboration with our community-based organization, SAYA!, in order to encourage student participation in after-school tutoring and raise cultural awareness of the South Asian culture in our school community.
- On a monthly basis, teachers will be asked to volunteer to attend and speak at one PTA meeting a year.
- On an ongoing basis, network with other large high schools administrators to learn about what successful measures they have implemented in their schools that could work in ours.
- On an ongoing basis, we will provide “World of Difference” training for a group of students each term (monitored by AP/Guidance).
- On an ongoing basis, more field trips will be planned in order to enhance background knowledge and build academic confidence (monitored by AP/Supervision).
- On an ongoing basis, English teachers will deliver lessons on conflict resolution, and respect for all.
- In October and March conduct a “Respect for All” week. Announcements, posters, wrist bands distributed as a reminder of respect to one another.
- On an ongoing basis, SPARK counselors will meet with small groups of students who need additional interventions (monitored by AP/Guidance).
- On an ongoing basis, evening parent assemblies will take place to provide parents with information as necessary (monitored by AP/Guidance).
- On an ongoing basis, positive press will be placed into local newspapers (*The Queens Chronicle* as well as local Hispanic & Indian publications) in order to share the happenings in our school with the community.
- On an ongoing basis, the principal and other staff members will attend local cultural events and religious establishments in order to reach out to the community.
- On an ongoing basis, AP/Data & Programming will examine strategic programming to reduce movement in and out of building.

	<ul style="list-style-type: none"> • On an ongoing basis, increase administrative presence in and around building. • By December, create and distribute the new cutting policy. • By December, a walk-in guidance center will be created for after school hours (monitored by AP/Guidance). • By December, pre-suspension conferences and truancy in-take will be structured for optimal efficiency (monitored by AP/Guidance and AP/Security). • By December, AP/Organization will complete proposal to State Senator for additional Smartboards. • By January, mid-Year “How are we doing?” surveys will be given to random students modeling the Learning Environment Survey. Random teachers will complete it as well (monitored by AP/Data, AP/Guidance, and Principal). • By February, we will provide ADL Training for designated staff members and students. • By February, change in traffic flow in building by designating up/down staircases and no stop zones to reduce congestion in stairwells and hall. • By February , the principal will conduct assemblies for all students classes to discuss the Progress Report, NCLB and its implications, as well as what students can do to improve personally. • By March, Learning Environment student surveys will be distributed in periods 2 and 9. Parent surveys that are mailed home will be returned to English teachers. School Messenger will be used to remind parents to complete the survey. There will be a pizza party for all classes with 100% student and parent surveys returned (monitored by AP/Data). • By March, pilot an advisory program for each grade.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy <ul style="list-style-type: none"> ○ School web site and School Messenger expenses ○ Respect for All materials ○ Purchase of materials and training for Overcoming Obstacles – Educators for Social Responsibility • Title IV <ul style="list-style-type: none"> ○ SPARK counselor per-session ○ Attendance Intervention and Dropout Prevention (AIDP)
	<ul style="list-style-type: none"> • <u>Weekly</u> review of comments left in suggestion boxes. • <u>Weekly</u> cutting/attendance reports will show an increase in subject class attendance. • <u>Weekly</u> review of OORS to show decrease in the number of suspensions and detentions related to insubordination. • <u>Projected Gain:</u> <ul style="list-style-type: none"> ○ Reduce number of incidents related to bias.

	<ul style="list-style-type: none"> ○ Learning Environment Survey in April will show an additional .7 point increase in all areas.
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Subject/Area (where relevant): #4: Meet or Exceed Safe Harbor Targets in ELA & Math - AYP

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By August 2010, meet or exceed Effective AMO for all students and at least 4 subgroups in ELA and math as indicated on the School Accountability Report.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • On an ongoing basis, English classes will use high-interest Hispanic texts in order to engage students (monitored by AP/English). • On an ongoing basis, use of Achieve 3000 in order to improve student reading levels (monitored by AP/English and AP Second Languages). • On an ongoing basis, students who recently tested out of ESL will use appropriate-level texts and alternate resources as well as glossaries available in English classes (monitored by AP/English and AP/ESL). • On an ongoing basis, students will be reminded to be in attendance for both Marking Period and Regents exams each term using School Messenger (monitored by AP/Assessment). • On a weekly basis, science teachers will notify parents (using School Messenger and personal phone calls) of missing labs in Living Environment and Earth Science classes (monitored weekly by AP/Science). • On an ongoing basis, teachers will use Inquiry Team findings in English, math, and the bottom third students to identify possible causes of student difficulty in these areas. • On an ongoing basis, guidance counselors will review records to ensure use of school-wide grading policy each marking period (monitored by AP/Supervision and AP/Guidance). • By October, teachers of special education students will know their students' disabilities as stated on the IEP/504 Plan (in accordance with Chapter 408) and how they impact student performance in their classroom in order to maximize learning and credit accumulation (monitored by AP/Instructional Support Services and AP/Supervision). • By November, all AP's/Supervision will mandate teachers to assign Castle Learning practice assignments for homework to students in Regents classes (monitored weekly by AP/Supervision and Principal).

	<ul style="list-style-type: none"> • By November, AP/Data will identify target students in the Hispanic subgroup for an extra class in English and Math Regents prep. Student progress monitored by AP/English and AP/Math. • By November, analysis of Acuity results will be distributed by AP/Assessment to teachers of English, math, social studies, science, and foreign language. AP/Assessment will offer professional development in interpreting Acuity results. Teachers expected to utilize Acuity data in their lesson plans to address areas of weakness in their classes (monitored by AP/Supervision). • By November, provide professional development to teachers of special education students in the implementation of testing accommodations and specialized strategies to meet the needs of special education students for success on Regents and RCT exams (monitored by AP/Instructional Support Services). • By November teachers will use the student analysis form for implementation of differentiated strategies by unit on a daily basis (monitored by AP/Supervision). • From February to June, teachers will continue to design differentiated lessons and provide meaningful feedback to students including skill based rubrics to measure progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy <ul style="list-style-type: none"> ○ After school Regents prep teacher/administrator per-session ○ Professional development for use of Smartboard, Acuity and testing accommodations ○ Inquiry Team per-session • Legislative Grant • Purchase of Smartboards • Purchase of Achieve 3000 licenses
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of uniform, Regents-style pre-test and marking period exam performance (along with line-item analysis) in all Regents prep classes to ensure 5% growth <u>each marking period</u>. • Review of mark analysis and report card grades <u>after every marking period, as well as mid-marking period</u> progress reports, to ensure students are on track towards passing their Regents prep classes, resulting in success on Regents exams. • <u>Projected Gain:</u> <ul style="list-style-type: none"> ○ Increase the Regents participation rate for ELA and Math in an effort to meet or exceed the progress target for AYP.

Subject/Area (where relevant): #5: Credit Accumulation for 3rd Year Students (2011 cohort)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> As of August 2009, 43.1% of students (104 students) in Year 3 lowest third (the 2010 cohort) earned 10+ credits. As of August 2010, 55% of students (132 students) in Year 3 lowest third (the 2011 cohort) will earn 10+ credits.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> On a daily basis, teacher professional assignments will be supervised to ensure various forms of AIS are taking place throughout the day (monitored by AP/Supervision). On a daily basis, snapshot observations will take place as well as consecutive observations of classroom instruction to assure cohesiveness of lessons, use of Regents-based questions in the curricula, word study strategies to improve vocabulary, and differentiation. (monitored by AP/Supervision and Principal). On an ongoing basis, AP/Data & Programming will examine strategic programming to reduce movement in and out of building so students cut less and do better in their classes. On an ongoing basis, use of exciting technologies, such as the SmartBoard and the laptop cart, will increase in order to engage students in the learning process. On an ongoing basis, teachers will send notification letters to guidance counselors regarding low academic performance when warranted. Mid-marking period letters sent to parents regarding student performance (monitored by AP/Supervision). On an ongoing basis, there will be mandated use of two comment codes for failing students for both report cards and mid-marking period progress reports (monitored by AP/Supervision). On an ongoing basis, teachers will use the student analysis form and rubric for performance in each subject area as a tool to differentiate instruction. Strategies will be embedded into curriculum maps (monitored by AP/Supervision). On an ongoing basis, Teacher Center staff will provide ongoing professional development in student analysis, rubric for performance, and differentiation of instruction strategies. On an ongoing basis, daily tutoring will be provided both throughout and after the school day in core subjects (monitored by AP/Supervision). On an ongoing basis, assign students to attend AIS tutoring to clear detention (monitored by AP/Security and AP/Supervision). On an ongoing basis, teachers will use Inquiry Team findings to identify possible causes of 3rd year student difficulty. On an ongoing basis, departments will administer uniform assessments at the end of each marking period and perform item analysis of those assessments (monitored by

	<p>AP/Supervision).</p> <ul style="list-style-type: none"> • On a monthly basis, guidance counselors will meet with Year 3 lowest third students in lowest third monthly, including outreach to parents (monitored by AP/Guidance). • By November, mandate teachers to assign Castle Learning practice assignments for homework to students in Regents classes (monitored weekly by AP/Supervision and Principal). • By November, computer labs will be opened on Tuesdays and Thursdays before school and Wednesdays after school for student use of Castle Learning website in order to do Regents prep. The library will also have extended hours. • By December, Department AP's will set measureable targets for credit accumulation, attendance, and Regents pass rate. • By December, assign students to attend AIS tutoring to clear detention (monitored by AP/Security and AP/Supervision). • By January, AP/Data will identify subject areas in which Year 3 students are falling short and conduct PM school/Saturday school classes to earn credit in those specific areas, as well as art, music, and physical education. • By January, open the library daily after-school for student use of the Castle Learning website. • From February to June, teachers will participate in weekend curriculum retreats and after-school curriculum writing sessions in order to revamp curricula that captivate student interest and promote student-centered learning. • By February, both teachers and students will re-write goals with interim checkpoints in order to raise student achievement.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy <ul style="list-style-type: none"> ○ Before/after-school computer lab teacher per-session ○ Club moderator per-session ○ Tutoring per-session ○ Inquiry Team per-session • Legislative Grant <ul style="list-style-type: none"> ○ Tutoring per-session • Contract for Excellence (C4E) <ul style="list-style-type: none"> ○ Professional development for teachers student analysis, rubric for performance, and differentiation of instruction strategies

Indicators of Interim Progress and/or Accomplishment

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

- Review of mark analysis and report card grades after every marking period, as well as mid-marking period, to ensure students are on track towards passing their classes and accumulating credit.
- Review of uniform, Regents-style pre-test and marking period exam performance (along with line-item analysis) in all classes to ensure 5% growth each marking period.
- Estimate credit accumulation percentage for Year 3 students at the end of every marking period in the Spring to ensure progress in meeting our goal.
- Projected Gain:
 - Demonstrate a 7 percentage point increase in Year 3 lowest third student credit accumulation at the end of the fall term.
 - Demonstrate another 7 percentage point increase in Year 3 lowest third student credit accumulation at the end of the spring term.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	705	580	580	555	600	65	33	5
10	303	357	256	251	710	52	30	5
11	352	428	696	507	610	30	15	3
12	198	123	240	208	520	28	5	2

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Circular 6R Tutoring (small group and one-on-one) is delivered during a professional period daily by various teachers throughout the day. • Summer School students are identified by their failure to meet course requirements. Opportunities for students to recover credits and retake the ELA Regents in August. At-risk students are identified by the use of Cohort data. • Achieve 3000 – Selected 9th grade "ramp up" students meet 1-2 periods per week in the computer lab with their teachers to learn and practice non-fiction reading strategies. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic assessment tools assist the teacher in gauging the progress being made by his/her students and students' readiness to move on to higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented. This program has been expanded in the Spring 2010 term to include three classes of ELL students and their English teachers.
Mathematics:	<ul style="list-style-type: none"> • Circular 6R Tutoring – (small group and one-on-one) is delivered during a professional period daily by various teachers throughout the day. • “Push-In” Tutoring – A “push-in” teacher is supplied to two Integrated Algebra classes for repeaters. • PM School – Delivered on a selected after-school schedule and includes a course of study in Integrated Algebra. • Peer Tutoring – Delivered on Monday through Friday during periods 8, 9, and 10, and after school on Monday Through Friday • Summer School/High School: <ul style="list-style-type: none"> • Identified by a failure to meet course standards and/or pass Regents exams. • Provides an opportunity for students to make up credits. • Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs. • Affords at-risk students, identified by cohort data, the opportunity to re-take Regents exams.

<p>Science:</p>	<ul style="list-style-type: none"> • Circular 6R Tutoring – Delivered to individual students or groups of 3-6 students in need of extra help or assistance in the content/subject areas during the teacher's Professional period according to Circular 6R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability). • Make-Up Lab – Delivered after the school day one day per week for the Living Environment and Earth Science courses. • PM School - Delivered on a selected after-school schedule and includes a course of study in the Living Environment and Earth Science. • Living Environment Exam Prep – A programmed preparatory course of study that is aligned with the New York State Core Curriculum and the New York City Department of Education Scope and Sequence for High Schools and is delivered in each Living Environment class. • Homework Help – Delivered after school according to a schedule determined by the AP/PPS. • Summer School – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.
<p>Social Studies:</p>	<ul style="list-style-type: none"> • Circular 6R Tutoring: One-on-one tutoring and small group instruction. Selected by teachers as their Circular 6R professional activity; one period during the school day, 5 days per week. • Regents Skills Classes: Full-semester remedial course for students who have failed the Global History or US History Regents exams. Course taken during the school day for one half-credit. • PM School: Delivered on a selected after-school schedule. Includes both credit bearing courses and Regents prep courses for Global History and US History Regents exams. • Summer School/High School: <ul style="list-style-type: none"> • Identified by a failure to meet course standards and/or pass Regents exams. • Provides an opportunity for students to make up credits. • Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs. • Affords at-risk students, identified by cohort data, the opportunity to re-take Regents exams.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Coordination of after-school tutoring performed by various departments • Summer school referrals • St. Johns Liberty Partnership • Daily attendance calls & Daedalus phone log entries • Group guidance lessons

	<ul style="list-style-type: none"> • Pupil personnel team meetings • Guidance conferences • Parent/student conferences • Teacher conferences • Attendance meetings • New official class system with a special designation for cohort information • Weekly meetings with students referred to guidance by the dean's office • Walk-In Guidance Center • Review and monitoring of Cohort information • Increased support services to specific target subgroups, including ELL's, Economically Disadvantaged, Black, Hispanic, and ISS • Referrals to outside agencies • AM Intervention Program • PM School/Intensive Program • Student assemblies
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • Manage and complete Triennials including Educational Planning Committee Meetings with outreach to students, parents and staff. • As needed reopening, updating, and evaluating student cases through the Annual Review Process. • As needed management of the MDR process and the creation of a Behavioral Intervention Plan for each student. • Participation and consultation with PPT including general education guidance counselors, social workers, and teaching staff.
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • Focusing on the IDEA/NCLB regarding initial referrals, intervention to support general education students and staff including telephone outreach to agencies, parents, and students to avoid unnecessary referrals for special education services. • Ongoing crisis intervention counseling to general education students, parents, and staff • Participation in PPT, EPC's and IEP meetings. • Participation in all MDR's. • Upon the request of the school psychologist, as needed updating of social history.
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • Nursing services, physical therapy, occupational therapy, hearing therapy, or speech therapy provided to students per the mandate of their IEP.

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.

LANGUAGE ALLOCATION POLICY FOR THE EDUCATION OF THE ELLs

School Demographics and LAP Team

Richmond Hill High School is a large public high school situated in western Queens serving the neighborhoods of Richmond Hill, Ozone Park, and Jamaica among others. The school is comprised of a student population of 3400 students. In the 2007-2008 school year, those students were 48% Hispanic, 28% Asian and others, 15% Black and 9% White. The English Language Learners (ELLs) that are eligible for the services outlined in the CR Part 154 mandate total about 550, 15% of the total school population. To address the needs of this important population, RHHS has formed a Language Allocation Policy (LAP) team. The staff members of RHHS that make up the Language Allocation Policy team include Frances De Sanctis, Principal, Paul Wilbur, Assistant Principal of the Department of Art, Music and Second Languages, Ken Ojeda, Assistant Principal of Programming, Data and Technology, Carol Realmuto, Assistant Principal of the Department of Instructional Support Services, Jerry Stephens, ESL teacher and LAB/BESIS Coordinator, Elena Vieitez, Guidance Counselor, Hindy Girón, ESL teacher and Grade Advisor, Carol Bouchard, Parent Coordinator, and PTA Co-Presidents Elena Rivera and Pamela Lockley. Significant input into the approaches the ESL program takes comes from Mary-Ann Cucchiara of ICI Research and Development. All pedagogical staff working with the ELLs is certified in their respective license areas in accordance with all New York City and state requirements. The Richmond Hill High School Language Allocation Policy team has the goal of ensuring that the instruction of the ELLs reflects the needs of these students as assessed through careful analysis of the students' academic achievements on New York State assessments and their in-class performance.

Parental Program Choices and Home Languages

When the parents of the ELL students enroll their students at RHHS, they are informed of the benefits of each of the English language programs - Transitional Bilingual Education (TBE) and Free-Standing English as a Second Language (ESL) - available to them. Under the advisement of trained staff, parents are encouraged to choose the type of program in which they wish their child participate. At the admissions interview with admission and/or guidance staff, the students' needs are assessed and the different programs available to the ELL students are described. Parents receive orientation information verbally through school staff, in written form through the **pamphlet** "New York City Department of Education Guide for Parents of English Language Learners," and, when necessary, through the **multi-lingual DVD** "A Parent Connection." The **home language survey** and the program selection forms are filled out with, when necessary, assistance from school staff.

The diversity of the Richmond Hill community is made evident through the many other-than-English languages that are spoken by this group of parents and students. They are Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian Creole, French, Korean, Punjabi, Polish, and Albanian. Translation and direct translation services are already available in Spanish, efforts are underway to provide similar assistance to parents who may benefit from the use of material in Punjabi, Bengali, Urdu and Arabic, the lower incidence languages most frequently encountered. These

languages are indicated on the LAP worksheet as other commonly used languages. When direct translation services are not available through school personnel, the translation services of the Department of Education are used.

Trends in the parental selection process indicate that parents either prefer the Transitional Bilingual Education (TBE) model that incorporates the native language arts classes and the use of the native language in the content areas or the Free-Standing English as a Second Language model. Parent selection of one of these two programs accounts for 100% of the parental selection. The Assistant Principals of Pupil Personnel Services, ISS and the department of Second Languages in coordination with the bilingual guidance counselor, ESL grade advisor and the LAB/BESIS coordinator are all available to students and parents to help them throughout the year should concerns arise regarding the particular program in which the student participates. Issues regarding the ELLs are made part of the School Leadership Team and Parent/ Teachers Association agendas.

The ELL Population and the Data Regarding English Language Proficiency

The ELL population of RHHS participates in one of two programs designed to best meet their English language needs. A total of 263 of the eligible ELL students participate in the Transitional Bilingual Education (TBE) component and 285 of the students participate in the free-standing ESL program (ESL). These programs are described below.

There are 170 ELLs in ninth grade, 217 ELLs in tenth grade, 109 ELLs in eleventh grade, and 54 ELLs are in twelfth grade. Broken down into the two programs, the participants in the TBE include 118 ninth graders, 82 tenth graders, 47 eleventh graders, and 28 for twelfth grader. In the ESL program, 52 are ninth graders, 135 are tenth graders, 62 are eleventh graders and 26 twelfth graders.

The ELL students are classified as beginner, intermediate or advanced learners of English according to the scores they achieve on the NYSESLAT, one of two important assessment tools used to determine a student's eligibility for service. Of the 464 with NYSESLAT scores available from the 2008 test, about 13.5% (63) of the ELL population tested as beginners; 51.3% (238) tested as intermediate, 24.1% (112) tested as advanced, . and 10.9% (51) received a proficient grade that indicates that they are no longer eligible for Part 154 services.

Trends that are revealed by the breakdown of the **students' proficiency levels** in English, both in the Transitional Bilingual Education and in the free-standing ESL programs, indicate **the need to highlight reading and writing skills in our instructional plans**. NYSESLAT scores indicate that students are more deficient in the reading and writing sections of these assessments. This is demonstrated by the percentages. Of the 464 students for whom 2009 NYSESLAT scores are available, 82% of the beginners scored less in the reading and writing than in the listening and speaking sections. About 85% of the intermediate students scored less in the reading and writing sections than in the listening and speaking. About 100% of the advanced students scored less in the reading and writing sections than in the listening and speaking. The high percentage of students scoring lower on reading and writing sections confirms data gathered on the students through their performance in the classroom and demonstrates a needs area for the ELLs of RHHS. Similar data gathered from the Gates MacGinitie reading test demonstrates that students read well below grade level.

The effect of these indicators on instruction for ELLs, therefore, is to put into **practice balanced literacy strategies and the use of a Readers/Writers workshop**. Classes focus on the comprehension of reading materials and organization of written materials. Students are exposed to a variety of genres of literature including stories, novels, plays, poetry and other resources such as magazines and newspapers.

Students are asked to create a variety of different documents that include dialogues, personal accounts, formal literary essays, poetry, articles and reports. The course curricula of the English as a Second Language classes are specifically designed to expose students to a combination of fiction and non-fiction material in accordance with New York State ESL and ELA learning standards. The LAP team is charged with the duty of monitoring data to ensure these course curricula properly reflect the ELLs language learning needs.

Content Area Performance

On the New York State English Regents from January 2009, 34.9% scored a 65 or higher and 58.1% scored a 55 or higher. On the June 2008 exam, 76.2% scored a 65 or higher and 95.2% scored a 55 or higher. More than half the students taking the Math A Regents chose to take that exam in their native language (Spanish). Results varied with no discernable trend. Students are offered tutoring for math classes and receive instruction in accordance with state and regional guidelines. In addition, ongoing professional development, as described below, is provided to ensure that instruction includes the use of best practices.

Instructional Plans for ELLs

A major focus of the instructional plan for the ELLs involves the use of 90 minute blocks. A major change in our instructional plan includes the elimination of the CTT model used to instruct the ELLs during the 2008-2009 school year. RHHS piloted the 90 minute blocks for the intermediate students in the Spring of 2008 and chose to implement the structure fully in Fall 2008. The design replaces a model that offered students two different, 45 minute ESL classes with different instructors. The blocked program structure affords the students the opportunity to focus more fully on reading and writing tasks. To address the methodologies used during the 90 minute block, RHHS has adopted a “Ramp-Up”-like approach that highlights the use of a thematically organized curriculum and emphasizes independent reading strategies, shared reading, modeled writing and group work. The approaches used in these intermediate classes are supported through the assistance of the UFT professional development center.

Regular assessment of reading and writing skills in these classes takes various forms. Students read independently and write about the reading skill they have applied to their reading. Students read with an instructor and are monitored for progress. Students take unit tests which break down the specific needs areas revealed by the students’ incorrect answers. These two last assessment measures allow the staff to design differentiated strategies that specifically target the needs of their students. In addition, RHHS administers the Gates-Maginnite reading test as a means for determining the students’ lexile and grade levels. This information is also useful to determine growth and to appropriately choose alternate texts for the students.

The focus of the ESL classes that serve the beginner students, L1D and the literacy level LS1D, was changed in the Fall of 2008 to emphasize on the use of content area texts. Social studies and science content-area texts have replaced texts with a more general, communication-driven focus. The emphasis of the **content areas** is a tact chosen to support the ELLs in their acquisition of communication skills and in the acquisition of appropriate **academic language**. The use of the RIGOR program at the lowest level of study provides structure and an appropriate focus on language structures. This tact was informed by the research Ms. Cuchiara has brought to light that helps to highlight some of the major challenges of ELLs who face “double the work.” RHHS accepts the research that suggests that students will establish communication skills independently of the classroom but will not reach proficiency in academic discourse without an increased emphasis on academic language.

To meet the needs of the “**long term**” ELLs, RHHS offers various academic intervention services (AIS). Students considered “long-term” ESL students are identified as such on the A-11 completed by the school in the fall term. Through out-reach conducted by the counselors and the teachers, these students are specifically encouraged to avail themselves of the AIS. To afford students an outlet for other pursuits, special allowances have been made to allow the ELLs to take an extra class in art or music. In addition to assistance provided by the students’ teachers, RHHS offers Regents prep classes in all subject areas, tutoring, homework help and dedicated guidance services including those of a SPARK drug and alcohol prevention counselor and college advisor. Plans are in place to incorporate the use of Achieve 3000 into these students program so as to be able to further assist their development. The Achieve 3000 program was successfully used during the Summer of 2009 for the ELLs who attended those classes. A dedicated bilingual counselor, grade advisor, LAB BESIS coordinator and bilingual ISS counselor devote 100 percent of their time to serving the ELL population. The department of second languages also has pedagogues who provide one-on-one or small group tutoring as a professional assignment.

Students who are **newcomers** are not specifically programmed as such. These students are incorporated by language ability with the other students of their ELL program. In accordance with the State requirements, newcomers are administered the **Language Assessment Battery – Revised** test within ten days of having been admitted so that they may be better programmed. The results of the LAB-R provide information about the students’ eligibility for extra English language services and reveal information regarding proper placement. Those students that qualify are provided with three English as a Second Language classes to encourage rapid development of the necessary language skills. Instruction for these students depends on the use of numerous visual aids to facilitate vocabulary development. These students are also encouraged to avail themselves of the tutoring programs described above and the numerous school resources dedicated to help these students succeed.

Recipients of **Instructional Support Services (ISS)** are mainstreamed into general education ESL classes where possible as part of the school’s efforts to promote the use of the least restrictive environment. ESL/ISS students are programmed by a dedicated staff member and receive guidance from a dedicated counselor. The management of the students’ IEPs is conducted by the ISS department that ensures that the students’ academic programs provide the appropriate services. Similarly, appropriate para-professional services are provided where required.

The Program Model Descriptions and Instructional Plans for ELLs

As indicated above, RHHS offers English language instruction through a **Transitional Bilingual Education (TBE)** program and through free-standing English as a Second Language (ESL) program model. Students enrolled in the TBE are native speakers of Spanish. They receive English language instruction in the target language and content instruction (math, science and social studies) in an environment that is meant to transition students to an increased use in English. Lessons are to begin with a focus question in the dominant language, followed by a bilingual clearing of vocabulary and important terms for the lesson and a summary in the target language. This transition may be categorized as a process that, at first, uses the target language 30% of the time while depending on the native language 70% of the time. As the year progresses, the use of English increases while the use of Spanish decreases. Students focus on vocabulary building techniques such as word walls, word splashes, the 5-3-1 strategy for concept review and learning or the Frayer Model for vocabulary building. The use of bilingual dictionaries is encouraged. The students of the TBE also receive a course a native language arts class that is designed to allow students to take full advantage of their native language skills. Some students and their parents choose to opt-out of the bilingual services. In these cases, the bilingual guidance counselor or the ESL grade advisor assist the students to reassess the benefits of the TBE program versus the ESL model.

The classes of the **free-standing English as a Second Language (ESL) model** use little native language instruction. Students of this program receive no native language arts instruction. They are provided content area instruction in an environment meant to highlight the skills, scope and sequence of the mainstream classes. These classes are to employ strategies for the development of the academic language that can be so difficult for the students to master. Teachers may group students according to linguistic needs or abilities. Teachers may employ slower speech patterns. As in the TBE program the use of bilingual dictionaries is encouraged as well as visual representations of vocabulary words and concepts. These classes also employ the vocabulary building strategies outlined in the TBE model.

Governing the school's programming of English as a Second Language classes are the Commissioner's Regulations Part 154 (**CR-Part 154**) that outline the number of hours of instructions to which ELLs are entitled. ESL instruction will strictly follow the CR-Part 154 regulations for all levels of instruction-literacy, beginning, intermediate, advanced, transitional, that is, three periods (over 540 minutes per week) of ESL instruction for the literacy and beginning levels; two periods of ESL (over 360 minutes per week) for the intermediate level, and one period of ESL (over 180 minutes per week) with another period of ELA for the advanced and transitional levels. These times of instruction are based on 45 minute period. ESL classes are "free standing" and do not require "push-in" or "pull-out" services. Students become ineligible for the CR-Part 154 services when they achieve a proficiency level as determined by the New York State English as a Second Language Assessment Test (NYSESLAT). The results of this test allow students to exit the TBE or FESL programs.

The **explicit instruction of ESL** is conducted by appropriately licensed pedagogues trained in the delivery instruction to ELLs. These classes focus on academic language and reading and writing skills. Similarly, as outlined above, students are exposed to both fiction and non-fiction materials and provided with diverse tasks to appropriately interact with these resources. Students of the intermediate classes receive instruction by a team of two teachers in 90 minute blocks. All classes provide vocabulary building and relevant grammar structures. ESL instruction employs balanced literacy methodologies and strategies geared to encouraging students to develop and use new language skills. Students are provided opportunities to conduct presentations in front of the class as an additional means of demonstrating mastery of the appropriate skill and comprehension of the material.

A principal feature of the TBE is the **explicit instruction of Native Language Arts (NLA)**. Throughout an ELL student's participation in the TBE program, he/she will study Spanish Native Language Arts to reinforce and support the transferring of linguistic skills and knowledge to the acquisition of proficiency in English. Instruction is to be conducted in the native language (Spanish) with the use of native language dictionaries, grouping students by Spanish language proficiency levels, the use of visuals, role playing, graphic organizers, word walls, manipulatives, maps, political cartoons, time lines, art, music and photography. The teacher is to employ all of the teaching strategies and methodologies of a balanced literacy classroom, and align instruction and curriculum to ELA performance standards. Students read at a progressively higher level and perform assessment tasks directly related to those assessments offered in ELA classes. Many of the participants of these classes are able to progress to the Advanced Placement level of the study of Spanish and take either the AP Spanish Language or the AP Spanish Literature courses for possible college credit. Students are also provided instruction in their first year for the requirements of the New York State Regents in Spanish to allow students to attain Regents exam experience and create the opportunity for these students to acquire an advanced Regents diploma.

Explicit instruction in ELA is provided to advanced and transitional students by pedagogues with a license in English as opposed to certification in English as a Second Language. These classes are designed to continue to expose students to more complex fiction and non-fiction. Students are exposed to ELA Regents preparation activities that require that they respond to different genres of literature. Similarly, students are encouraged to work with newspapers, magazines, film and literary criticism as a means of preparing them for use of higher order language usage skills.

Language instruction **materials** include but are not limited to the use of Picture Stories, Voices in Literature, the North Star series, Frankenstein, The Picture of Dorian Gray, Wanted, Living Up the Street, A Family Apart, The Watsons at Birmingham and of other sources assembled by the ESL pedagogue. As indicated above, significant investment has been made into the use of the materials published by Benchmark. The use of the RIGOR program defines the approaches at the lower level. As indicated above, texts for the NLA Spanish classes include but are not limited to the use of the Encuentros series and Abriendo Puertas I and II. Similarly, native language and bilingual dictionaries are encouraged along with the interpretation of charts, graphs, maps and other thought provoking materials. Students are encouraged to use English to interact with art, music, photography, political or humor cartoons and time lines as well. Use of technology sources such as the internet, PowerPoint, and audio-visual stimuli are evident in the ELL classes.

The **qualifications** of the staff teaching the ELLs meet New York State standards as all staff members are appropriately licensed and certified. The menu of **professional development** topics available to teachers is extensive and has included, among others, the following: 1) Aligning ESL and social studies curricula, 2) Addressing the challenges of teaching “At risk” students, 3) Writing stimulators, 4) Using portfolio assessment, 5) Addressing the challenges of the teen/ adult reader, 6) Designing rubrics, 7) Addressing the needs of SIFE students, 8) Encouraging better attendance, 9) Addressing the needs of the intermediate ESL learner, 10) Incorporating conflict resolution and behavioral management strategies, 11) Encouraging student effort by displaying the work, 12) Planning with strategies that specifically address the needs of the ELLs, 13) Incorporating balanced literacy strategies, 14) Planning for differentiated instruction through understanding learning styles, 15) Incorporating interdisciplinary strategies, 16) Using data to approach differentiated instruction. These sessions expose the teachers to best practices for encouraging the students to reach proficiency in English. To assure quality instruction for our ELL population, we participate in all City-wide and regional professional development initiatives and workshops. All ESL bilingual and ESL/Bilingual content area teachers participate regularly in the school's monthly study groups where best practices in balanced literacy and research based strategies are highlighted. To ensure that all professionals working with ELLs are properly trained with the most appropriate practices, RHHS will poll the staff to assess how many of the pedagogues working with ELLs have received the mandated 7.5 hours of training (10 for ISS). Staff who work with ELLs will be trained in the most important elements of the ELL experience including the language learning process (BICS/CALPS) and particular strategies to promote their learning. Specific attention will be made for communicating differentiated strategies for teachers to employ to address the learning needs of ELLs in their classroom. This training will occur in cooperation with the UFT Teachers Center and will be on-going. The professional topics are current and synchronized with the NCLB Children First movement. Attendance at these monthly faculty and department study groups is mandatory. In addition, an ESL representative attends city-wide professional development workshops and, when appropriate, provides turn-key training. Several teachers of the second language department have received training in workshops designed to promote the Quality Teaching of English Language Learners (Q-TELL). These include the delivery of instruction via the workshop model and the sharing of many classroom management techniques.

The goals of the Language Allocation Policy team are to continually review and assess the structure of the two programs offered at RHHS and the strategies employed by the classroom teachers to ensure the success of the ELLs. Specific attention will be paid to the correct placement of students in the appropriate English learning environment which will require monitoring of the success of the students on classroom and state assessment tools. The monitoring of the students is to continue beyond the point where the students become ineligible for ESL services as they are still “at-risk” and may require focused AIS. It is the goal of the LAP team to address concerns of academic rigor and the logical coordination of mainstream and the content area curricula. In addition, it is the goal of RHHS to serve the ELL population by maintaining the use of the CTT model in ESL classes with the possible expansion to the content area classes. Students of the TBE and the FESL classes are to be provided with every opportunity possible to become proficient speakers, readers and writers of English.

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

Form TIII – A (1)(a)

Grade Level(s): 9-12 Number of Students to be Served: 595 LEP 0 Non-LEP

Number of Teachers: 33

Other Staff: AP/Second Language, AP/ISS, AP/PPS, Dedicated Guidance Counselors, LAB/BESIS Coordinator, Dedicated UFT/Staff Developer, Para-Professionals, Admissions Staff

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The ELL program is comprised of a Transitional Bilingual Education (TBE) program and a “free-standing” English as a Second Language (ESL) program. Students are organized into their official classes according to their cohort, their ELL program and their year of study. Students participating in the TBE are Spanish speakers and receive Native Language Arts instruction as well as bilingual instruction in math, social studies and science. Students in the ESL classes receive content area instruction in classes designed for ESL learners. The NLA classes are taught in Spanish and strive to meet NLA/ELA standards. The TBE content area classes mix the use of Spanish and English in accordance with the needs and the growth for the students. The ESL content area classes are taught in English with use of the student's native language as an instructional tool. Instructional strategies are consistent with other school-wide initiatives and include use of student-centered, cooperative learning teaching models that employ Balanced Literacy and differentiated strategies and utilize graphic organizers, realia, and manipulatives. Intermediate ELLs participate in double-period classes for their language instruction.

Resources used for the language instruction include the graded readers that form part of the RIGOR program in the lowest levels. Leveled readers from Benchmark education are also used at the beginners' levels and include the focus on content-based themes like
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the human body, government, early civilizations, etc... At the intermediate levels the students use a variety of texts centered on specific themes. The low intermediate students focus on mysteries, civil rights and planet Earth. The high intermediate students focus on dilemmas of youth, migration and endangered species. The upper level students focus on non-fiction periodical materials about a variety of topics using part of the NorthStar series as a base for their texts. All levels concentrate on writing and reading strategies for the students.

Students who have been identified as having attained a proficient level of listening and speaking and an advanced level of reading and writing will be eligible for participation in the Achieve 3000 program after their normal school day. These students will receive up to 3 hours a week of computer-based instruction that focuses on the development of reading and writing skills. Students will participate in this program after their normal school day.

Governing RHHS's programming of ELL classes are the Commissioner's Regulations Part 154 (CR-Part 154) that outline the number of hours of instructions to which ELLs are entitled. ESL instruction will follow the CR-Part 154 regulations for all levels of instruction-literacy, beginning, intermediate, advanced, transitional, that is, three periods (over 540 minutes per week) of ESL instruction for the literacy and beginning levels; two periods of ESL (over 360 minutes per week) for the intermediate level, and one period of ESL (over 180 minutes per week) with another period of ELA for the advanced and transitional levels. These times of instruction are based on 45 minute period. ESL classes are "free standing." Pull-out services are not implemented. ESL Students become ineligible for the CR-Part 154 services when they achieve a proficiency level as determined by the New York State English as a Second Language Assessment Test (NYSESLAT). The results of this test allow students to exit the TBE or ESL programs. All courses are taught by qualified pedagogues.

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.

The menu of professional development topics available to teachers is extensive and has included, among others, the following: 1) Creating Differentiated lessons, 2) Using Bloom's taxonomy to create a differentiated experience, 3) Using rubrics to promote student success, 4) Promoting student responsibility and greater transparency through electronic grading, 5) Using data/ student analysis for differentiation, 6) Using content-based materials for all levels, 7) Writing a personal narrative essay, 8) Writing a critical lens essay, 9) Project-based learning to promote ELLs' success. These sessions expose the teachers to best practices for encouraging the students to reach proficiency in English. Professional development is conducted through teacher collaboration and share sessions, through the organization of the department assistant principal or in coordination with the on-site UFT teacher learning center. To assure quality instruction for our ELL population, we participate in all City-wide and regional professional development initiatives and workshops. All ESL bilingual and ESL/Bilingual content area teachers participate regularly in the school's monthly study groups where best practices in balanced literacy and research-based strategies are highlighted.

Parental Involvement – Richmond Hill High School dedicates significant time and energy to involve the parents of the ELLs. Parents receive translated information regarding school events and are regularly kept abreast of students' progress through phone calls and interviews. There are dedicated staff members who are available to interact with parents who include the Assistant Principal of Pupil Personnel Services, Assistant Principal of Second Languages, guidance staff and a LAB/BESIS coordinator. In addition, there is strong cooperation with the Parent Coordinator, the PTA and the Assistant Principal of Second Languages to keep ELL parents involved.

Form TIII – A (1)(b)

School: Richmond Hill High School BEDS Code: 342700011475

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

Allocation: \$90,460	Budgeted Amount for 2009-2010	Explanation of Proposed Expenditure
Budget Category		
Professional staff, per session, per diem (Note: School must account for fringe benefits)	\$53,189.58	\$650.10 15 per session hours for supervisor of ELLs outreach meeting \$38,766.00 20% of 2 teachers of ELLs \$7,346.50 175 per session hours for tutoring ELLs \$2,075.98 46 per session hours for guidance services to ELLs and outreach \$4,351.00 Prep period coverage/ Per diem coverage
Purchased services such as curriculum and staff development contracts (Code 689)	\$2,000.00	Achieve 3000 Student and teacher licenses including professional development
Supplies and material	\$31,156.00	\$15,000.00 Supplemental materials including content area texts, dictionaries and resources for all levels of ELLs instruction. \$16,156.00 Supplies including copying materials, chart paper, index cards, art materials
Travel (Code 669)	\$2,100.00	Transportation costs for cultural events and museums for ELLs in NYC.
Other Tickets (Code 400)	\$2,000.00	Entrance for ELLs to cultural events including museums, concerts and theater.
Total:	\$90,445.58	

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.

Richmond Hill High School complies with all NCLB requirements to provide translated information to the parents and guardians of its students as a means of 1) ensuring full access to information regarding the student's educational options, 2) empowering parents to help students improve and 3) optimizing the possibility of shared parent-school accountability. RHHS uses the biographical information available on admissions documents including Home Language Survey as well as other available data such as the BESIS report to assess the diverse linguistic background of the RHHS community.

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

The use of languages other than English in the RHHS community is dominated by the use of Spanish. Other major linguistic groups include Punjabi, Bengali, Urdu, and Arabic. This information is communicated to school leaders, parents, teachers and community members through major school organizational groups including the Parent/Teachers Association, the School Leadership Team and other meetings of school staff. The ATS RPOB report indicates that the RHHS population breaks down to include 1358 Spanish speaking households, 157 Punjabi speaking households, 59 Bengali speaking households, 31 Hindi speaking households, 32 Urdu speaking households, and 28 Arabic speaking households.

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.

RHHS will seek to provide appropriately translated documents announcing school meetings, academic services, assemblies, conferences, important dates and deadlines, policies and procedures in the languages that will best serve the needs of the majority of the school's families dependent upon languages other than English. Similarly, important information may be disseminated to the members of the RHHS community through a web-based and the School Messenger message service.

RHHS will depend on in-house translation, DOE pre-published translations and the services of the DOE translation unit. RHHS will provide its community members with the appropriate Bill of Parents Rights and Responsibilities in the necessary languages. The appropriate signs directing parents to the correct office for assistance and informing parents of their rights for translation services will be properly posted.

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.

RHHS will seek to provide appropriate interpretation where possible to assist parents and community members. A bilingual Spanish-English guidance staff member and dean are available at all times to assist with organizational or disciplinary proceedings. RHHS will rely on in-house translation by staff for Punjabi, Urdu or Arabic interpretation needs. RHHS will also prevail upon the DOE interpretation unit to assist with lower incident languages.

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>.

RHHS serves a diverse community through a diverse staff. In the event that the language needs of the RHHS community member can not be met by a staff member, RHHS will prevail upon the services of the DOE translation and interpretation unit.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Not applicable, as we are not a Title I school.

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

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

NCLB/SED Status: Restructuring (Advanced)
Comprehensive - ELA _____

SURR¹ Phase/Group (If applicable): _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
 - **Our School Report Card shows we did not make AYP in ELA, mathematics, or graduation rate. If we would’ve obtained the graduation rate target, we would’ve made AYP in various subgroups based upon our safe harbor targets.**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.
 - **See Action Plan #4, which is connected to Goal #4, for the various interventions in place to help us achieve AYP this school year.**

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

- **Not Applicable**

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

- **Not Applicable**

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

Not applicable, as we are not a SURR school.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Teachers meet regularly as a department and in small groups to assess and reassess their instruction as it aligns with the NYS ELA standards. We have monthly department meetings and at least four smaller department teacher meetings where teachers who teach the same grade can compare instruction to discuss how students are performing as compared with the expectations set by the standards and to adjust instruction accordingly. The needs of our students inform our instructional objectives. We closely analyze student writing to assess what percentage of students in each class fall below, approach, meet, and exceed the standards. As a result one of the initiatives we have taken this year is our focusing upon vocabulary development. While this has been an issue of particular concern in the 9th grade, we are currently exploring strategies for incorporating vocabulary development into 10th, 11th and 12th grades. Additionally, we look closely at the anchor papers provided to teachers in the NYS ELA Regents Scoring Guides as representative of the range of student writing that falls below, meets, and exceeds the standards.

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

Applicable Not Applicable

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

The teachers in the English Department plan standards-based instruction for their students. By the term "standards-based" we refer to the NYS ELA standards—Reading, Writing, Listening and Speaking as indicated on the NYS SED website. Critical analysis and evaluation, which forms the basis of both these ELA standards and the NYS English Regents is the focus of English teachers from 9th to 12th grade. Particular attention is paid to instructional goals that focus upon the ability of students to

advance judgments, analyses and interpretations about the literature they are reading and supporting their judgments, analysis and interpretations with textual evidence. Tasks 1 and 2 form the basis of our expectations in grade 9 and Tasks 3 and 4 of the NYS Regents is focused upon in Grade 10. All four ELA writing tasks form the framework for our instruction during the Fall semester of the 11th Grade, with most of our students taking the English Regents in January of the 11th grade. The second semester of the 11th grade is devoted to SAT preparation.

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.

We are continually addressing these issues by scaffolding our practice to ensure that more of our students are successful. Since our self-assessment in on-going we have not as yet completed the process.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Teachers meet on a regular basis twice a month in Departmental Study Groups and in small groups to assess and reassess their instruction as it aligns with the NYS content and process strands. Teachers who teach the Integrated Algebra, the Geometry and Mathematics B curriculum meet in small groups formally and informally to compare instruction and to discuss how students are performing as compared with the expectations State standards and to adjust instruction accordingly. Item analysis of test questions is also used to inform instructional strategies. We are also focusing more on differentiated instructional strategies to address the needs of the students who fall below, approach, meet and exceed the standards and expectations of each course. We also follow closely the anchor papers provided to teachers in the NYS Math A, Integrated Algebra, and Math B Regents Scoring Guides as representative of the range of students who fall into the categories mentioned above.

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 teachers in the Mathematics Department use the process and content strands as well as the Mathematics Standards to plan their lessons. In our Study Groups and in our small group discussions, we are continually reflecting on our instructional practices, expectations of the students and student performance. We use data such as item analysis, mark analysis, Regents results and the performance of the students in our lowest third to reflect upon our teaching practices. This helps us to revise our teaching practices to meet the needs of our students. We continually strive to improve our practices and our results.

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.

The teachers work diligently to address these issues by scaffolding their content and strategies to ensure that more of our students are successful. Since our self assessment is an ongoing process, it is not complete.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Direct instruction is sanctioned only during the mini-lesson segment of the period where the teacher is showing students what to do by modeling and/or doing a read aloud/think aloud demonstration. This expectation is outlined in Lesson Expectations given to teachers at our first English Department meeting in August. All teachers received two copies of the Lesson Expectations which state that lessons must be student-centered and not teacher directed.

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?

To date, based upon formal classroom observations, at least 75% of English teachers meet these expectations.

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

Teachers who engage in teacher-directed lessons are directed to observe lessons conducted by colleagues who successfully teach student-centered, interactive lessons. The observing teacher is told to take notes during the observation and report back to the AP/Supervision what he/she observed and how he/she will implement at least one interactive strategy with his/her students. Professional development is planned and implemented on a monthly basis for all English teachers and smaller group meetings with struggling and new teachers take place monthly to introduce and reinforce the use of student-centered strategies.

2B – Mathematics Instruction

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

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

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

In the Mathematics Department, the teachers use the ‘Workshop Model’. In this model, direct instruction is one component of the lesson that is the “Mini-Lesson’. This is the only time that direct instruction is sanctioned. These expectations are outlined to each teacher at the beginning of the school year, in August. The lesson plan template given to and discussed with the teachers is adhered to. The lessons are expected to be student-centered.

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

Applicable Not Applicable

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

2B.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 ongoing professional development and meetings with teachers, ideas are shared so that direct instruction does not dominate our mathematics lessons. Although the majority of the mathematics teachers adhere to this request, some are still having difficulties integrating student-centered activities into their lessons.

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.

Teachers who engage in teacher-centered lessons are instructed to observe colleagues who conduct student-centered, inquiry-based and interactive lessons. They are required to take notes on strategies observed and report back to the AP/Supervision at least one strategy observed that they will incorporate in their lessons. Professional Development is also conducted to help the inexperienced as well as the struggling teachers.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Every year, the AP/Organization compiles a listing of the few staff members who leave and places them into a table with various categories based upon the reason for them leaving (e.g. retirement, transfer, discontinuance).

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?

With a staff of nearly 170 teachers, our school experiences, on average, less than 5% turnover from year to year. We have a strong Teacher Center staffed with one full-time and one part-time staff developer who work with our teachers to develop their pedagogical skills. We ensure our teachers have the materials they need to be successful in delivering their lessons to our students. The administration works closely with staff to ensure their professional needs are being met. As a result, teacher turnover is relatively low.

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.

Not Applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

- **Review the number of teachers with specialized training: QTEL, WestED, SIOP.**
- **Review teacher sense of inclusion in the PD offerings.**
- **Continue to post and email announcement for events.**
- **Continue to offer support to promote the training.**

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?

- **Teachers regularly engage in in-house and off-premises PD.**
- **Numerous teachers are trained in QTEL methodologies.**
- **Teachers have engaged in visitation of other schools and their programs.**
- **Teachers receive postings offering PD during vacations in their mail boxes once posted in the Principal's Weekly.**
- **A dedicated staff developer works specifically with the ESL teachers.**

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.

Not Applicable.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

- **Review the different data used to assess the proper placement of the ELLs.**
- **Review the distribution processes that inform the teachers of their students' strengths and weaknesses.**
- **Review the lesson preparation and execution in ELL classes to ensure that differentiated methodologies are employed.**

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?

- **Teachers receive NYSESLAT scores as soon as they are available.**
- **ELLs are provided with the Gates-MacGinitie reading assessment as an additional measure of ability.**
- **The school has recorded the students' academic and biographical background on a school-specific report known as the ELL DNA. Teachers have finger-tip access to NYSESLAT, Grade 8 ELA, last semester courses and grades, current semester courses, Gates-MacGinitie results, attendance percentage, years of service, SIFE status, and success on Regents from content area classes.**
- **Guidance counselors of ELLs and grade advisor have the same information to facilitate programming.**
- **Specific PD dedicated to incorporating differentiated instruction has been conducted in cooperation with the Learning Support Organization and the UFT Professional Development center.**

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.

Not Applicable.

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.

Curriculum:

To improve educational outcomes for special education students with complex needs and developing collaboration among educators for all students , general and special education teachers work together to offer CTT classes in the 9th and 10th, 11th and 12th grades by providing block scheduling in the four content-areas (Math, English, Science and Social Studies). All SWD are mainstreamed for physical education, art, music, and ESL services. Self Contained classes run parallel to mainstream classes.

Professional Development:

The teams of Teachers have received in-service training on Collaborative Team Teaching and Motivating Students in an Inclusive Environment by outside vendors as well as on-site for monthly staff development. Differentiated Strategies within models of Co-Teaching include but are not limited to varied questions, graphic organizers, journals, learning logs, summarization, reflections, and group work.

School wide Departmental and Faculty study groups have addressed student centered activities by using differentiated instruction and the workshop model for instructional planning.

Encouraging and supporting the training of special education and regular education teachers to integrate technology by training staff members on the use of the SmartBoard and the placement of the SmartBoard for instruction in Room 305 and 309; Training teachers to use School Island as a teaching resource and School Messenger for parental notification.

Staffing:

Special Education Teachers are departmentalized for monthly department study groups and staff is encouraged to schedule inter- visitations. Teams are assigned common prep periods and new teachers have mentors to support their planning. The entire faculty is invited to participate as needed in IEP meetings, EPC meetings and MDR's to assess student gains and to provide up to date information, resources, materials and current IEP data. An IEP Teacher is available for coverage of a class so that teachers can attend.

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?

- **We have twenty CTT Teams and sixty four CTT students. We provide a self contained program to 153 students and SETSS to 166 students.**
- **SWD's are scheduled with accommodations for state assessments as mandated toward a high school diploma.**
- **2007-2008 Progress Report rated Special Education Services with exemplary proficiency gains of 27.7% toward closing the Achievement Gap.**

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.

Not Applicable.

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

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

Please respond to the following questions for Key Finding 7:

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

- **Monthly meetings of the Pupil Personnel Team and the Least Restrictive Environment Team are designed to facilitate and support the integration of all students as well as training staff regarding systematic levels of intervention strategies.**

- Training outside of the building and during other department study groups included the training of personnel on the procedures to follow to write effective Individual Education Plans (IEP) and conduct effective and efficient IEP meetings is on going.
- During a faculty meeting, a Power Point presentation was given titled “Supporting Students with Disabilities Chapter 408”, sent as a memorandum and in the Weekly Newsletter, instructions were issued to all Staff members clarifying the Chapter 408 mandate and is on going.
- IEP information is recorded on IEP Pro and is available for staff members to review as a "Read only" file as well as in the Daedalus program.

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

Applicable Not Applicable

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

- **We have teacher signatures documenting their participation in the Annual Review Process, and in the Educational Planning Committee meetings.**
- **SEC report indicates Annual Review compliance**

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

Not Applicable.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

12 students

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Additional supplies, AIS, and guidance counselor follow-up with students in STH and their families.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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