



GROVER CLEVELAND HIGH SCHOOL

2009-10 (CEP)

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

SCHOOL: 24Q485
ADDRESS: 2127 HIMROD STREET, RIDGEWOOD, NY 11385
TELEPHONE: 718.381.9600
FAX: 718.417.8457

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE _____	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE _____	4
SECTION III: SCHOOL PROFILE	
PART A. NARRATIVE DESCRIPTION _____	5
PART B. SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT _____	10
SECTION IV: NEEDS ASSESSMENT _____	13
SECTION V: ANNUAL SCHOOL GOALS _____	21
SECTION VI: ACTION PLAN(S) _____	22
<u>REQUIRED APPENDICES TO THE CEP FOR 2009 – 2010</u>	
Appendix 1: Academic Intervention Services (AIS) Summary Form _____	27
Appendix 2: Program Delivery for English Language Learners (ELLs) _____	30
Appendix 3: Language Translation and Interpretation _____	41
Appendix 4: NCLB Requirements for Title I Schools _____	43
Appendix 5: NCLB/SED Requirements for Schools in Need of Improvement (SINI) and Schools Requiring Academic Progress (SRAP) _____	52
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 _____	55
Appendix 8: Contract for Excellence (C4E) School-Based Expenditures for 2008-09 _____	67
Appendix 9: Title I, Part A – Support for Students in Temporary Housing (STH) _____	68

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q485 **SCHOOL NAME:** Grover Cleveland High School

DISTRICT: 24 **SSO NAME/NETWORK #:** ICILSO - CFN13

SCHOOL ADDRESS: 2127 Himrod Street

SCHOOL TELEPHONE: 718.381.9600 **FAX:** 718.417.8457

SCHOOL CONTACT PERSON: Dom Scarola **EMAIL ADDRESS:** dscarol@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
	Brian Gavin
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Dom Scarola</u>
PRINCIPAL	<u>Brian Gavin</u>
UFT CHAPTER LEADER	<u>Ruth Hernandez</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Luisa Nunez</u>
STUDENT REPRESENTATIVE(S) <i>(Required for high schools)</i>	<u>Alexandra Mormon</u>
QUEENS HIGH SCHOOL SUPERINTENDENT	<u>Francesca Pena</u>

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
Dominick Scarola	*Principal or Designee	
Brian Gavin	*UFT Chapter Chairperson or Designee	
Ruth Hernandez	*PA/PTA President or Designated Co-President	
Tammy Kruitoff	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rose Maria LaMalfa	DC 37 Representative, if applicable	
Luisa Nunez Alexandra Mormon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Debra D’Angelo	Member/Parent	
Nancy Miranda	Member/Parent	
Stephanie Orengo	Member/Teacher	

* Core (mandatory) SLT members.

SUBCOMMITTEE MEMBERS

Thadia Louis	Member/APO
Michelle Maniscalco	Member/Secretary (non-voting)

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.

Mission Statement

We believe that all students can achieve high goals. We take pride in inspiring students to grow academically, socially, and morally. Our mission has a three-pronged approach to shaping each student into a well-rounded individual. It is our belief that educators should help young people to develop high moral character, be academically prepared, and become socially adjusted. We help students work towards their fullest potential by creating an environment that meets all their needs.

Children's Mission Statement

As students, we are committed to taking an active role in our education and to developing the personal skills that prepare us for the future.

Parent Mission Statement

As parents, we are committed to making education a priority by supporting our children and teachers through active participation in the educational process at school.

What is distinctive about your school?

- Sense of community, with a traditional and caring environment with a long neighborhood history
- All school constituents work well together towards one goal – student success
- Only five principals in 79 years reinforces stability in school and the community
- Print rich environment that continually celebrates student achievement and work.
- Safe and secure environment with an active and patrolling staff.
- Unified and diverse student and staff population
- Many staff members are Cleveland graduates
- Large and highly functional ESL and bilingual Spanish program
- 70% of our population are current or former ELL students
- Student academic, social and emotional needs are addressed in a collaborative approach
- Willingness and courage to change and to implement statistically sound teaching approaches and methodologies based on student data and needs without being “told” to do so.
- Our vision resource room, one of few in the city
- Email accounts for all our staff not just teachers
- Anti-Defamation League Campaign
- Gym class that certifies students as life guards
- Large contingent of student employees through LEARN Program
- Host of Annual Citywide Science Olympiad
- NY Times Scholarship /Posse Scholarship/Seinfeld Scholarship winners yearly
- Over six million dollars in scholarships offered yearly
- Very large and active Key Club which does community service

Departmental Distinctive features:

ELA - The Communication Arts Department is unique because we afford our students varied opportunities to showcase what they know. If one enters an English classroom, he/she will see student centered lessons; whether it is the Writers' Workshop, Regents Prep classes or an array of electives such as: Multicultural Literature, Latin American Literature, Poetics, Journalism, Yearbook, Great Literature or Theatre Production. We realize that effective communication is acquired by practicing models of verbal and written expression. For that reason, you will see students act out scenes from plays, read poetry, essays or stories they have written or even deliver speeches based on research they have done. In addition, we address the needs of accelerated students. We offer Honors and Advanced Placement classes. Our students can take A.P. Language and Composition and Literature and Composition. In addition to addressing the needs of our accelerated students, we also offer the Writers' Workshop Program for the on level ninth graders. This program takes the approach of writing as a process and an experience. Students explore an array of literacy genres and they write their own. With the struggling reader, we provide ninety minutes of instruction. This dedication of an additional period affords the students to work on reading stamina through Independent Reading. The teachers use many strategies to build the students' reading and writing skills. Ultimately, our struggling readers do pass the English Regents.

The Communications Arts and Music Departments work closely together to produce various theatrical productions. Each year, the Theatre students showcase their talents via the Cabaret and the Spring Musical.

The Music Department is working diligently to expose and provide our students with true music appreciation opportunities. When they leave our portals, many of our students can play an instrument that they were introduced to during their high school career. We offer Piano, Guitar, Orchestra and Voice training.

Math - As a large school, we have the flexibility to differentiate student placement in mathematics catering to our students' needs. Every student at Grover Cleveland High school is encouraged to study four years of mathematics. Although four years of study equates to 4 units or eight credits, many of our students graduate with six units or twelve credits. The students that have accelerated in mathematics, taking their first Mathematics Regents in middle school, can earn more than four units of study. Besides Math B, Integrated Algebra, Geometry, and Algebra 2 and Trigonometry we also offer elective courses such as Intermediate Algebra, Trigonometry, elementary statistics, Calculus, AP Calculus AB, AP Calculus BC, AP Statistics. Our elementary Statistics course is sponsored by LaGuardia Community College's College Now Program. We offer Spanish bilingual mathematics classes at the exiting examination levels. English language learner mathematics classes are offered for our ELL students at all levels. All incoming ninth grade students not meeting the standards, scoring two or below on the eighth grade mathematics assessment, are programmed for four semesters of Integrated Algebra. Twelfth grade students that have not yet passed the exiting Regents Examination are scheduled for two periods of mathematics. These twelfth grade students are provided with academic intervention services through LaGuardia Community College. Explore learning online tools are used to provided academic intervention on an individual basis, through the learning goals. We want our students to be at a level of comfort in their mathematics classes, whether they need academic intervention services or they are accelerated, each and every student is programmed according to his/her needs. Extensive tutoring during are offered during the school day for our students so that they can all excel in mathematics.

Social Studies - The Social Studies department at Grover Cleveland High School offers all state mandated history courses. We offer on and off track classes to meet the need of our student body, as well as Regents preparation classes. All classes are offered in Spanish and adapted for our diverse ESL population. Advanced Placement courses in US History and Government and Psychology are also included for our accelerated students. Regents prep classes are offered and students receive elective credits for students who have been unsuccessful at achieving a passing grade. In addition, we offer a variety of elective courses such as Constitutional Law, Criminal Law, Criminology, Psychology, sociology, and Women in History. These classes can assist our students in obtaining Regents Diploma Credit.

The Social Studies Department offers a variety of extracurricular activities for students to participate in. They include the following: Mock Trial Club, Lincoln – Douglas Debate Team, College Now, Young Black Americans Club, Global Studies Regents Review, U.S. History Regents Review, Various out of state weekend trips, Conflict Resolution, Key Club, Euro Challenge, WiSE Financial Literacy Program. Tutoring is also provided during and after school and on Saturdays.

Science - The science department prepares students for the regents exams in Living Environment (Biology), Earth Science, Chemistry and Physics. We also offer students Advanced Placement Biology and on alternate years, Advanced Placement Chemistry, Physics or Environmental Science. We have an active research program for 10th graders who learn the methodology to compete in the Intel, Quality of Life and New York City science fairs and competitions. Student projects are conducted with renowned mentors and address topics such as pollution, asthma rates and animal behaviors. We offer a plethora of science electives including zoology, plant science, marine biology, forensics, oceanography, environmental science, geo-hazards, physiology and anatomy, astronomy and space science. We have an active Science Olympiad team competing each year among the other quality high schools in New York City. We have once again entered the International Bridge Building completion and won six of the top 10 positions in the regional competition and sent two students to Seattle Washington for the International Competition. We are planning to introduce two new CTE programs in the near future—Plant Science and Forensics.

Technology - Grover Cleveland is a participating school in the National Academy Foundation, offering an Academy of Information Technology. This three year program introduces students to careers in the computer industry including web design, hardware and systems and database management. Our database management program is one of two in the city certified by industry leader Oracle. Students have the opportunity for a summer internship between their junior and senior years or may opt for a college course at DeVry Institute. Students take industry certification exams at the end of their senior year. Over 90% of our AoIT students graduate with a Regents diploma. Our school's program is considered one of the 'top' AoIT programs in the country and has been recognized as such through the NAF organization. The program has finally been placed in the High School Directory and we have welcomed our first Freshman Tech class this year.

ESL/FL - The English as a Second Language (ESL) department is dedicated to prepare the immigrant student to successfully integrate a new culture by designing instruction to develop skills in the listening, speaking, reading and writing of the English language. The courses we offer integrate the expectations of both The New York City Performance Standards and the New York City Curriculum Frameworks. We provide a rigorous English curriculum which helps them to communicate with others and pass the Comprehensive English Regents Examination. The department not only provides students with the opportunity to learn the four language acquisition skills, (listening, speaking, reading and writing), but it also promotes awareness, knowledge and appreciation of other cultures. Our goal is to prepare students to be fluent in order to access greater career opportunities in our new global society.

Our ESL Department is also committed to interdisciplinary cooperation and collaboration. The study of English is best accomplished through content area instruction where language acquisition is taught and fostered through academic language. We are one of the first schools to embark in an ESL/Social Studies program. This program is comprised of a double period instruction with one ESL teacher and one Social Studies teacher delivering academic language through the Social Studies content using ESL methodology. During the 2009-10 school year the program has expanded to the second year of Global studies as well.

The ESL department has also aligned instruction with the Science department. The program is currently offered to ESL students in the beginner levels of English and in freshman science classes. The Science teacher works in collaboration with the ESL teacher and both share the same students. The ESL class focuses on teaching the Science academic language through a content based curriculum that infuses Science topics and Science specific alternate text. The Science teacher teaches the content infusing ESL methodology.

It is with great pride and honor that we are educating our students to communicate on a more global level in order to become active citizens of the 21st century. Now modern technology has given us a myriad of tools to foster individual learning. Our ELLs (English Language Learners) have been participating in the Achieve 3000 on-line reading comprehension program during and after school. This program provides individualized instruction tailored to each student's reading level and customized writing exercises and listening comprehension support, all in an online environment.

Our Achieve 3000 program is designed to target our long term ELLs in the intermediate levels of ESL and in the ESL/Social Studies program. The program affords support in moving out of the L2 stall. Students use the program in class twice a week and can access all the materials online from any computer that has internet access if they wish to do supplementary exercises or extra homework. Our after-school/Saturday academy also utilizes the Achieve 300 program. Our Spanish native language students can also work in the Spanish version of this program.

Studying a foreign language entails exploring a way of life, a different culture and the traditions of other people. The courses we offer in our Foreign Language department provide our students with an opportunity to acquire considerable sophistication in the language they study and to become successful in a diverse cultural, social and economic environment. The department has developed a foreign language instruction program to meet the specific needs of our student population; a set of expectations for all students. Our program has a bilateral structure that meets the needs of both the native speakers and non-native alike. All three of the languages we offer, Spanish, Italian, Polish, provide students with the opportunity of an exiting Regents exam. The Spanish language program also offers Advanced Placement classes.

Regardless of the level of instruction, a variety of methods and approaches are incorporated to achieve both communicative and written competency. Some of the language learning methods employed are Balanced Literacy, whole language approach, Writers Workshop and the communicative approach.

The instructional objectives of these classes are to develop the four language skills: listening, speaking, reading and writing. At the *advanced* level, ELL students analyze and formulate judgments about literature, use elements of the writing process, and analyze, synthesize and evaluate information. As a result, our Foreign Language/ESL department is consistently successful in maintaining high-passing percentages on the Comprehensive Spanish and Italian Regents exams. In addition, our Advanced Placement exams consistently reflect the top passing scores. A varied number of strategies, activities and materials are brought into the classroom to differentiate instruction: cooperative learning, audiovisuals, SMART boards, newspapers, videotapes and computers labs. Technology is infused throughout the foreign language /ESL program.

The Foreign Language /ESL department is committed to serve the diverse needs of the multi-lingual ELL population by providing trained staff, appropriate instructional programs and materials. Support services and staff development workshops are provided in order to enable these students to achieve academic progress as their language skills develop. We believe in maintaining the heritage and native languages of our students while helping them learn a new language. The ability to communicate in a second language enables us to understand the hopes, dreams and visions of others around the world. The study of languages prepares today's youth for tomorrow's opportunities by supporting academic language across content, developing cross-cultural understanding, which in turn will make them more competitive in a global marketplace.

Our ESL/Foreign language department is also responsible for hosting a multicultural event that engages the entire school. Our Winter Festival brings students, faculty, parents and community together in a celebration of cultures through dance, theatre, national costumes and music. This event unites the entire school in a celebration of diversity.

Instructional Support - Our Instructional Support Department and staff provide students with a variety of programs that actively engage and meet individual social, emotional and academic needs of our students with special education mandates. These programs are: Special Class, Special Education Teacher Support Services, Related Services Only and Integrated Co-teaching. Related services provided include: Counseling, Speech and

Language, Occupational Therapy, Physical Therapy, Hearing Services, Vision Services and Orientation and Mobility. We are extremely proud of our Vision Resource Room that not only provides students who are visually impaired with Braille or large print services but, also, with technological and adaptive equipment and materials. Students in special classes are afforded both Regents level classes and vocational opportunities. In class guidance workshops are held twice a year with all ISS students by our grade advisor and transition coordinator. Transition from school to the world is provided for all school leavers. For those who need, the Wilson Reading Program, an Orton-Gillingham based program is available. Our ISS department functions as a school within a school and its staff provide students with a family atmosphere that encourages high expectations.

Achieve Now Academy - The Achieve Now Academy is an alternative course program of Grover Cleveland High School offering students at risk of not meeting educational requirements the opportunity to become successful in school. Currently, students who are not keeping pace with their potential credit earnings may be placed into this accredited program in order to assist them in earning the number of credits necessary for promotion to a higher grade level. One of the primary goals of the Achieve Now Academy is to help students graduate from high school in a timely manner in preparation for college and/or other post secondary education career training.

The Academy offers reduced class size, a student centered learning environment, and counseling and support services designed to assist students in earning high school credits and returning to the earlier day school program at Grover Cleveland High School. Former Academy classes have yielded excellent results. Approximately 95% of incoming students increased their grade level credit status upon completion of one year in the program.

H & PE - We offer 26 Varsity and Junior Varsity Teams. Student athletes participate in the Fall, Spring and Winter Seasons. Our teams belong to the Public Schools Athletic League and play against other schools mainly from Queens. Our Physical Education program allows students to select their physical education class. Classes include: Boys basketball, Coed volleyball, Aerobics, Weight Training, Seasonal Activities, and Girls and Boys Swim classes.

We offer Health Education to our incoming freshmen. Topics covered include: Tobacco, Alcohol and other Drugs and their prevention, Emotional and Mental Health, Improving Healthy Behaviors, Health and Nutrition, Human Sexuality and STDs and HIV, and Violence and Injury Prevention.

We have had 10 division winners over the last four years. Those teams include: Girls and Boys Bowling, Tennis and Volleyball. The Girls Tennis Team won the City Championship five years ago and the Boys Volleyball Team lost in the City Championship two years ago. This past year we were able to offer a lifeguard certification class. Many of our more experienced swimmers took the class and were able to work as lifeguards during this past summer.

Guidance - The guidance department at Grover Cleveland High School bustles with activity throughout the day. Counselors are regularly addressing the academic, social/emotional and post-secondary needs of all our students. Our department is staffed with seven academic guidance counselors, two related-services guidance counselors, two social workers and a college advisor. We work with struggling students while encouraging all students to challenge themselves academically to ensure that they are prepared to be competitive in college, or the work force. We boast a very creative team dedicated to building and supporting programs that enhance students' chances for success in high school.

Security - The security and well-being of our students, faculty and staff are utmost in the minds of all involved. A large part of the Grover Cleveland High School security paradigm is the use of metal scanning which is performed on all individuals entering the building. Also, live closed circuit cameras with twenty four hour recording capability are present in almost all parts of the interior of the building, as well as certain key points on the buildings exterior. School administration places a major emphasis on students getting to class in time and utilizes all security personnel towards this endeavor. Through the use of all of the resources at its disposal, school administration goes to great lengths to maintain and improve school tone and scholarship by providing a safe and secure atmosphere where meaningful teaching and learning can take place.

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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of "Principals' Weekly.")

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Grover Cleveland High School							
District:	24	DBN:	24Q485	School BEDS Code:	342400011485			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		79.5	79.2	80.2	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 3	0	0	0		94.6	93.3	92.2	
Grade 4	0	0	0	Poverty Rate - % of Enrollment:				
Grade 5	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Grade 6	0	0	0		41.8	43.2	41.4	
Grade 7	0	0	0	Students In Temporary Housing - Total Number:				
Grade 8	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 9	1036	959	815		7	7	47	
Grade 10	951	944	828	Recent Immigrants - Total Number:				
Grade 11	484	474	517	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Grade 12	552	535	586		171	166	175	
Ungraded	28	34	25	Special Education Enrollment:				
Total	3051	2946	2771	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
# In Self-Contained Classes	155	143	141	Principal Suspensions	329	335	292	
# In Collaborative Team Teaching (CTT) Classes	16	28	29	Superintendent Suspensions	82	46	51	
Number all others	137	142	148	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	459	
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0	
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# In Transitional Bilingual Classes	365	370	356	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
# In Dual Lang. Programs	0	0	0					
# receiving ESL services only	244	230	250	Number of Teachers	136	152	153	

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	38	32	Number of Administrators and Other Professionals	38	43	45
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	121	150	126	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.0	74.5	79.1
				% more than 5 years teaching anywhere	54.6	56.7	62.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.0	78.0	80.0
American Indian or Alaska Native	0.2	0.2	0.2		90.5	90.6	94.3
Black or African American	3.9	3.8	4.2				
Hispanic or Latino	65.7	66.9	64.9				
Asian or Native Hawaiian/Other Pacific Isl.	6.3	6.2	6.8				
White	23.9	22.8	23.1				
Male	52.0	53.0	53.7				
Female	48.0	47.0	46.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR Identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School In Need of Improvement (SINI) – Year 1						
	School In Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year						
√	School Requiring Academic Progress (SRAP) – Year 6						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C	Overall Evaluation:		√			
Overall Score:	48.7	<u>Quality Statement Scores:</u>					
Category Scores:		Quality Statement 1: Gather Data		W			
School Environment: (Comprises 15% of the Overall Score)	7.6	Quality Statement 2: Plan and Set Goals		√			
School Performance: (Comprises 30% of the Overall Score)	8.7	Quality Statement 3: Align Instructional Strategy to Goals		W			
Student Progress: (Comprises 55% of the Overall Score)	30.4	Quality Statement 4: Align Capacity Building to Goals		W			
Additional Credit:	2	Quality Statement 5: Monitor and Revise		√			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - if more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

SECTION IV: NEEDS ASSESSMENT

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

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

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

What the school does well (from our 2008-09 QR)

- The principal's good quality leadership and management provide the vision and drive for continuous school improvement.
- The principal and assistant principals form a highly effective team in providing clear systems and structures that create a safe and supportive environment for learning to take place.
- The teachers work well in teams to plan the curriculum and instruction and demonstrate high levels of professional dedication in supporting students in their academic and social development.
- The school uses its sophisticated data systems well to monitor student progress and to create improvement strategies for individuals and groups of students.
- The school curriculum provides a wide range of exciting, creative and challenging learning opportunities for students.
- Parents have high praise for the quality of education, the safe environment and the caring culture in the school.

What the school needs to improve (from our 2008-09 QR)

- Strengthen strategic plans through more consistency in the use of measurable improvement goals at whole-school, subject and classroom levels based on the students' present and projected achievement outcomes.
- Establish more consistent use of interim benchmarks to monitor the progress made in achieving long-term goals and in ensuring increased student success in their accumulation of credits.
- Develop systems to create more consistency in the setting of short-term learning goals to provide students with a clear understanding of their next steps of learning and how to achieve them.
- Continue to develop the differentiation of instruction and learning activities by providing teachers with the opportunity to experience and share best practices that already exist in the school.

A trends analysis was conducted of our school's Overall Accountability Status spanning the last four years from the 2006-07 through 2009-10 for Math and English. The analysis shows that for Secondary-Level Mathematics (see chart on page 21), each year our student Performance Indices demonstrated an upward trend in most sub-groups. The performance of students in the "All Students, SWD, Hispanics and Economically Disadvantaged" subgroups has gone up in each year. However, the Asian, White and LEP subgroups demonstrated progress for 3 of the 4 years noted in this analysis.

A trends analysis for Secondary-Level English (see chart on page 21) indicate that the Economically Disadvantaged subgroup demonstrated continuous growth in their performance index. While performance in remaining subgroups was less consistent, an analysis of student performance trends from 2006-07 through 2009-10 demonstrated improved performance for the following subgroups All Students (+17), SWD (+22), Asian (+28), Hispanic (+10), White (+27) and LEP (+38).

Due to a ever increasing Effective Annual Measurable Objective (EAMO) target, our school did not make AYP in several sub-groups this past year. An intensive assessment of the current (L) graduating cohort has been done and all teachers/assistant principals are working in collaborative teams to address those students who are deficient in meeting the state standards.

Departmental Needs Assessment:**1. What student performance trends can you identify?****ELA**

- The trend that seems to be prevalent is the fact that more students who were reading below their grade level when entered high school are passing the English Regents with 65 and above. Last year, over seventy five percent of the Ramp-up students earned 75% or better on the Regents
- There is a steady movement of positive student performance on the English Regents due to specific targeted skill building. The January Regents scores tend to be higher than that of the June because of two factors:
 1. More repeaters take the exam in June then in January
 2. The top performing students from the junior classes are selected to take the exam early (January).
- In general, our students have mastered the formulaic approach we have taught when writing for the ELA exam.
- On a down side, our students are finding it challenging to do Task III of the ELA exam for the following reasons:
 1. They do not remember the literature they studied in the past
 2. They are weak at proving how the controlling idea is developed in the literature presented. The responses are generally vague and are not developed.
- The same is also true for Task IV. They have to do the critical lens essay where they are asked to interpret a quote and support their interpretation with two works of literature. The students are expected to think and write critically. In order to master these two parts, our students must become more analytical.
- In analyzing the (2009-2010) School Accountability report there has been a decline in meeting the AYP in several sub-groups in the area of English Language Arts. In the past three years, we have instituted institutional and programming strategies to help our students meet proficiency on the English Regents. The scores on the English Regents have maintained steady upward growth, but there still remains a need to get our major sub-group; Hispanics/Latinos to meet language proficiency. Because many of the students in this category have not acquired language acquisition by their senior year, it remains a challenge to get them to pass the Regents within the allocated time. Last January 2009 for instance, we programmed the lower level ELL students to take the English Regents because they were a part of the 2009-2010 cohort. The state proficiency statistics for that particular exam was 53.64 % compared to 74% (passing with 65 % and above) the year before. In studying the statistical trends, it is clear that January scores are statistically lower than June scores because the January Regents consist of students who are retaking the exam while June scores represent students who are on track and are taking the exam for the first time. In addition to the Hispanic and Latinos being an area of concern, this year the disaggregated data show deficiencies in the following subgroups: White, students with disabilities and Limited English Proficiency. We were able to meet AYP in the following sub groups; Asian or Native Hawaiian/other Pacific and Economically Disadvantaged.

Math

- The January and June passing percentages have remained stagnant since the implementation of the new Integrated Algebra curriculum.
- Among the graduation cohort students of 2006, 2007, and 2008; 85.8%, 87.9%, and 86.6%, respectively, passed the exiting Mathematics Regents Examination.
- The most recent (2007 – 2008) School Accountability report indicates that we are a school requiring academic progress in mathematics year 5, for the 2008-2009 school year. The disaggregated data show deficiencies in the following subgroups: Hispanic and Latino, Limited English Proficiency, and Economically Disadvantaged.

Social Studies

- Smaller class size is more personal and increases student performance
- Regents review classes increase passing percentages on State Regents exams
- Absenteeism tends to lower the moral and scores of students
- Tutoring will better prepare students for exams and success in their classes

Science

- Lack of critical thinking abilities
- More students are completing labs
- Many students are over achievers and bite off more than they can chew (AP classes, Arista, Key Club) and then want to drop classes rather than giving up extra-curricular activities
- Students are happy with a '65' and won't exert themselves for higher grades
- Only the best and brightest are offered AP classes
- Students are finding it more and more difficult to complete tests and quizzes in time allotted (exams haven't changed in length from years past)

Instructional Support

- For the 2006-2007 SED school report card, there was an insignificant number of students with disabilities to be considered a subgroup. As per the 2007-2008 SED, AYP with safe harbor was met in ELA and Mathematics for students with disabilities. Criterion for graduation was met. 2008-2009, AYP was not met in Mathematics or ELA for students with disabilities subgroup. However, for our students with disabilities (55) of the class of 2009, 41.8% (23) passed the ELA Regents Examination with a 65 to 84 and 29.1% received a score of 55 to 64 (16). For mathematics, 25.5% (14) passed the regents examination with a 65 to 84 and 45.5% (25) received a score of 55 to 64. The various general education departments continue to include students with disabilities in planning classroom instruction, enrichment and academic interventions.

ESL/FL

- Smaller class size is instrumental to successful language acquisition
- Students enrolled in the L10 class have a higher rate of success in the ELA Regents
- Student data supports the success of our Achieve 3000 reading program
- Seniors in low intermediate levels of ESL need an additional level appropriate Regents prep class
- ESL/Social Studies content classes increase the academic language proficiency of ELLs
- Above standards success in the high intermediate and advanced Spanish native classes have direct correlation to the second language acquisition of English
- Students completing the Regents track for Native Language (Spanish) are best prepared for the rigor of Advanced Placement classes in language
- There is a need for informational and motivational assemblies with our ESL student body

Achieve Now Academy

- Specifically to ANA: Student Attendance increase across the board
- General: High correlation between improved attendance and improved academic performance
- Specifically to ANA: Non-performing students can greatly affect other students and the tone within the classroom setting – the same can be said positively concerning well performing/effort producing students

H & PE

- Scholarship report has improved.
- Elimination of 3/2 classes and a change in grading rubric have had a positive effect
- Early intervention with students that are failing and allowing them to make up class time after their school day is done has helped improve scholarship report

Security

- Recidivism rates

Departmental Needs Assessment:**2. What have been the greatest accomplishments over the last couple of years?****ELA**

- Getting teachers to adapt a formulaic approach to teaching writing for the ELA exam
- Getting teachers to use the workshop model more often
- Fostering print rich environment
- Teachers have made a greater effort to inform parents of student needs
- Teachers are communicating and sharing ideas freely without being told
- Teachers are addressing skill building more than just talking about literature.

Math

- The greatest accomplishment over the last couple of years, in mathematics, is making our AYP in the 2007-2008 SED school report card.

Social Studies

- Addition of an Advanced Placement Psychology class and a 50% passing rate
- Recipient of Blue Star Status from WiSE Financial Literacy Program
- Creation of the GSELL Program
- Providing more elective classes which can be used for Regents Diploma
- Increased academic intervention services (tutoring, prep classes, repeater)
- Debate Team was the winner of Lincoln-Douglas Debates

Science

- Development of our technology (AoIT) program
- Inclusion in the REACH awards program (AP exams)
- Use of technology in the classrooms (LCD projectors, SMART boards, lap tops, Test generators, Edugame, use of electronic grade books, etc)
- Science Research Program
- Freshman Houses
- Science Olympiad and International Bridge Building Competition
- Student work exhibited throughout the building

Instructional Support

- Full menu of services, Wilson reading program, professional growth, Teacher and Related Service Provider Personal goals that relate to department and school goals, Student (personal) goals are being set in every subject class and with every related service. Making AYP with safe harbor for 2007 – 2008 in both ELA and Mathematics for the subgroup of students with disabilities.

Achieve Now Academy

- Greatly improved atmosphere- Orderly, Disciplined, Safety
- Implementation / Outreach for at risk students: ANA Program, Extended Day
- Having students get back on tract and successfully graduating from high school

ESL/FL

- Increased success in the ELA Comprehensive Regents by identifying LTELLs and providing them with an additional Regents prep class (L10)
- The early identification of long term ELLs in order to provide them with support services through innovative and proactive programs: EAGLE, ESL 10; (additional ESL Regents prep class for long term ELLS)

- The early identification of low level ESL students struggling with the demands of the Global SS curriculum; resulting in the pilot: GSELL (team teaching-ESL/Global team in a double period of ESL content intensive curriculum).
- The Achieve 3000 after-school/Saturday pilot for our struggling ELLs
- ESL/ Parent Title III After-school /Saturday program
- Consistent success in our LOTE Comprehensive Regents.
- The award of grant monies to support ESL instruction

H & PE

- Added two teams to our sports program (Girls Cross Country and Wrestling). Sports assist in improving student attendance due to the eligibility requirements.
- Sports help students accumulate credits. Students must have a minimum of eight credits from the previous school year in order to participate on a team.

Security

- Providing a safe and secure environment where meaningful teaching and learning can take place, working as a team and providing the principal with the best information possible in order to assist him in making informed decisions
- Anti-Gang initiatives
-

Organization

- Improvement of safety and security
- Increased graduation rate
- Appearance of the building- cleanliness, upkeep
- Attracting and keeping qualified and motivated teachers

Departmental Needs Assessment:**3. *What are the most significant aids or barriers to the school's continuous improvement?*****ELA**

- Lack of attendance for many of our students remains a concern. The students who are attending school are getting the services they need. The students who failed the ELA Regents are placed in a special class to build skills. If they come to school, they will pass the Regents. Many of our "not tested" students in the cohort are not tested because they do not come to school. There needs to be more parental responsibility in this matter.

Math

- Poor student attendance is our most significant barrier.

Social Studies

- More professional development opportunities provided - aid
- Assignment of buddy teacher to newly hired teachers - aid
- Increase use of technology in the classrooms - aid
- Freshman House/Strategies blocked classes - aid
- Improving attendance - barrier
- Parental involvement - barrier

Science

- Lack of teacher time/ambition after school for clubs, tutoring, school activities, etc
- Smart Boards and Daedalus (good things)
- Non-inclusion of the AoIT in the HS directory
- Fewer 'well qualified' students in Math/Science program
- Ten period day which makes after school activities for students difficult
- Increase of Regents requirements to 65's on all exams
- Overwhelmed guidance counselors when programming is involved.
- Budget cuts creating:
 - Large classes
 - Not being able to afford a second lab specialist
 - Inability to bring in Fellows and other new teachers
 - No support at district/region level (ISC's)
- VTEA monies (a good thing) -- able to buy incidentals and PD and supplement club budgets.
- Lack of involvement by parents

Instructional Support

- Aids: Family like setting, small group instruction, a caring and competent staff, Goal setting that transcends from the needs of the whole school to the department to staff to our students
- Barriers: Poor student attendance, DOE restructuring – just when you begin to know the players and their roles

Achieve Now Academy

- Appropriate Funding, Qualified Teacher Candidates
- Insufficient funding
- Larger Issue: Competing with numerous social "ills", destructive cultural behaviors, the "System" failure to address fundamental problems

ESL/FL

- The support and collaboration between administrators of every discipline and our Principal -aid
- The support of our Principal in funding programs that address the needs of our ELLs : e.g GSELL project - aid

- The support of our Principal in infusing technology into our ESL and Language every classrooms: e.g. Achieve 3000 licensing funding for our native language students - aid
- Dedicated and professional teaching staff - aid
- The main barrier is the disconnect between the reality of our immigrant student language acquisition ability and the State mandated exams and time frames. Students arriving at our doors at age 18, 19, with a begging level of English, are expected to meet the same requirements as our US born students and in a very short period of time. All scientific evidence in the language acquisition process is in direct opposition to these dictates. This causes student apathy, discouragement and increases our long-term ELL population and decreases our pool of graduation candidates.

H&PE

- The Principal's relentless work ethic is a plus. His knowledge of the importance of physical education and health is a positive for the students and staff of our school.
- Our biggest negative is getting students to attend school on a regular basis. Subject specific tests such as the Fitness Gram and Vision Screening are negatively effected by LTA's and students that attend sporadically

Security

- NYCDOE bureaucracy, unrealistic goal setting by the NYCDOE, NYCDOE power vacuum at the regional level
- Individuals making important decisions on educational policy who have never ACTUALLY worked inside of a NYC high school
- A lack of meaningful parental involvement
- The corporate model that is used for school administration beginning at Tweed
- Students who don't understand the big picture as far their life choices and how it affects their future
- The breakdown of the traditional family model

Organization

- Lack of parental involvement is a barrier
- Negative community stigma is a barrier
- Use of technology by teachers, students and staff is an aid to continuous improvement

Student Group	2009-10 School Accountability		2008-09 School Accountability		2007-08 School Accountability		2006-07 School Accountability	
	Math 2005		Math 2004		Math 2003		Math 2002	
	Cohort	Performance Index						
All Students	654	149	643	147	no data	made AYP	556	136
Students with Disabilities	61	90	56	71	no data	made AYP	20	n/a
American Indian/Alaskan Native	0	n/a	1	n/a	no data	made AYP	1	n/a
Asian or Pacific Islander	49	188	45	191	no data	made AYP	50	166
Black (not Hispanic)	24	n/a	20	n/a	no data	made AYP	21	n/a
Hispanic	415	141	414	139	no data	made AYP	328	132
White	165	158	154	160	no data	made AYP	156	138
Limited English Proficient	160	137	147	140	no data	made AYP	91	107
Economically Disadvantaged	654	149	284	147	no data	made AYP	200	139
Multiracial	1	n/a	9	n/a	no data	made AYP	n/a	n/a

Student Group	2009-10 NYS Report Card		2008-09 NYS Report Card		2007-08 NYS Report Card		2006-07 NYS Report Card	
	English 2005		English 2004		English 2003		English 2002	
	Cohort	Performance Index						
All Students	654	152	643	153	572	no data	556	135
Students with Disabilities	61	113	56	91	12	no data	20	n/a
American Indian/Alaskan Native	0	n/a	1	n/a	3	no data	1	n/a
Asian or Pacific Islander	49	188	45	196	42	181	50	160
Black (not Hispanic)	24	n/a	20	n/a	20	no data	21	n/a
Hispanic	415	144	414	145	330	130	328	134
White	165	158	154	165	174	159	156	131
Limited English Proficient	160	111	147	129	143	121	91	63
Economically Disadvantaged	654	152	284	147	280	141	200	135
Multiracial	1	n/a	9	n/a	3	no data	n/a	n/a

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.

Annual Goal	Description (Rationale for the selection of the goal)
Goal 1: By June 2010, there will be an increase in the use of data to differentiate instruction for Students with Disabilities (SWD) and ELLs, which will result in a 1% increase in credit accumulation as measured by an HSST report.	Both the NYS 2008-09 Accountability and Overview Report and the 2008/09 Quality Review indicated a need to increase the use of data to differentiate instruction for SWDs and ELLs. This year our need assessment indicated a need to focus on our targeted subgroups. It is believed that this goal will result in accelerated gains for our ELL and SWD student population.
Goal 2: Throughout the school year, there will be an increased use of learning goals to promote improved student scholarship in English and Mathematics for on track ninth grade students, as measured by a 2% increase in scholarship on the HSST report by August 2010.	Based on an analysis of data from the 2008/09 NYC Progress Report, it was determined that in English and Mathematics , credit accumulation for our on track ninth grade students is lower than our current Peer Horizon. Therefore, through this goal instructional resources will be redirected to improve credit accumulation at the ninth grade level.
Goal 3: By June 2010, teams of teachers will use inquiry data, common planning and the sharing of best practices in content area ESL (social studies and science) instruction as measured by a 2% increase on the Scholarship report.	Based on an analysis of our Comprehensive Information Report (CIR), a part of the NYSED Report Card, a downward trend in students passing the Global Regents and Living Environment with a 65 was indentified. Therefore, instructional initiatives will be implemented to increase academic language acquisition and scholarship for our LEP students.
Goal 4: By August 2010, the graduation rate for the current cohort will demonstrate a 1% increase as measured by the 2009/10 NYC Progress Report.	Upon analyzing data from NYS 2008/09 Accountability and Overview Report and the 2008-09 NYC Progress Report. There is a need to focus on students in our targeted subgroups that are not graduating in four years. Therefore, school-wide initiatives and AIS to address student needs that will result in an improved graduation rate.

SECTION VI: ACTION PLAN(S)

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.*

2009-10 CEP ACTION PLAN – GOAL 1

<p>Subject/Area</p>	<p>ESL - ELL students</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2010, there will be an increase in the use of data to differentiate instruction for Students with Disabilities (SWD) and ELLs, which will result in a 1% increase in credit accumulation as measured by an HSST report.</p>
<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>	<p>Target population: CTT students, Included Resource Room students, ELL Students (GSELL, SELL, L3, L4) Responsible staff: Donna Williams, Regina Dominguez, Michelle Robertson, Evelyn Mosquea, Achieve3000 trainers Implementation timeline: fall and spring term – 2009-10</p> <ul style="list-style-type: none"> ✓ Data will be made easily accessible to all staff members <ul style="list-style-type: none"> ✓ Daedelus software allows all teachers current student data including credit accumulation, current and prior report cards, interim progress reports, 8th grade assessment scores, ELL status (if applicable), SPED status (if applicable), testing modifications (if applicable), IEPs (if applicable), attendance data, etc ✓ ARIS data software ✓ Teachers have model classrooms (204, 226 and 227) to visit and see “DATA IN ACTION.” ✓ Achieve 3000 data will be monitored by the ESL coordinator and department supervisor; (interim benchmarks will be discussed at monthly meetings) ✓ Interim data ascertained from Achieve 3000 downloads will help teachers address student strengths and weaknesses ✓ Interim assessments will be reviewed after each graded marking period (30 days)
<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"> ✓ Budget dollars have been set aside for Daedelus software and professional development ✓ ICI ELL team will work with our ESL teachers to improve teaching methodology ✓ Ongoing PD will be held for all staff utilizing Achieve 3000; Title III funds to be used
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of periodic review: Marking periods 2, 4, 6 - 3 times per term. Instrument(s) of measure: Lexile scores from Achieve 3000</p> <ul style="list-style-type: none"> ✓ Use of Achieve 3000 which differentiates instruction will be monitored through interim marking period data/scholarship reports ✓ PD and software will address how to maintain differentiation within a class with multiple levels of need ✓ Integration of data sources will be reviewed to allow for use of internal disaggregated data ✓ Formal and informal observation. Review of interim assessments to check for improvement in targeted grades and subgroups. There is an expected gain of one lexile (one grade) for the school year and an proportional interim gain during each marking period <p>Projected gains: .2 increase in lexile score (for each periodic review period)</p> <ul style="list-style-type: none"> ✓ A measurable gain of 2% in credit accumulation for students utilizing Achieve 3000 program

2009-10 CEP ACTION PLAN – GOAL 2

<p>Subject/Area</p>	<p>Math-ELA/Ninth Grade Students</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: Throughout the school year, there will be an increased use of learning goals to promote improved student scholarship in English and Mathematics for on track ninth grade students, as measured by a 2% increase in scholarship on the HSST report by August 2010.</p>
<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>	<p>Actions/Strategies:</p> <ul style="list-style-type: none"> ✓ Data will be made easily accessible to all staff members <ul style="list-style-type: none"> ✓ Daedelus software allows all teachers current student data including credit accumulation, current and prior report cards, interim progress reports, 8th grade assessment scores, ELL status (if applicable), SPE status (if applicable), testing modifications (if applicable), IEPs (if applicable), attendance data, etc ✓ ARIS data software ✓ Teachers will have model classrooms, 205, 207, 208 and 211, to visit to see “DATA IN ACTION.” ✓ Ninth grade students who are in strategies (lowest-third), on-track and math/science will be monitored for performance after each graded marking period (2/4/6/8/10/12) - student placement is done utilizing 8th grade assessments and Gates-MacGinittee in September, January and June. ✓ Scholarship data will be monitored to determine interim assessments and pacing calendar adjustments aligned with student needs <p>Target population: Ninth grade students Responsible Staff: AP Supervision, Principal, Ninth grade teachers, ninth grade counselor(s) Implementation timeline: School year with periodic reviews</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Budget dollars have been set aside for Daedelus software and professional development ✓ Teacher teams will meet to discuss student needs, curriculum and pacing calendars for all core classes ✓ Data files will be reviewed regularly (six marking periods per term) ✓ Intervisitation and Team Meetings will be used across the curriculum areas ✓ Gates-MacGinittee assessments will be given in September, January and June
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of periodic review: Six marking periods per term Instrument(s) of measure:</p> <ul style="list-style-type: none"> ✓ Agendas/minutes for PD will reflect a focus on effective intervention strategies ✓ Formal and informal observation. Review of interim assessments, Gates-MacGinittee, after each administration to check for improvement in targeted groups - formative assessment in September, interim assessment in January and a summative assessment in June. <p>Projected gains: A measurable gain of 2% in credit accumulation for ninth grade students specified</p>

2009-10 CEP ACTION PLAN – GOAL 3

<p>Subject/Area</p>	<p>Global Studies/Science/ELL</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2010, teams of teachers will use inquiry data, common planning and the sharing of best practices in content area ESL (social studies and science) instruction as measured by a 2% increase on the Scholarship report.</p>
<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>	<p>Actions/Strategies:</p> <ul style="list-style-type: none"> ✓ Incorporating the use of technology into the classroom <ul style="list-style-type: none"> • Lesson plans created using PowerPoint presentations and Internet links • Achieve 3000 Reading Program to address student comprehension needs in a differentiated fashion ✓ Conversational weaving between Social Studies, for content, and ESL teacher for vocabulary acquisition, pronunciation and grammatical sentence structures ✓ Infusing level appropriate reference materials into the classroom <ul style="list-style-type: none"> • Use of atlases, timelines, dictionaries, glossaries, newspapers, magazines, applicable internet websites, Audio Visuals, and artifacts; Benchmark Reading series; Textbook: History of Our World – Prentice Hall ✓ Increased language development focusing on vocabulary, comprehension and writing skills including: <ul style="list-style-type: none"> • Daily Journal entries, Vocabulary connected to picture images with combined choral repetition, Realia, Achieve 300 Reading program <p>Target population: ELLs in targeted ninth and tenth grade team taught Global/ESL classes Responsible Staff: AP Supervision, Principal, Ninth grade teachers, ninth grade counselor(s) Implementation timeline: School year with periodic reviews</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Teachers and Assistant Principals will meet 2 periods a week to review data driven decision making ✓ Team teachers assigned common prep periods to meet weekly to enhance lesson development based upon available student data ✓ ESL/SS team teachers working collaboratively in double period classes ✓ Professional Instructional development through ICI School-Based workshops ✓ Monthly meetings with teachers to review work and class progress ✓ There will be monitoring of the reading student’s Lexile scores using the Achieve 3000 reading program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of periodic review: Six marking periods per term Instrument(s) of measure:</p> <ul style="list-style-type: none"> ✓ Evidence of data driven decision making in lesson plans ✓ Classroom visits and observations and use of technology by Team Teachers ✓ Lesson plan collection utilizing ICI planning guide – pacing calendars ✓ Achieve 3000 Reading Program as a tool to measure students reading progress - Teachers will use formative assessments in conjunction with standardized data to measure progress – Interim benchmarks will be reviewed <p>Projected gains: Student passing percentage for targeted Global Studies classes will increase by 2%</p>

2009-10 CEP ACTION PLAN –GOAL 4

<p>Subject/Area</p>	<p>L Cohort/ Core Subjects</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By August 2010, the graduation rate for the current cohort will demonstrate a 1% increase as measured by the 2009-10 NYC Progress Report.</p>
<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>	<p>Actions/Strategies:</p> <ul style="list-style-type: none"> ✓ Each Teacher Team area will disaggregate students in Cohort (L) by Regents results and based on sub-group ✓ Teacher Teams will identify students in need of specific AIS based on need ✓ Teacher Teams investigate a small representative group of struggling students—the Target Population. They identify these students through a process of quantitative and qualitative data analysis. ✓ Inquiry Teams develop and implement instructional strategies to accelerate the learning of the Target Population in a particular sub-skill. ✓ Teacher Teams share their work with their school community and lead changes that result in improvement in instructional practices for all students. <p>Responsible Staff member: AP supervisions for ELA, Math, Social Studies, Science, ESL, Guidance, Twelve Teacher Teams Target population: Current graduating Cohort (L) Implementation timelines: Students Scholarship will be reviewed each marking period.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Teacher Teams and Assistant Principals will meet every week to review data driven decision making ✓ Monday’s bell schedule will be revised to accommodate Teacher Team meetings ✓ Students will be programmed in appropriate subject classes; tagged for tutoring ✓ Extended Day, Regents Prep, One-Room Schoolhouse will be used to enable students to acquire credits necessary for graduation ✓ Additional targeted Regents Prep tutoring/classes will be provided based on student need
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of periodic review: Six marking periods per term Instrument(s) of measure:</p> <ul style="list-style-type: none"> ✓ Periodic review of student scholarship ✓ Subject class teacher feedback as to student needs ✓ Passing necessary classes needed for graduation <p>Projected gains: Increase in graduation rate from 54% to 55%</p>

REQUIRED APPENDICES TO THE CEP FOR 2009 - 2010

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS

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: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 9: Title I, Part A – Support for Students in Temporary Housing (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
New York State Education Department (SED) requirement for all schools

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	91	81	92	92	211	0	26	3
10	121	45	79	60	256	0	25	1
11	64	50	29	153	113	0	17	3
12	208	180	120	120	245	0	29	0

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students receive ELA AIS through double period Ramp Up instruction during the students’ school day. Small group and one on one tutoring are provided during the school day as well as after school and on weekends.</p>
<p>Mathematics:</p>	<p>Students receive Math AIS through double period math instruction during the students’ school day. Small group and one-on-one tutoring is provided during the school day as well as after school and on weekends.</p>
<p>Science:</p>	<p>Students receive Science AIS through four semester Regents science instruction for Living Environment during the students’ school day. Small group and one-on-one tutoring is provided during the school day as well as after school and on weekends.</p>
<p>Social Studies:</p>	<p>Students receive Social Studies AIS through strategies instruction during the students’ school day. These classes are designed to instruct on the Global Studies curriculum while strengthening the students’ comprehension and vocabulary recognition. Small group and one-on-one tutoring is provided during the school day as well as after school.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><u>Ninth graders:</u> Town hall meetings are provided, classroom visitations, classroom presentations, assemblies with guest speakers and small group advisories. ANA is available for hold over ninth graders. Guidance sessions are done on a regular basis. Attendance outreach via phone master and letters. <u>Tenth graders:</u> Town hall meetings are provided, small group counseling, incentive programs and reward and posted recognition through our Tenth Grade Achievement program for struggling 10 graders. ANA is available for hold over 10th graders. Attendance outreach via phone master and letters. <u>Eleventh graders:</u> Town hall meetings are provided, ongoing guidance sessions. Attendance outreach via phone master and letters. <u>Twelfth graders:</u> Senior assemblies, town hall meetings, post secondary planning, guidance sessions. Attendance outreach via phone master and letters.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>40 minute one-on-one counseling, once a week, SBST.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>40 minute one-on-one counseling, once a week, SBST.</p>
<p>At-risk Health-related Services:</p>	<p>On an as needed basis, the school nurse meets with students with health related needs (warning signs) that are at risk of not meeting state standards in order to provide counseling relating to the student’s physical condition that results in increased student time on task.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

LANGUAGE ALLOCATION POLICY TEAM:

Principal: Dominick Scarola

Assistant Principal: R. Dominguez

Guidance Counselor: C. Ventura

Content Area Teacher: R. De Los Santos

Content Area Teacher: J. Campo

Literacy Coach:

ESL Teacher:

Math coach:

Parent Coordinator:

Ms. Cuchiara

E. Mosquea

N/A

A. Abdellatif

Teacher Qualifications

At Grover Cleveland our ESL students are taught by ten certified ESL teachers, 2 certified bilingual teachers, seven Foreign Language teachers teaching NLA, four content area teachers with a bilingual extension. Our Special Education teachers are certified but do not hold a bilingual license.

School Description and Demographics

Grover Cleveland High School is a comprehensive high school of approximately 2679 students located in a low to middle class area of western Queens. We serve an ethnically diverse population made up predominantly of Hispanic and white students. Our surrounding neighborhoods are home to many immigrants from Albania, Poland and Ecuador. According to the latest available ethnic data, 67% of our students are Hispanic, 23% of our students are white; 4% are black, and 6% belong to other ethnic groups. Also, 22.54% of our students are English Language Learners, with Spanish as the dominant language among the majority. Approximately 10.03% of our students have Individualized Education Plans (IEPs) and receive a full continuum of Instructional Support Services, as mandated, which may include Special Education Teacher Support Services (SETSS), inclusion classes, self-contained classes and related services..

Grover Cleveland High School is committed to serve the diverse needs of our multilingual ELL population of approximately 604 students. Our ELL population is served by certified-trained staff and appropriate instructional programs are in place. These **instructional programs** are comprised of the Free Standing ESL and a Transitional Spanish Bilingual Program. Our Polish students receive native language classes in Polish. The needs of our ELL students are met by way of a differentiated ESL program. Students are placed in classes based on student proficiency levels in (speaking, listening, reading and writing). Class size is reduced for all beginning and intermediate ELL’s. Teachers have been trained in QTEL strategies and Achieve 3000. Achieve 3000 affords ESL teachers the opportunity to differentiate instruction through the use technology. Wireless computers are utilized for students to access the Achieve 3000 software twice. Students are placed in classes based on student proficiency levels in. After-school and Saturday programs will continue to be offered. Inter visitations and interdisciplinary meetings will continue to take place. Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum.

ELL Identification Process and Parent Choice

The Home Language Identification Survey is administered, upon registration, to parents of children who have a home language other than English. The (HLIS) is reviewed by a trained ESL certified pedagogue, to determine ESL eligibility. Eligible students are then administered, (within 10 days of enrollment), the LAB-R, language proficiency placement assessment in English and the native language. Students found not to be English proficient, based on LAB-R results, are entitled to receive ESL services based on parent choice. The student is then placed in one of the two ELL instructional programs available in our school: Free Standing ESL or Transitional Bilingual for Spanish speakers only.

At Grover Cleveland High School ELL parents receive an individual orientation where available programs are presented and explained in the target languages (interpreters may be used with some of the low incidence languages where needed). Forms are also made available in the target languages. At the orientation parents are offered the opportunity to view an orientation video, ask questions and fill out all pertinent forms. The pedagogue conducting the orientation also interviews parents concerning student academic history and to identify students with interrupted education and literacy, numeracy concerns. Parents are encouraged and invited to make program selections. At Grover Cleveland the pedagogues who are responsible for this process are Alexandra Gil, Foreign Language/ESL certified, LAB/BESIS Coordinator and Ms. Evelyn Mosquea-Taveras, Foreign Language/ESL certified, ESL Coordinator. Parent choice letters are collected and maintained in our ESL office. Entitlement letters are distributed in the appropriate home languages.

After reviewing the Parent Survey and Program Selection forms we note that the trend is changing from a majority of parents choosing the bilingual program to parents choosing the Free Standing ESL program. Our school has made many instructional modifications to our ESL content area instruction. Our ESL / Social studies (GSELL) program has been very successful and may be one of the reasons Hispanic parents are shifting their choice from bilingual to ESL. This year we have also instituted the ESL/ Science (SCELL) content program. We consistently strive to align student placement with parental choice.

ELL PROGRAMS

There are 299 ELLs in the Transitional Bilingual program and 305 in our Free Standing ESL program. Our ELL population is provided with services to support their academic needs. Grover Cleveland High School provides staff with developmental training to enable students to achieve academic progress as their English proficiency develops. The goal of incorporating all these elements is to enable our LEP/ELL students to achieve academic progress as their English language skills improve.

Instructional Program Component for ELLs, grades 9 – 12

FOR ALL PROGRAMS	B	I	A
ESL instruction for <i>all</i> ELLs as required under CR Part 154	675 minutes per week	450 minutes per week	225 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			225 minutes per week
Native Language Arts	45 minutes daily (Spanish, Polish)		

Program Model Descriptions

ESL/Foreign Language Model - Students who are identified as being English Language Learners receive instruction in English as a Second Language in the following programs: *beginning* level students receive triple periods; at the *intermediate* and *advanced* levels double periods are given. The *transitional* level students receive a single period of ESL and a single period of English Language Arts which is taught by a licensed English teacher. At this final level, ESL students are prepared to take the English Regents. The following is the sequence in which the classes are given:

Beginning: L1/L1L (ESL1) to L2/L2L (ESL2) are double-period ESL classes with a focus on listening, speaking, reading, writing and grammar at a beginner’s level. These classes are accompanied by the English component LS1 and LS2 which are single-period classes with a focus on beginning reading and writing. Students at this level receive a total of 675 minutes of instruction.

Intermediate: L3 (ESL3) to L5 (ESL5) are single period classes for intermediate level students focusing on their four language skills. These courses are taken with the single-period English component LS3, LS4, LS5. Intermediate students receive a total of 450 minutes. Students gain a greater level of ability in reading and writing.

Advanced: L6 to L9 are single period / 225 minutes classes for our advanced students. Not only do we focus on perfecting their listening, speaking, reading and writing skills, they receive intensive instruction in preparation for the English Regents. These classes are accompanied by a class / 225 minutes from the English Department.

Regents Additional Prep class: L10 This class is offered to students scoring at the intermediate to advanced levels of proficiency in the NYSESLAT, are enrolled in high intermediate to advanced ESL classes, and are scheduled to sit for the ELA Regents in January/June. The advanced level students also take a Literature class from the English Department.

Long-Term ELLs/SIFE- are targeted through during day tutoring, Achieve 3000 reading program, Title III After-school/Saturday Program

Regardless of the level of instruction, a variety of methods and approaches are incorporated to achieve both communicative and written competency in English. Some of the language learning methods employed are the direct method, whole language approach, and the communicative approach. The instructional objectives of these classes are to develop the four language skills: listening, speaking, reading and writing. A varied number of strategies, activities and materials are brought into the classroom, such as, individualized instruction, cooperative learning, audiovisuals, newspapers, videotapes, computers, LCD projectors and SMART boards (selected rooms). Staff development on *Balanced Literacy, differentiation of instruction, QTEL strategies, ESL content* is ongoing throughout the year. Our students also receive individualized computer instruction using reading and writing software and the Internet. In addition, the program has been implemented to ensure that the new standards are being met. The necessary skills are gradually introduced throughout the program. At the *transitional* level the ELL students will analyze and formulate judgments about literature, use elements of the writing process, and analyze, synthesize and evaluate information. Our Achieve 3000 (English and Spanish) reading program along with our after-school/Saturday tutoring program also supports our long term ELLs as well as the needs of our ELL/Bilingual students who have had interrupted or sporadic education in their native country and as a result are lacking basic literacy skills. Alternative assessment tools are utilized to motivate these students to succeed academically: portfolios, presentations, computer projects, group work and individualized assessments are among the strategies used. Teachers involved participate in special workshops offered by the Office of English Language Learners, BETAC, ICI.

CR Part 154 programs were instituted to ensure that students receive appropriate services. It focuses on aligning the learning standards with the New York State standards. Its ultimate goal is to assist the acquisition and development of ELL student's English language acquisition while meeting the standards in the core subjects.

FREE STANDING ESL

The free standing ESL program includes two language components:

- A language arts instructional component: instruction in English language arts and English as a second language
- Content area instructional component is delivered through instruction in English and ESL methodologies.

The Free standing program also includes two new programs that incorporate ESL and content area instruction. The ESL/Social Studies (GSELL) model and the ESL/ Science (SCELL) model.

TRANSITIONAL BILINGUAL EDUCATION PROGRAM

Bilingual instruction is offered in content areas to students in a situation where there are 20 or more students in the same grade who speak the same language. It consists of Native Language Arts, Social Studies, Science and Math. We

offer a full Spanish bilingual program. Our school currently has 11 Social Studies Bilingual classes, 7 Bilingual classes in Math, and 6 Bilingual Science classes.

There are ELL students mainstreamed in Physical Education, Art, Music, Technology and other subjects. ESL methodology is infused in content areas for all ELL students where there are fewer than 20 students in the same grade who speak the same language.

There are 11 Social Studies/ESL classes, 9 Math/ESL classes and 10 Science/ESL classes. We continue our inter-visitation program between ESL teachers and English teachers in preparation for the English Regents. Special instructional materials are available to prepare ESL students to take the English Regents examination. In addition, our courses of study have been reviewed and modified to address the new standards. For students in a bilingual program, native language courses are offered and our freestanding ESL students are also afforded the opportunity to learn a foreign language.

The bilingual education program includes two components:

- A language arts instructional component delivered through instruction in English language arts
- English as a Second Language as per CR-Part 154
- A content area instructional component delivered through instruction in the native language and English through ESL methodologies as per CR Part 154 mandates.

The goals of the Transitional Bilingual Programs are: Content Areas

- Attaining English language proficiency within three years
- Providing grade- level academic work in the student's native language so that the student maintains academic progress while developing English proficiency
- Providing instruction in two languages: the language spoken at home and English:
 - In the Beginning Level, classes follow the format of 60% in Native Language and 40% in English
 - In the Intermediate Level, classes follow the format of 50% in Native Language and 50% in English
 - In the Advanced Level, classes follow the format of 25% in Native Language and 75% in English

The native language will go from:

- Highly conceptual and linguistically demanding with a focus on challenging work and high production. Activities should:
 - Develop cognition
 - Develop higher order thinking skills
 - Introduce new concepts through methods such as inquiry and problem solving
 - Introduce students to processing concepts/skills
- Introduction and development of academic discourse, such as hypothesizing, evaluating, inferring, generalizing, predicting and classifying.
- Language glossaries
- Development of concepts
- Assessment of conceptual understanding

Transitioning to: English Language

Student tasks that encourage thinking, reading, speaking and writing

- Low-demand linguistic tasks and work production. Activities should include:
 - Reviews
 - Linguistic summaries
 - Highly contextualized concepts

Transitioning to: English Language

- Highly contextualized student tasks that encourage thinking, reading, speaking and writing
- Using academic discourse in reviews
- Using language concept glossaries with:
 - Key terms
 - Vocabulary
 - Functions

Title III, includes strong components for both students and parents which are designed to bring parents, students, and staff together in the learning process. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families will be provided under Title III. We will also conduct Teacher workshops which will focus on the new New York City Balanced Literacy, differentiation of instruction tailored for ESL students and technology resources available for ELLs. We will continue to outreach our feeder schools via inter-visitations and placement of ESL students who will be coming to our school. We will conduct Bilingual Task Force meetings in which members from the various departments from our school will be represented. Bilingual counseling will be available for at risk ELL students. Our Saturday Institute will help intermediate and advanced ESL students prepare for the English Comprehensive Examination. We will also help students in beginning and low intermediate levels to acquire fluency in listening, speaking, reading and writing via our after-school and Saturday tutorial programs. Parents will participate in Saturday Adult ESL classes. In addition we will offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays to our ELL students. In our continued efforts to assimilate our immigrant students to the American culture, educational trips will be planned during parts of the fall and spring semesters. This is the one of the many benefits ESL students will have while participating in this program.

In conjunction with the ESL Department, the Foreign Language Department offers Native Language Classes in Polish and Spanish. The Polish classes include Polish Literature. The Spanish program offers classes to both natives and non-natives. The program includes Advanced Placement classes in Spanish Language Skills and Spanish Literature. Language Regents are given in the target languages.

Title III at Grover Cleveland High School provides English Language Learners with supplemental instruction in a Weekday Tutoring Academy program. The instructional programs will service ELLs in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

Long-Term ELLs/SIFE- Through the SIFE/Long term ELL grant we will be able to immerse our students in the Achieve 3000 reading program during and through our after school /Saturday program. Also, there are tutoring opportunities for these students during the school day as well. Our SIFE population is identified through oral interviews, writing samples, Interrupted Formal Education Form, and academic history. We serve SIFE students in our school with a bilingual program and an after-school/Saturday tutorial program. These students are taught in English as a Second Language, for Spanish and Polish students, we provide the native language component as per the CR-Part 154 mandates. Literacy skills will be taught in their native language during the extended day classes as research indicates that native language literacy contributes to faster acquisition of literacy in a second language. Students will be taken to museums and plays in their native language. Students and parent/guardian will meet with bilingual guidance counselors during our Saturday Family Involvement Program. In order to address the needs of the whole child we will include Life Skills theme to our NLA curriculum.

After-School Weekday Tutoring Academy program will meet beginning in November 2008 through June 2009. There will be two sessions per week and each session will have a maximum of 15 students. Seven certified Bilingual and/or ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on literacy and math using ESL strategies to help students achieve higher scores on the NYSESLAT, and city and state assessments. Supervision and coordination will be in place throughout the

duration of the program. A paraprofessional will enhance the instructional setting, facilitate the classroom teachers' needs and provide assistance during NYSESLAT/ELE testing. Supplementary materials will be provided to augment English, Native Language Arts, and Math instruction. General instructional supplies such as portable screens, chart paper, markers, and overhead transparencies, supplemental books to create libraries, dictionaries, thesauruses, and certificates of achievement will be purchased to support this program.

Grover Cleveland High School's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, RIS ELL, ELL ISS, ESL/Bilingual Coordinator and teachers.

ESL, Bilingual and Native Language teachers will receive ongoing professional development that will provide them with opportunities to develop and share ideas in order to enhance our current curriculum. Teachers will receive professional development through monthly department meetings, faculty conferences, study groups and LAP task force meetings. Also, teachers will attend QTEL and Rigor workshops, the NYSABE conference, Advance Placement College Board training sessions, BETAC conferences, Achieve 3000 training and other professional organization meetings; they will turnkey the professional development to the school staff during in-house professional development workshops.

Under Title III, the Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners and ensure all students are fully engaged in lessons. Teachers will work to create an interdisciplinary curriculum encompassing content area instruction with ESL / Bilingual strategies and activities. Interdepartmental study groups will meet to discuss curriculum, assessment and overall student progress with the focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, turn key teachers, ESL/Bilingual Coordinator and ESL/Bilingual/ Native Language teachers and other outside sources.

Teachers working in the supplementary instructional program will attend 4 sessions of professional development after-school.

Quantity & Hours	Purpose of session
Eight one-hour sessions:	<ul style="list-style-type: none"> • Goal setting study groups, curriculum writing, articulation and modification.
Two one-hour sessions:	<ul style="list-style-type: none"> • Best practices and Differentiated Instruction
One two-hour professional development session:	<ul style="list-style-type: none"> • Devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT/ ELA Regents.
Three two-hour professional development sessions:	<ul style="list-style-type: none"> • Devoted to technology based instructional strategies to develop and enhance ELL students' skills that will prepare them for the demands of a high tech global society and Achieve3000 software training.

Teachers working in the supplementary instructional program will attend the NYSABE weekend Conference and will serve as turnkey for ESL\Bilingual Foreign Language department.

Grover Cleveland’s bilingual content area classes are comprised of three levels: beginners, intermediate, and advanced students. It is our goal to have content area teachers informed of the NYSESLAT level of proficiency in each of their respective classes at the onset of each semester.

While keeping these criteria in mind, the teacher will make the necessary adaptation to their instruction to address the students’ linguistic differences. For example, the teacher can have three different activities prepared to address each level within the same lesson. For the beginning levels, the activity should engage the student mostly in the native language; at the intermediate level students should be less engaged in the native language; at the advanced level students should be almost entirely engaged in the English language. All three levels, however, will come together in every lesson by having a summary in English.

The following assessment analyses are taken from the most recent NYSESLAT results for the school (use the ATS roster exam report for your school for information). (2009)

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Number of those scoring at the				
Beginners (B) level:	56	62	33	22
Number of those scoring at the				
Intermediate (I) level:	53	82	51	59
Number of those scoring at the				
Advanced (A) level:	20	35	26	30

In reviewing the results in the four modalities (listening, speaking, reading and writing) we are observing a pattern across levels and grades is low proficiency in writing. This pattern indicates the need to increase proficiency in writing and reading. We observe, at the beginner levels that listening skills are contributing to the low performance as well. In the intermediate we also see a tendency to low scores on the reading modality. In order to address the needs of our ELLs, as indicated by the data, we are currently offering during school, after-school tutoring and Saturday instructional classes. Our focus continues to be on writing across the curriculum. We infused the Achieve 3000 on-line reading program into the ESL classrooms to meet student needs in reading. To address the writing deficiencies we are also infusing the on-line writing program Go My Access.

An Achieve 3000 inquiry team is dedicated to collaborative analysis of student progress as to inform instruction and prepare them for the rigor of the NYSESLAT, ELA exams.

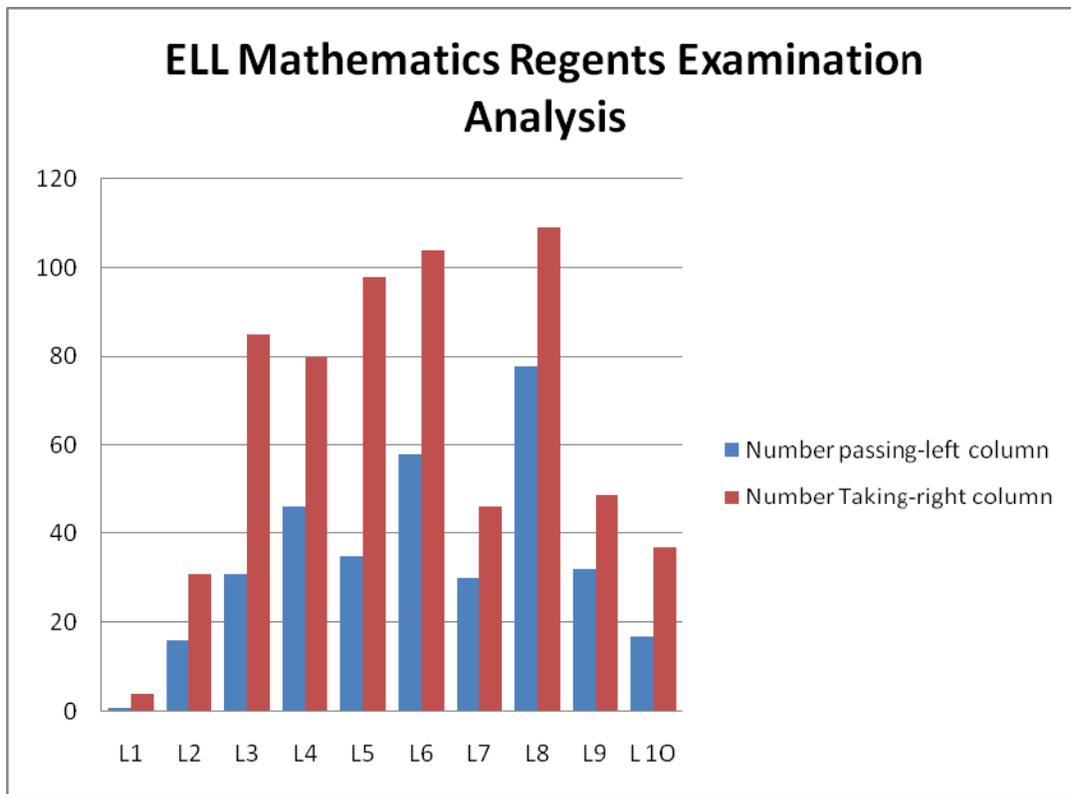
CONTENT AREA GRADES 9-12

The performance of ELLs in the targeted content areas is of great concern at our school.

MATH

ELL Mathematics Regents Examination Data Analysis

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
≤ 55 (Failing)	3	15	54	34	63	46	16	31	17	20
# ≥55 (Passing)	1	16	31	46	35	58	30	78	32	17
# Taking Exam	4	31	85	80	98	104	46	109	49	37
Percent ≥ 55	25.00%	51.61%	36.47%	57.50%	35.71%	55.77%	65.22%	71.56%	65.31%	45.95%
Exam Avg	46	53.06	50.67	54.83	55.23	56.95	59.33	61.17	58.08	53.65



Percent passing the Math Regents Examination:

As of May 2009, 643 ELL students have sat for the mathematics exiting examination (Math A or Integrated Algebra). Of the 643 students 354 (55%) met minimum requirements in mathematics for graduation by scoring 55% or above. The Level 6, Level 7, Level 8, and Level 9 students surpassed the population passing percentage. The Level 7, 8, and 9 students far surpassed the groups passing percentage with 65% and above meeting minimum requirement in

mathematics for graduation. By separating the Levels into Levels 1 to 5 and Levels 6 to 10, it is expected to have the upper levels scoring above the overall passing percentage.

Mean scores on the Mathematics Regents Examination:

The overall mean score for all ELL students on the Mathematics exiting Regents Examination is 56. Like with the passing percentage, the Level 6, Level 7, Level 8, and Level 9 students surpassed the population mean; with the mean of the Level 7, 8, and 9 students averaging closer to 60%.

Recommendations for further study:

Less than expected, statistically, of the Level 10 students passed the exam. Why is it that the Level 10 passing percentage does not fit the predicted outcome in the Level 5 to Level 10 range? It appears that the Level 10 students are not on level in ESL. The L10 data seems to belong among the Level 1 to Level 5 Range.

More students than expected, statistically, in Levels 2 and 4 passed the exam. Why is it that the Level 2 and Level 4 passing percentages do not fit the predicted data in the Level 1 to Level 5 Range? It appears that the other three levels in the Level 1 to Level 5 range can significantly increase their scores on the Math Regents Exam, once we examine and replicate the practices in the Level 2 and Level 4 ESL classes.

Summary:

Based on the evidence and consistency of the ELL Levels 1, 3, 5, 7, 8, and 9's performance on the Mathematics Regents Examination, the higher the ELL level the greater the expectancy to pass the Mathematics exiting examination.

Submitted by Celia Foster, Assistant Principal Mathematics

SCIENCE

L1- L3 Bilingual/ ESL students are assigned to four terms of Science. These students are scheduled to take the Regents in sophomore year. It appears that there is a direct correlation between the beginning- intermediate levels of ELLs and the scores attained on the Science Regents. There seems to be no consistency at the intermediate level and scores achieved on the Science Regents. However, there seems to be a direct correlation between the performance of Advanced ELLs passing the Living Environment and Earth Science Regents and the levels of language proficiency. After-school and Saturday programs will continue to be offered for all ELLs. Intervisitation and interdisciplinary meetings will continue to take place.

ENGLISH

In this category there seems to be a direct correlation between beginning levels and the low performance scored on the English Regents After-school and Saturday programs will continue to be offered. Intervisitations and interdisciplinary meetings will continue to take place. Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum.

At the intermediate level, there seems to be inconsistency in the performance of ELL on the English Regents and scores achieved on the NYSESLAT. After-school and Saturday programs will continue to be offered. Intervisitations and interdisciplinary meetings will continue to take place. Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum.

It seems that as the level of English proficiency on the NYSESLAT increases, particularly in the areas of listening and reading, the scores on the ELA Regents also increase. However, it appears that a prevailing weakness in writing ability is what keeps the students from reaching proficiency.

NATIVE LANGUAGE

In general, as L1 proficiency increases we note that the L2 increases proportionately. The implication for our LAP is that students must receive grade level academic work in their native language in order to maintain academic progress in that language which in turn develops English proficiency. To this purpose our after-school and Saturday programs will continue to be comprised of grade level instruction in the native language as well as the second language.

After-school and Saturday programs will continue to be offered in both ESL and the native language in order to increment and eventually increase the proficiency in both languages. In general, the majority of advanced ELLs scored at the highest levels on the ELE and Spanish LAB. After-school and Saturday programs will continue to be offered for this population which has reached advanced proficiency. Students who have reached an advanced proficiency need tutoring tailored and focused on the writing skills in order for them to become proficient.

SOCIAL STUDIES

There seems to be a direct correlation between beginning levels and the low scores attained on the Social Studies Regents. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place. There seems to be no correlation at the Intermediate level between level of English proficiency and the scores attained on the Regents. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place. At this level, there seems to be a direct correlation between those students who are successful on the Social Studies Regents and students who achieve an Advanced level on the NYSESLAT. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place.

The ESL / Social Studies departments are committed to interdisciplinary cooperation and collaboration. The study of English is best accomplished through content area instruction where language acquisition is taught and fostered through academic language. We are one of the first schools to embark in an ESL/Social Studies pilot program. This program is comprised of a double period instruction with one ESL teacher and one Social Studies teacher delivering content using ESL methodology.

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program of narrative for this title)
Code 15 Professional Salaries	Weekday Intervention Academy Supervisor (1 Assistant Principal) x (50 hours) x (\$51.34 per/hr.) = \$2,567.00 Participating Teachers (18 Teachers) x (40 hours) = (720 hours) x (\$49.73 per/hr.) = \$35,805.60 Weekend Intervention Academy Supervisor (1 Assistant Principal) x (30 hours) x (\$51.34 per/hr.) = \$1, 540.20 Participating Teachers (8 Teachers) x (30 hrs) = (240 hours) x (\$49.73per/hr.) = \$11,935.20 Total = \$51,848
Code 40 Purchased Services	Cost of refreshments for weekday and Saturday tutoring programs Transportation, price of admission for students and refreshments for the following: Teatro Repertorio Español = Field Trip = Museums = Refreshments = \$4,500 Total = \$4,500
Code 45 Supplies and Materials	General instructional supplies for After-school Weekday Tutoring Academy will include: paper, writing pads, pen, pencils, color markers, ESL library books, bulletin board materials, certificates and other supplies. <ul style="list-style-type: none"> • School Laptops (10 x \$860.00) = \$8,600.00 • Smart Boards (2) = \$6,450.90 • ESL Science books (40 student copies) = \$4,791.20 • Supplies = \$1,000 Total = \$20,842.10
Code 46 Travel Expenses	None
Code 80 Employee Benefits	Included in Professional Salaries
Total	\$77,190.10

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.

Having such an abundant ELL population, with Spanish being the dominant language of our ELLs, we have taken steps necessary to provide school based information for Spanish speaking parents, both orally and written.

The data used: home language surveys, blue emergency cards, counselor feedback, ARIS, ATS, ELL/bilingual student caseload information, parent conference/interviews.

Methodologies used: electronic document translation services, bilingual staff members (i.e. Parent Coordinator, bilingual counselors, bilingual teachers, bilingual school aides, bilingual paraprofessionals,) outside translation services equipped with headsets, microphones and translators for assemblies, phone translation services.

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.

Having such an abundant ELL population, with Spanish being the dominant language of our ELLs, we have taken steps necessary to provide school based information for Spanish speaking parents, both orally and written. There is also a school-wide need for other ELL, non Spanish speaking, students and families based on our ESL classes and home language surveys. Documents are available in the eight major languages required by Department of Education standards and best practices. Posters are displayed indicating parents' rights for information in their home language, as well as what languages are available for translated documents. Teachers are given access to translation services throughout the year.

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.
2. Written translation provided: All documents created by the school for the parents information are sent to an outside services for translation. We receive the translated documents back within one week or sooner. With proper preparation, this gives us more than ample time to distribute translated information to parents. Documents created outside the building are not accepted for translation by the outside service, therefore we recreate the document in Spanish by way of translators within the building, usually through the foreign languages department.
3. 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.
4. Oral translation provided: Oral translations are provided on a regular basis via bilingual staff members (i.e. Parent Coordinator, bilingual counselors, bilingual teachers, bilingual school aides, bilingual paraprofessionals.) On occasion we are able to provide simultaneous oral translations through a translation service with microphone and headsets. We also provide written instruction for staff members on how to use the Translation and Interpretation Unit's free over-the-phone interpretation services as needed.
5. 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>.

In order to fulfill CR A-663, language access requirements, the school displays posters welcoming parents in nine languages and directing them to a staff member for interpretation assistance. It also includes information for the Parent Coordinator and District Family Advocate. This is hung by the entrance of the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	\$1,018,797.00	\$1,018,797.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$10,187.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$50,939.00	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$101,870.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **94.3%**

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In order to address our need to achieve 100% high quality teachers, we are providing professional development for the non-high quality teacher.

- We have informed the teachers in question that they are considered “not highly qualified” and all are aware of their status.
- We have given them information regarding courses and other options to complete their status.
- We have dedicated 5% of the title I funding to address this issue.
- Some are teaching fellows and are already working toward certification.
- In CTE areas the NYC and NY State licenses are not always congruent.

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for 24Q485

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore GCHS, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. GCHSs policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. GCHS will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

GCHS Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. `Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the GCHS Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, GCHS will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

GCHS will further encourage school-level parental involvement by:

- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- Supporting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Albarosa Abdellatif on January 14, 2010. This Parent Involvement Policy was updated on January 14, 2010. The final version of this document will be distributed to the school community on January 20, 2010 and will be available on file in the Parent Coordinator's office.

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

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

24Q485 School-Parent Compact

GCHS, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. GCHS staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening a Title I Parent Annual Meeting for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- Planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents; and
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
 1. Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 2. Respond to surveys, feedback forms and notices when requested;
 3. Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 4. Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 5. Take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 6. Share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;

- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn
- Graduate in four years
- Attain a passing grade in all of their classes and aim for mastery by earning a minimum of 75% on all Regents.
- Work towards a Regents Diploma and aspire to earn an Advanced Regents Diploma
- Attend school at a rate of 90% minimum or have less than 15 absences per year.
- Create a productive post-secondary school plan
- Conduct myself in an appropriate manner, as per the DOE Code of Discipline, and be respectful of their teachers, fellow students and the surrounding community

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - a. See **SECTION IV: NEEDS ASSESSMENT - PAGE 13.**

 2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- A smaller learning community exists for our ninth grade students. All 9th graders are blocked programmed to help them assimilate to a large high school. Most of their classes are in an isolated part of the building which limits their movement throughout the day. Ninth grade teachers all have common planning periods that allow them to plan together. Students are programmed based on their academic and behavioral needs: IEP's, eight grade assessments, and entry placement testing are used to properly place the students.
 - ELA teachers involved with the 9th and 10th grade classes have all been trained in the America's Choice Writer's Workshop Literacy program. This training along with ongoing professional development helps to make our ELA Regents results surpass the entering ELA levels of our student population.
 - Struggling students (lowest third) are programmed for double periods of Ramp-Up to Literacy. Students remain in double period (reduced sized) classes through the 11th grade and then sit for the ELA Regents.
 - Students are programmed in a similar fashion for their math classes; identified students are placed in double period classes to help prepare them for the Math Regents. Math classes are differentiated for bilingual and ESL classes as well.
 - Integrated Algebra classes are also offered in a variety of ways to help students at different paces: two-terms (single period), four-terms (single period), double period classes for those with the most need for one or two years.
 - Science classes are also scheduled based on the needs of the students. Single period classes for one year Living Environment (with an additional lab period or two each week), four terms of Living Environment for lowest-third and ELL students. Science classes are differentiated for bilingual and ESL classes as well.
 - Social Studies classes also have adaptations for students with the most need. Struggling students have reduced class sizes for Global Studies. Social Studies classes are differentiated for bilingual and ESL classes as well.
 - Foreign Language classes are differentiated based on a student's background. Native speakers are in more advanced classes than non-native speakers.

- ELL student needs are addressed in a myriad of ways. Class size is reduced for all beginning and intermediate ELL's. Teachers have been trained in QTEL and Achieve 3000. Achieve 3000 enables the teachers to differentiate all of their classes based on a student's individual needs. Wireless computers are utilized for students to access the Achieve 3000 software twice a week.
 - Twenty-five classrooms have recently installed SMART boards. These boards have increased the interactivity of many classes with both students and teachers utilizing the SMART technology. Nineteen additional SMART boards have been ordered and will be in place for the beginning of the fall 2009 term.
3. Instruction by highly qualified staff.
 - Majority of staff is highly qualified.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards.
 - High-quality and ongoing professional development for teachers is ongoing throughout the school year.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

To attract highly qualified teachers, GCHS has a relationship with St. John's University and Queens College as training for pre-service teachers. Personnel committees interview qualified candidates from the above schools and make recommendations to the principal.

6. Strategies to increase parental involvement through means such as family literacy services.
 - a. Form a multilingual Communications Committee in the PTA to contact parents about PTA meetings, Parent-Teacher Conferences, Title I Parent Class opportunities
 - b. Utilize Translation Services for all parent notices and PTA mailings and newsletters
 - c. Expand Saturday Academy to include ELL classes for parents and computer classes for parents
 - d. Include monthly updates on Academy's Title I SWP on the Parent Page of the school website.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - APs meet with teacher teams regularly to plan periodic assessment as a pre-test, conduct an item analysis to identify student strengths and weaknesses, and adjust curriculum delivery through subject pacing calendars.
 - Through professional development, faculty will review formative assessment activities, as well as summative assessments, which they will then select to use in their classes. The Principal and Assistant Principals will provide feedback to the faculty on assessment activities. Teachers are also provided with two programs, Daedalus and ARIS, to track student achievement and guide instructional practices
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Tutoring is available in all subject areas during and after the school day. All students receive six report cards each term; three are progress reports which indicate student performance and level of mastery and three are graded report cards.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school will carefully monitor the Federal, State, and local services and programs, including programs supported under NCLB in order to ensure that all students including students in our targeted subgroups have equity and access to all programs, services and materials. In so doing Title I funds will be maximized and there will be no duplication of services.

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	SURR¹ Phase/Group (If applicable):	N/A
-------------------------	---	--	------------

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.
 - **See needs assessment p. 14**
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.

The following steps will be implemented to improve the AYP in English and strengthen the AYP in Math:

- Curriculum alignment in ELA for the students designated as ELL
- Double or triple period blocks of instruction for ELL students in ESL
- Transitional class to support ELL students who pass the NYSESLAT
- Extended time for Math students scoring at performance level 1
- Double period English class for all students in Grade 9, 10 & 11, who score at Level 1& 2
- Tutoring is scheduled during school, after school and on Saturdays
- PM school
- Achieve Now credit accumulation program to support under credited students
- Computer Assisted Instruction in all subjects
- Credit Recovery/Independent Studies

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.

The Professional Development funded by the 10 percent of the Title I funds will be provided in the classrooms and through workshops on Best Practices, Differentiated Instruction, Understanding By Design, Classroom Management and Literacy Across the Curriculum by ICI ELL Specialist

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

¹ School Under Registration Review (SURR)

Currently there are no teachers that require mentoring. However, the following describes our actions for mentoring new teachers:

New teachers are provided with mentors. In addition, all new teachers are assigned buddy teachers in their subject areas. UFT Teacher Center, Literacy and Mathematics Coaches will work and support all new teachers.

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.

We will do the following to notify parents about the school's identification for school improvement:

- The school will send to all parents a notification regarding the school's identification for school improvement.
- Parents and students will receive information and SES books in their language with the assistance of the Parent Coordinator. In addition, SES vendors will set up sessions for students and parents in the cafeteria and they will be available during the Parent Teacher Conferences.
- We will conduct workshops with parents to explain the process.

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

All SURRE schools must complete this appendix.

This Appendix is Not Applicable

SURRE Area(s) of Identification: _____

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

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS - All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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.

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.

ESL: At Grover Cleveland we have a very complete, structured, standard driven, self-contained ESL program. Our program not only complies with all State mandates but goes beyond the requirements to ensure the success of our ESL population. Our school is very aware of the needs of this very fragile population and our staff is very dedicated in their support.

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?

ESL: In addition to our complete program of beginner, intermediate and advanced classes, at Grover Cleveland we have embarked in various data driven, standard based initiatives that support our commitment to ELLs. Our school is the pilot site for a team teaching ESL/ Social Studies content area double period class. We also piloted, continued and are in the process of expanding the Achieve 3000 program for ELLs: Infusing modern technology has given us a myriad of tools to foster individual learning. Our ELLs (English Language Learners) have been participating in the new Achieve 3000 computer-aided reading comprehension program during and after school. This program provides individualized instruction tailored to each student's reading level and customized writing exercises and listening comprehension support, all in an online environment. Data analysis has helped us to identify our long term ELL population in need of additional support. We provide tutoring services during the school day, after-school and Saturdays. Teachers receive in-house professional development and are also encouraged and scheduled for off-site professional development: e.g. QTEL, BETAC etc.

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.

ESL: Although this is not applicable to our school, we are always in need of additional funding that will allow us to enhance our program services.

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.

Math: We will use an item analysis of the students’ Regents Examination to assess and measure conceptual understanding, procedural fluency, and problem solving. We use Classroom observations to assess whether this finding (1B) is relevant to our school. The classroom observation reports will indicate whether or not the students are able to 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.

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?

Math: According to the findings:

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.

The reason that the Math A and Math B instructional materials were aligned with the 1999 standards but not the 2005 standards is because the 1999 standards are still in effect until 2010. According to NYSED (<http://www.emsc.nysed.gov/ciai/cores.htm>):

The first state level administration of the Integrated Algebra Regents Exam will be in June 2008, Geometry will be administered in June 2009, and Algebra 2 and Trigonometry will be administered in June 2010. During this transitional period and until the last administration of Math B (June 2010), the commencement level portion of both the NYS Mathematics Core Curriculum (Revised March 2005) and Mathematics Resource Guide with Core Curriculum (1999) are in effect.

The new Integrated Algebra and the New Geometry instructional materials are aligned with the 2005 standards. The depth of what we teach is fully aligned with the state standards; this is evident in the AMAPS curricula that we use.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

- **Professional development** is the cornerstone of equipping teachers with the strategies to vary instruction. Though each lesson does have direct instruction; sometimes in the form of a mini-lesson, most lessons gives students an opportunity to explore, discover and share with their peers.
- **Best practices** are shared by teachers amongst their peers. This type of sharing occurs at every monthly department meeting, as well as on profession development days. Not only do teachers explain what they do to maintain a student centered classroom, but they bring artifacts from student work that show collaboration.
- **Observations** by Assistant Principal encourage student centered learning. If instruction indicated too much teacher domination, it is noted as a suggestion for improvement. Reciprocally, if a teacher promotes a student centered environment, it is indicated as a commendation.
- **Inter-visitation among colleagues within the English Department is suggested and promoted. Teacher frequently visit each other in order to see a specific skill executed. Intervisitation by nature encourages student centered lessons rather than lectures.**

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?

- The scores on the English Regents suggest that our students are meeting the state requirement to pass the Regents on an average of 80%. This data indicate that the methods we have been using of using teacher directed instruction as well as cooperative learning has been effective. Our dilemma of reaching a 100% passing is imbedded in many social factors that influence student success. One major factor is student attendance. Our research has indicated that the students who fail the English Regents and or their English classes often fail because of lack of attendance. Because students are absent, they miss the instruction needed to equip them with the skills necessary to pass the English Regents.

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.

- Attendance has been a school-wide goal. Teachers and staff are making extra outreach to absentee students. Letters are sent home, progress reports are mailed home, phone call are made by teachers and staff indicating frequent absences. In the event that all efforts on the part of the school fail, outside agencies are involved in order to protect the child and lend support to parents. This is an area that I see a greater need.

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)*

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)

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.

Math: Classroom visits and the formal observation reports will assess whether there is high academically focused class time or whether the students are engaged. The use of technology in mathematics can be assessed by the use of the computer lab and also by the use of the Smart boards in the classroom.

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

Applicable Not Applicable

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

Math: High academically focused class time is observed in our classrooms and is evident in the classroom observation reports. For the past four years student engagement has been the focus of most of our professional development workshops. Classroom observation reports will assess whether the students are engaged. The increase of the use of technology in mathematics can be seen by the use of the computer lab with the Geometer’s Sketchpad, Apex learning virtual school, and the MathView software.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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.

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. A trends analysis was conducted based on the State School Report Card over the past four years. It was determined that GCHS has a very stable teaching staff.

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?

As of October 31, 2008:

% fully licensed and permanently assigned to this school	100%
% more than two years teaching in this school	75.4%
% more than five years teaching anywhere	56.7%
% Masters Degree or higher	78.0%
% core classes taught by” highly qualified” teachers (NCLB/SED definition)	90.6%

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

ESL: Our school is committed to providing our teachers all available opportunities for professional development. Many of our teachers have attended Base 1, 2 QTEL as well as many BETAC and ICI workshops. However, we do find that there have been a number of instances where we have

registered staff for professional development, through Protrax, only to find the workshops cancelled, conflicting with other workshops/r testing dates or in some cases not available. In addition, it would be most important that QTEL training and others not be scheduled just during the teacher's vacation times. This would broaden the pool of teachers consistently

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?

ESL\ Bilingual/ Native Language teachers will receive ongoing professional development that will provide them with opportunities to develop and share ideas in order to enhance our current curriculum. Teachers will receive professional development through monthly department meetings, faculty conferences, study groups and LAP task force meetings. Also, teachers will attend QTEL workshops, the NYSABE conference, ICI workshops, College Board training sessions, BETAC conferences, and other professional organization meetings; they will turnkey the professional development to the school staff during in-house professional development workshops. Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. Teachers will work to create an interdisciplinary curriculum encompassing content area instruction with ESL / Bilingual strategies and activities. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, turnkey teachers, ESL/Bilingual Coordinator and ESL/Bilingual/ Native Language teachers and other outside sources.

Teachers will be provided with 4 sessions of professional development after school.

- Two two-hour session: Curriculum writing and modification.
- One two-hour session: Best practices and Differentiated Instruction
- One two-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT/ ELA Regents.
- Three two-hour professional development sessions will be devoted to technology based instructional strategies to develop and enhance ELL students' skills that will prepare them for the demands of a high tech global society.

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.

Support is needed in the area of scheduling and communicating the availability of workshops and seminars more effectively; more funding for in-house professional development from outside ESL developers.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

NYSESLAT yearly scores are analyzed, by modality, and instructional decisions are made to support findings. We are now in the progress of disseminating the information to all teachers of ELLs. In addition, we are looking to provide teachers with complete academic profiles that will be beneficial to the different disciplines

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

Applicable Not Applicable

We are currently working on more suitable, tailored made data reports to be made available to all disciplines.

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

We need to disseminate data to all disciplines and by teacher.

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.

There is a need to have consistently accurate data coming from ATS and to have NYSESLAT scores available on a timely basis for the beginning of each school year.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of

the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

We offer a wide range of instructional programs for students with IEPs. These include Special Classes, Special Education Teacher Support Services (SETSS), and Collaborative Team Teaching (CTT), Related Services Only (i.e. Counseling, Speech and Language) and based on student needs, any combination of the above such as Special Class with Related Services or General Education with SETSS and Related Services. In addition, Classes with Paraprofessional Support contain students with and without IEPs. General Education participation is highly encouraged for all students. Special Class students, at a minimum participate in GE Physical Education, Art, Music and ESL classes. Students with IEPs in work study classes participate with peers without disabilities on work sites and at the School of Cooperative Technology as part of their school program and as per their IEPs. All teachers of students with IEPs are given a hard or electronic copy of their students' IEPs. Their roles and/or responsibilities as per IEPs are informed by our Assistant Principal of Instructional Support Services and/or her designee, our IEP Teacher. How a student best learns is described in each student's IEP and is utilized by pedagogical staff. Teachers and other staff such related service providers who have direct student contact participate in IEP conferences. Testing accommodations for students who have are disseminated to all teaching staff along with their responsibilities and how to provide such accommodations formally in writing at the beginning of each term and updates are provided through out each term. Behavioral support plans are distributed to all staff that has direct contact with the applicable student who has such a plan. It is expected, formally informed and accepted for all constituents to adhere to the plan in effect.

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?

Supports of Evidence: Current and past school policy; written documentation in the form of letters and/or memorandums; Minutes of faculty minutes; Staff handbook. 2005-2006 Annual School Report Supplement: 6.4 % of all students were part-time special education which is lower than similar schools at 7.1% and higher than city schools at 5.8% and equal to the percentage of full time special education at our school.

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. **NA**

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.

Review of: current and past school policy, written documentation such as letters and memorandums, individual student IEPs and minutes of faculty and Instructional Support Department meetings.

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?

Evidence of Supports: Testing accommodations and modifications are written clearly and concisely. Staff are formally informed both verbally and in writing that student accommodations and modifications are to be afforded the student both in class and for formal state and city assessment. Review of IEPs show an alignment between goals, objectives and if applicable modified promotional criteria. Only for students who participate in New York State’s Alternate Assessment are promotion criteria modified. Behavior plans are created by a multidisciplinary team led by a guidance counselor or school psychologist. Plans are written on a need be basis, either at the time of the IEP or as an addendum based on student need. Behavior Plans may be generated as a result of a manifestation determination review (MDR), student suspension, a functional behavioral assessment (FBA), a case conference, staff referral, IEP process or any combination of the above. Plans are disseminated to all school constituents who have direct contact with the involved student for whom the plan has been written. Progress is routinely monitored by the student’s guidance counselor, grade advisor and/or related service provider.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - **19 Students**
2. Please describe the services you are planning to provide to the STH population.
 - **Student(s) will be provided with extensive guidance sessions. Student(s) are provided with instructional materials and individualized tutoring to help him/her succeed academically. Student(s) are provided with a metro card for transportation to and from school.**
 - **Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation.**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.