



# **QUEENS ACADEMY HIGH SCHOOL**

## **2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: (25Q540 FORMERLY 28Q540)**

**ADDRESS: Flushing Campus**

**138-11 35<sup>TH</sup> Avenue, Flushing, NY 11354**

**TELEPHONE: (718) 463-3111**

**FAX: (718) 886-5015**

**ADDRESS: JAMAICA CAMPUS**

**142-10 LINDEN BLVD., JAMAICA, NY 11436**

**TELEPHONE: (718) 322-3580**

**FAX: (718) 659-9278**



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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 25Q540 SCHOOL NAME: Queens Academy High School

SCHOOL ADDRESS: 138-11 35<sup>th</sup> Avenue, Flushing, NY & 142-10 Linden Blvd., Jamaica, NY 11436

SCHOOL TELEPHONE: 718 463-3111 & 718 322-3580 FAX : 718 886-5015 & 718 659-9278

SCHOOL CONTACT PERSON: Beverly Short EMAIL ADDRESS: bshort@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Beverly Short

PRINCIPAL: Beverly Short

UFT CHAPTER LEADER: Frank De Angelis

PARENTS' ASSOCIATION PRESIDENT: Robin Black

STUDENT REPRESENTATIVE:  
(Required for high schools) Juan Ocampos

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

DISTRICT: 25 SSO NAME: Empowerment

SSO NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Doris Unger

**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
Beverly Short	*Principal or Designee	
Frank De Angelis	*UFT Chapter Chairperson or Designee	
Robin Black	*PA/PTA President or Designated Co-President	
Marcia Gray	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Juan Ocampos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Angeleke Lymberatos	Member/Teacher	
Ruth Bryan	Member/Teacher	
Derek Philips	Member/Assistant Principal IA	
	Member/	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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Queens Academy is a dual-site transfer school committed to educating and graduating a student population with severe academic obstacles to overcome; while many characterize these students as “at risk,” Queens Academy sees the potential within each individual. *Queens Academy's mission is to provide a respectful, nurturing environment of high learning expectations where students, parents, and the academic community assume collective responsibility for all outcomes.* For a variety of reasons, our students come to us having experienced failure in other high schools. Queens Academy is dedicated to a teaching and learning environment based on respect and equity where staff eagerly participates in collaboration and professional growth, ultimately benefiting the entire learning community, especially the students. The inherent challenges are enormous and taxing, and progress is achieved one student at a time. Our school is IN GOOD STANDING.

There are many reasons that many of our students are now successful—more successful than they have ever been. The administration is visionary and global in its perspective, holistically addressing the backgrounds and needs of our students in unique and thoughtful ways. The faculty and staff are credentialed and dedicated, with the same philosophy and world view. We are a learning community that is consistently striving to make things better for our students while making them responsible for their own learning and success. Some faculty employ differentiated instruction and multiple intelligence theory in our classrooms, thus providing a nurturing yet demanding learning environment with high expectations. A supportive staff consistently goes beyond individual roles to enhance the life of each student. Students are programmed to meet their specific needs and to assist them in maximizing their potential through goal-oriented academic discourse. By way of illustration, students experience collaborative instruction individualized concurrent options, and on-line curricula for core subject areas through the use of Plato, and on-line curricula for foreign language –using the Rosetta Stone. Students are also enrolled in our credit recovery and College Now (in concert with City University of New York). We provide a double period of the Read 180 Program to address our struggling readers, and a double period of math instruction for students who need additional assistance in math. We collaborate with various philanthropic, arts, and community agencies such as Children for Children, Jamaica Center for the Arts, Queens Museum, Latimer House, Donors Choose, Missionary Baptist Church, Emergency Food Drive, Romanian Institute Thrift shop, Pratt Institute, Material for the Arts, and New York CARES.

Our highly qualified staff have expertise and strength in teaching, curriculum design, data collection and analysis, differentiated instruction, multiple intelligences, lesson planning, guidance and counseling, learning styles, consensus building, inter-disciplinary support, including reading and writing in the disciplines and across the curriculum.

Queens Academy is best described through the eyes of a parent the parent wrote, “...at Queens Academy, my daughter began to be motivated, to realize that it was possible to achieve her goals. It takes special people to care, to be concerned, to extend themselves and reach out and connect with young people....”

Our school is a place where knowledge grows and human life is enriched in an atmosphere that is symbolized by a tree with the acronym R.E.A.C.H. within the branches. Our vision is R.E.A.C.H (Respect, Equity and Fairness, Advancement of Professional Development and Skills, Collaboration, and High Expectations) for success.

Our mission is established, yet ever-changing and growing as our community—the students entrusted to our care—changes and grows. We will be ever vigilant to ensure that all possible avenues are explored to assist our unique student population of young adults. We are committed to the achievement and growth of our students and remain optimistic as we seek graduation for each one of them. This is Queens Academy....



**SECTION III – Cont’d**

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

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>		Queens Academy High School							
<b>District:</b>		28	<b>DBN:</b>		28Q540	<b>School BEDS Code:</b>		342500011540	
<b>DEMOGRAPHICS</b>									
<b>Grades Served:</b>		Pre-K		3		7		11	
		K		4		8		12	
		1		5		9		Ungrade	
		2		6		10		√	
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-0	
Pre-K		0	0	0			70.2		
Kindergarten		0	0	0					
Grade 1		0	0	0	<b>Student Stability - % of Enrollment :</b>				
Grade 2		0	0	0	<i>(As of June 30)</i>		2006-07	2007-0	
Grade 3		0	0	0			52.4	49.3	
Grade 4		0	0	0					
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment :</b>				
Grade 6		0	0	0	<i>(As of October 31)</i>		2006-07	2007-0	
Grade 7		0	0	0			55.9	56.1	
Grade 8		0	0	0					
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Nu</b>				
Grade 10		174	124	144	<i>(As of June 30)</i>		2006-07	2007-0	
Grade 11		131	103	104			0	4	
Grade 12		150	197	184					
Ungraded		0	0	0	<b>Recent Immigrants - Total Number :</b>				
Total		455	424	432	<i>(As of October 31)</i>		2006-07	2007-0	
							17	16	
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Num</b>				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-0	
# in Self-Contained Classes		0	0	0	Principal Suspensions		0	2	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		0	4	
Number all others		0	26	25					
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Num</b>				
<i>(As of October 31)</i>		2006-07	2007-0		<i>(As of October 31)</i>		2006-07	2007-0	
CTE Program Participants					CTE Program Participants		TBD	TBD	
Early College HS Program Participants		0		0	Early College HS Program Participants		0	0	
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(BESIS Survey)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-0	
<i>(As of October 31)</i>		2006-07	2007-08	2008-09			2006-07	2007-0	
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		25	28	
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		32	27	33					

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	0	1	0	Number of Administrators and Other Professionals	7	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2

**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
	161	100	100	% fully licensed & permanently assigned to this school	100.0	100.0
				% more than 2 years teaching in this school	72.0	53.6
				% more than 5 years teaching anywhere	60.0	50.0

**Ethnicity and Gender - % of Enrollment:**

(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	92.0	79.0
American Indian or Alaska Native	0.2	0.2	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.7	88.2
Black or African American	45.3	52.8	42.8			
Hispanic or Latino	36.7	29.7	38.2			
Asian or Native Hawaiian/Other Pacific Isl.	10.6	11.1	12.0			
White	7.2	6.1	5.8			
<b>Male</b>	53.0	47.4	48.6			
<b>Female</b>	47.0	52.6	51.4			

**2009-10 TITLE I STATUS**

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				

Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
			√	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:	
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**Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 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 ____			

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**Individual Subject/Area Ratings:**

**Elementary/Middle Level**

ELA:
Math:
Science:

**Secondary Level**

ELA:	IGS
Math:	SINI
Graduation Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level	
	ELA	Math	Science	ELA	Math
<b>All Students</b>				√SH	√SH
<b>Ethnicity</b>					
American Indian or Alaska Native					
Black or African American				√SH	√SH
Hispanic or Latino				-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-
White				-	-
<b>Other Groups</b>					
Students with Disabilities				-	-
Limited English Proficient				-	-
Economically Disadvantaged				√SH	√SH
<b>Student groups making AYP in each subject</b>	0	0	0	3	3

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09			
<b>Overall Letter Grade:</b>	TBD	<b>Overall Evaluation:</b>			
<b>Overall Score:</b>	TBD	<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>		Quality Statement 1: Gather Data			
School Environment:	TBD	Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise			
Student Progress:	TBD				
<i>(Comprises 60% of the Overall Score)</i>					
Additional Credit:	TBD				

**KEY: AYP STATUS**

√ = Made AYP
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
- = Insufficient Number of Students to Determine AYP Status

**KEY: QUALITY REVIEW SCORE**

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding

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

*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability report 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?
- 

### ***1. A review of attendance data from the School Report, nySTART, and ATS revealed:***

**For the 2008-2009 school year combined attendance was 71.92%, up from 69.09%.**

**The data indicates that there has been an increase in overall school attendance; however attendance is an area that still needs improvement.**

### ***2. A review of the ATS-RESI File revealed:***

**The average # of credits earned per student in QAHS was 4.6 credits per student per term.**

**The data indicates that students earn on average less than 5 credits per semester.**

### ***3. A review of HSST reports revealed student participation on the New York State Regents for the 2008-2009 school year was:***

**82% of students scheduled were present for  
(up from 70.59%)**

**English Language Arts**

**73%% of students scheduled were present for:  
(up from 70%)**

**Math Regents (our school is IN GOOD  
STANDING)**

**78.7% of the students scheduled were present for:  
(up from 53.85%)**

**Living Environment Regents**

**72.8% of students scheduled were present for:  
(up from 52%)**

**Earth Science Regents**

**80.3% of students scheduled were present for:  
(up from 67.27%)**

**US History Regents**

81% of students scheduled were present for: **Global History**  
(up from 68%)

The data above indicates there has been an increase in the number of students who are participating in the Regents Exams.

**4. A review of HSST reports revealed student performance on the New York State Regents for the 2008-2009 school year was:**

**ELA Regents:**

19.6% scored at 0-54	decrease from 33.33% from last year
16.6% scored between 55-64	
34.8% scored between 65-84	up from 30.56%
11.4% scored between 85-100	up from 5.56%

**Math Regents:**

9% scored at 0-54	decrease from 21.21% from last year
17% scored between 55-64	
36.8% scored between 65-84	
1.6% scored between 85-100	

**Living Environment Regents:**

11.6% scored at 0-54	
15.5% scored between 55-64	up from 42.85%
50% scored between 65-84	up from 46.85%
.97% scored between 85-100	up from 0%

**Earth Science Regents:**

27.2% scored at 0-54	decrease from 61.54% from last year
9% scored between 55-64	
27.2% scored between 65-84	up from 15.38%
9% scored between 85-100	up from 0%

**US History Regents:**

13.6% scored at 0-54	
15.3% scored between 55-64	up from 33.33%
42.6% scored between 65-84	
8.7% scored between 85-100	

**Global Regents:**

28% scored at 0-54	decrease from 43.14% from last year
28% scored between 55-64	
20% scored between 65-84	
24% scored between 85-100	up from 0%

The data above indicates that while there has been an increase in students' performance on Regents Exams; there is still a significant number of students who are performing at the 55-64 range.

There are various challenges and many obstacles that Queens Academy encounters on the way to leading our students to complete a successful education. The following should be considered:

- Attendance data does not always tell a true story about the school. Queens Academy may not be meeting the Chancellor's expectation for attendance. Moreover, we celebrate each and everyone of our students' improved attendance upon being admitted to our school. For instance, if a student had a 30% attendance rate in a previous school, and now with us, the student comes in 60% of the time: this is definitely a success story, but the data misconstrues it. However, raising the school's overall attendance rate is a priority.
- Another barrier we encounter as a transfer school is our students are overage, under credited, and on the verge of dropping out, yet we are committed to inspire them to get an education and graduate
- A review of student transcripts shows that prior to enrolling with QAHS; schools were sending students to take Regents exams without proper preparation and/or courses. Due to being ill-equipped, students failed and this data has impacted our school's statistics and status.
- Often our students are self-sufficient and must support themselves along with offspring and siblings, hence, their individualized programs interfere with credit accumulation because they need to be out in the work force.

The greatest accomplishments over the last couple of years are as follows:

- Graduation rate for the school year 2008-09 has increased compared to the graduation rate for school year 2007-08.
- Students who would have otherwise been lost to the New York City school system graduate and go on to college or trade schools.
- QAHS has established an in-house internship program where students not only acquire skills in office management but grow into productive adults.
- The PSAL program has grown and due to the male role models leadership qualities, the athletics has had a positive impact on students' grade point average.
- The Coordinator of Student Activities/Student Government has engaged students in community-based service leaving a positive impact on the surrounding neighborhood.
- An Intergenerational program where students work with senior citizens has contributed to the well-being of all involved.
- . An attendance inquiry team has been established consisting of an administrator, teachers, and Para's. Through their analysis of data, and diligent outreach to the homes of our students, attendance has improved.
- We piloted a program last year in which labs were being given during the student lunch period, therefore, students were able to complete necessary requirements to sit for the Science Regents Exam. We continued this practice because it increased the Science Regents participation rate.
- Video Conferencing has been established between both campuses to afford teachers with opportunities to collaborate and share professional development.
- The participation in the Learning Environment Survey was positively increased.
- Outreach to the Latimer House Museum and the Flushing Town Hall has commenced to establish a community-based relationships.
- Our parent coordinator collaborated with one of our guidance counselors to create our own version of "The Barbershop." The young men of our school community are encouraged to join, and then they are mentored with personal and academic goals, along with going on trips and outings.
- We have formed a credit recovery inquiry team to create a curricula to meet our student needs to increase the amount of credits earned each term.
- Teachers have attended an ATLAS (summer institute.) Learning from student work is a tool to guide groups of teachers discovering what students understand and how they are thinking. Our case conferencing inquiry group's philosophy is based on this understanding.



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. **By June 2010, we will show an increase of 2% in passing rate from 55-64 TO 65 and better for the ELA Regents. In 2008-2009, the school had a (65+) passing rate of 63.4%. To achieve this goal for the school year 2009-2010, the school will have an overall passing rate of 65+ of at least 65.4 % on the ELA Regents**
2. **By June 2010, we will show an increase of 2% in passing rate from 55-64 TO 65 and better for the Math Regents. In 2008-2009, the school had a (65+) passing rate of 54.7%%. To achieve this goal for the school year 2009-2010, the school will have an overall passing rate of 65+ of at least 56.7 % on the Math Regents.**
3. **By June 2010, we will increase school attendance by at least 1%. Last year's attendance was 71.7%. To meet this goal, the school's annual attendance rate will increase to 72.7% or higher.**

**SECTION VI: ACTION PLAN**

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

**Goal #1**

<b>Subject/Area (where relevant):</b>	<b>English</b>
<b>Annual Goal: #1</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>By June 2010, we will show an increase of 2% in passing rate from 55-64 TO 65 and better for the ELA Regents. In 2008-2009, the school had a (65+) passing rate of 63.4%. To achieve this goal for the school year 2009-2010, the school will have an overall passing rate of 65+ of at least 65.4 % on the ELA Regents</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Review students’ portfolios to see how teachers are using assessments to prepare students for Regents exams.</li> <li>• Use observation process for evidence of Regents content, test-taking strategies, differentiated instruction.</li> <li>• Teachers analyze their classroom data to create lesson plans</li> <li>• Provide teachers with cohort data to help them focus on graduating students</li> <li>• Use Read 180 Program with ELLs to improve reading comprehension</li> <li>• Develop a department diagnostic assessment which is aligned to state standards.</li> <li>• Program students who failed the January Regents for extra academic intervention to prepare for the component exam in May.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>• .Provide in-house training for the use of Read 180</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Regents’ assessments in students’ portfolios with feedback from teachers to help students move from one level to another.</li> <li>• Written observation reports with feedback to teachers to ensure that teachers are covering content on Regents exams and are using best practices.</li> <li>• Documented teacher meetings to address best practices.</li> <li>• Read 180 implemented in the intermediate Ell class in the spring 2010.</li> <li>• Read 180 Program modeled by the literacy coach.</li> <li>• Improved ELA departmental structure through hiring an Assistant Principal of English</li> <li>• Regents Predictive data from Acuity to gauge students’ progress and provide academic intervention services</li> <li>• The analysis of ELA Regents results after January administration to inform department, teacher and student goals</li> </ul>

**Goal #2**

<p><b>Subject/Area (where relevant):</b></p>	<p><b>Mathematics</b></p>
<p><b>Annual Goal: #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, we will show an increase of 2% in passing rate from 55-64 TO 65 and better for the Math Regents. In 2008-2009, the school had a (65+) passing rate of 54.7%%. To achieve this goal for the school year 2009-2010, the school will have an overall passing rate of 65+ of at least 56.7 % on the Math Regents.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Continue work with Math consultant from NYSED to improve student achievement</li> <li>• Pilot a 90 minute learning block in math for struggling learners</li> <li>• Review students’ portfolios to see how teachers are using assessments to prepare students for Regents exams.</li> <li>• Use observation process for evidence of Regents content, test-taking strategies, differentiated instruction.</li> <li>• Have teachers analyze their classroom data to create lesson plans</li> <li>• Provide teachers with cohort data to help them focus on graduating students</li> <li>• Analyze Regents results after January administration and use results to inform department, teacher and student goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• .Assign one math teacher from each campus for a double period of math</li> <li>• Use Title 1 funds to support double period classes</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Regents’ assessments in students’ portfolios with feedback to help students move from level to another.</li> <li>• Written observation reports with feedback to teachers to ensure that teachers are covering content on Regents exams and are using best practices</li> <li>• Documented teacher meetings to address best practices.</li> <li>• Pre and post assessments of students’ performance (Inquiry group) to gauge students’ progress</li> </ul>

**Goal #3**

<p><b>Subject/Area (where relevant):</b></p>	<p><b>Attendance</b></p>
<p><b>Annual Goal: #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, we will increase school attendance by at least 1%. Last year’s attendance was 71.7%. To meet this goal, the school’s annual attendance rate will increase to 72.7% or higher.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Review data to see attendance trends at both campuses.</li> <li>• Continue to review attendance data at each campus and target students with poor attendance.</li> <li>• Continue with dual campus meetings to discuss, plan, and implement intervention strategies, and monitor progress.</li> <li>• Continue with assigning additional staff at the beginning of the school year for attendance outreach and follow-up..</li> <li>• Continue to have counselors provide/locate support services to assist students with poor attendance patterns.</li> <li>• Assign teachers during their 6R assignment to make phone calls to parents.</li> <li>• Continue to provide counselors and other support staff to make outreach calls.</li> <li>• Call chronically late students in the morning to improve class attendance Target students in a particular percentage range (e.g. 50-59%, 60-69%) to increase attendance</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Use professional assignments to assign teachers to conduct outreach</li> <li>• Creation of attendance team</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Agendas and minutes from attendance meetings addressing attendance problems and outreach efforts.</li> <li>• Graphs showing attendance at each site</li> <li>• Notations for low attendance days and ideas for improvement</li> <li>• ILOGS to assess individual student patterns.</li> <li>• Public recognition of students who have improved attendance.</li> <li>• Attendance books with notes</li> </ul>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	17	13	14	22	103			103
11	12	10	17	13	96			96
12	13	20	14	33	184			184

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: tutoring, Read 180, Learning Strategies for Success, Saturday Regents Prep</b>	<b>Small group and one-to-one tutoring provided during the day. Read 180 is a 90 minute program offered during the day for students who have been identified as struggling readers. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</b>
<b>Mathematics: tutoring, double period math classes, Learning Strategies for Success, Saturday Regents Prep</b>	<b>Small group and one-to-one tutoring provided during lunch periods. Integrated Algebra A is a 90 minute program offered during the day for students who have been identified as struggling math learners. Students will use a variety of materials, including manipulatives and technology to help them improve their mathematics skills. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</b>
<b>Science: tutoring, Learning Strategies for Success, Saturday Regents Prep</b>	<b>Small group and one-to-one tutoring provided during the day. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep in this class. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</b>
<b>Social Studies: tutoring, Learning Strategies for Success, Saturday Regents Prep</b>	<b>Small group and one-to-one tutoring provided during lunch periods. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep in this class. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One-to-one counseling, counseling services as indicated on IEP for special education students. Referrals for students to mental health organizations</b>
<b>At-risk Services Provided by the School Psychologist: NA</b>	<b>NA</b>

<b>At-risk Services Provided by the Social Worker:</b> <b>NA</b>	<b>NA</b>
<b>At-risk Health-related Services:</b> <b>Referrals to outside agencies</b>	<b>Referrals for students to mental health organizations. Provides school with guest speakers to address specific issues. Health Fair to offer students the opportunity to become aware of health information. NYC Department of Health to conduct STI screening.</b>
<b>At-risk: IEP services</b>	<b>Small group and one-to-one tutoring provided during the day. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep in this class. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation. Counseling services as indicated on IEP for special education students. Extended time as per IEP, Tutoring provided by SETTS.</b>

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

*NCLB/SED requirement for all schools*

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

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### **Language Allocation Policy 2009-2010 School Year**

The Language Allocation Policy Team is composed of the Principal, Assistant Principal, ESL Teacher, Literacy Coach, Parent Coordinator, two Content Teachers, and Guidance Counselor. We have one ESL Teacher who serves advanced and intermediate ESL students in self-contained ESL classes. There are a total of 423 students in our school, of which thirty two are ESL students accounting for 7.6% of the population. Two of our ELLs are Resource Room students. There is one advanced ESL class that meets forty-five minutes a day and these students also take an ELA class for forty-five minutes daily; both classes exceeding the minimum requirements of one-hundred eighty minutes. ELLs receive two hundred and twenty five minutes of ESL and ELA instruction per week. The intermediate students receive four hundred and fifty minutes of instruction per week, which exceeds the minimum requirements. The ELL classes are taught by a highly qualified certified ESL teacher, and the ELA class is taught by a highly qualified certified English teacher.

As a transfer school, we place most of our ELLs based on their level achieved at their former schools. If a student is new to New York State and wants to enroll into our school, they will be interviewed and asked to fill out the Home Language Survey. If it is determined that the students may be entitled to ESL services, then the Lab-R will be administered. The interview and the initial assessment, which will consist of a written essay and a math test, will be conducted by a guidance counselor. Most students come to us from other high schools already having received ESL services. ELL students are placed in classes based upon scores from the Lab-R or NYSESLAT.

During the LEP identification process, an informational video is shown to parents with a follow-up question and answer period. We have teachers who speak Korean, Haitian Creole, and Spanish if translators are needed for these languages. If we need to hire outside translators, we use translation funds. Then we inform parents of the programs NYC offers ELLs and quote to them what research says are the most effective programs. After that, parents complete the parent selection form and have the opportunity to ask questions about the selection of a program. If there are parents who request a program that is not offered by the school, then we will provide them with a printout of schools that can offer what is best for the student. If a parent picks a freestanding ESL Program, then their child is placed in the appropriate level of ESL class. If at least 20 parents have the same home language request a bilingual class, then we will create one. We do not have a transitional bi-lingual program because our students are transferring in from other high schools and are already enrolled in ESL. If students are new to the NYC system, and their home language is other than English, then we administer the LAB-R test to determine if ESL classes are needed. An orientation binder is kept of all parent interviews.

ESL instruction is delivered via a self-contained model. Our school is ungraded, as we service students based upon the courses needed to graduate. ELL students are programmed for ESL classes based upon a proficiency level as indicated on the NYSESLAT. The ESL teacher provides instruction using ESL methodology. Advanced ELLs receive 225 minutes of ESL instruction, and 225 minutes of ELA instruction per week. Intermediate ELLs receive 450 minutes of ESL instruction per week. Both Advanced and Intermediate students are also programmed for Learning Strategies, a tutorial period.

A review of the languages spoken by our teachers at the Flushing Campus reveals that we have one math teacher who speaks Spanish and one math teacher who speaks Haitian Creole. We do not have any teachers who speak Chinese. Other teachers speak foreign languages such as German, Greek, Korean and Russian. Our ELL teacher is certified in both English Language Arts and TESOL and will be certified in Spanish and Bilingual Ed next year. He also is fluent in Spanish, the main language of our ELLs.

The ESL classes at The Queens Academy provide the support non-native English speaking students need to succeed in mainstream classes both in high school and beyond. The teacher uses both the SIOP (The Sheltered Instruction Observation Protocol) and CALLA (Cognitive Academic Language Learning Approach) methodologies in order to teach students both literacy-based and content-based information, as well as the strategies that will help them gain better literacy skills.

Many of the ELLs currently in the ESL program are LTELLs (Long Term English Language Learners) and have been serviced for more than three years. Therefore, most students have gained the BICS (Basic Intercommunicative Competency Skills), but are lacking the academic language needed to pass the NYSESLAT, the English Regents, and other mainstream classes. In order to address this issue, reading and writing will continue to be the central focus of daily learning. This is to be accomplished by the careful creation and execution of lessons that follow the performance indicators from New York State's ESL and ELA Standards. Content areas are taught in English using ESL strategies. Native language support, such as the use of bilingual dictionaries, materials in native language, and strategic homogeneous linguistic grouping, are provided. Independent and group-based tasks are modeled for students daily so that students clearly understand directions. Student interest is maintained by means of diverse project-based activities that give students the opportunity to work both in groups and independently. Project assignments are alternated with process writing tasks which help students improve writing skills through multiple drafts and revisions. Students are assessed using a combination of both traditional and portfolio assessments. We are planning to use READ 180 for our intermediate students starting in the spring term 2010. The READ 180 program offers students the opportunity to improve literacy by rotating stations from teacher-centered learning to computer-based learning to independent reading.

At the present time, we have ten students that are SIFE. Seven of these students are ELLs. All six of these SIFE students are in the advanced ESL class. The instructional plan for the SIFE students is to place them in their appropriate ESL class and match them up with a "buddy" that they will be able to communicate with and share ideas. We will also provide them with accelerated academic and language development by providing additional instructional time during learning strategies which meets zero period, along with our Saturday Academy which begins right before the Regents. Our non ELL SIFE students will receive the same support.

For all our ELL students, but especially for our Long-Term Ells and special needs ELLs, we will utilize our Literacy Coach as a push in teacher to support them. Working side by side with the ELLs, the coach will utilize bilingual dictionaries, technology enrichments, and the six types of Walqui’s scaffolding model. (Modeling, Bridging, Contextualization, Schema building, Text Re-presentation, and Metacognition.) Additionally, they will be provided with additional instructional time during zero period learning strategies and in tutoring sessions after school, along with our Saturday Academy. All ESL students are eligible and encouraged to participate in extracurricular activities such as trips, College Now, and after school programs.

In our ELL cohort, we have eleven students who have received services three years or fewer, ten students have received services from four to six years, and twelve students have received services more than six years. We have twenty- two students who speak Spanish, one student who speaks Chinese, three who speak Haitian Creole, four who speak Korean, one who speak Mandarin, and one who speaks French.

We serve 10<sup>th</sup> to 12<sup>th</sup> graders who are overage and under-credited. Our data is constantly changing, since we have ongoing enrollment. However, as of October 31, 2009, upon reviewing the RLAT from ATS, we have the following breakdown for proficiency levels:

Grades	10	11	12	Total
Beginner	0	0	0	0
Intermediate	4	5	15	23
Advanced	1	4	3	9
Total	5	9	18	32

In brief, the NYSESLAT data indicates that we have a wide range of ability levels in listening and speaking, which certainly requires that instruction be differentiated for these students. If the data could be disaggregated further, we could determine in which modality (listening or speaking) students are strongest and weakest. This would help the teacher to hone in on the specific skill that needs to be enhanced. In the areas of reading and writing, there are two levels, advanced and intermediate to be addressed. This data shows that the teacher can work with students either in two small groups to target specific areas of weakness or present whole group instruction when applicable.

In reviewing the Regents data in English Language Arts, twelve twelfth grade students already took the test once and failed. Out of the thirty- two students, three passed the ELA regents with an above 65%, five students achieved between the 55 – 64 grades and one student passed the component re-testing with a low score. It is our hope that most of the students passing with the 55% will be retested to achieve a higher grade. We also foresee more students being eligible for the component re-test in the spring. We have one student that will be taking the WRCT.

The math data reveals that thirteen students have passed the Math Regents with a 65 or better and eight students achieved at least a 55%. Four twelfth graders have sat for the test and will be eligible for the component retest in the spring.

We have recognized that we need to be able to support students in content specific areas with native language materials. We need assistance in securing appropriate materials to support our students. All ESL students receive support for Regents exams preparation through classroom instruction, zero period classes, tutoring programs and Saturday Regents prep.

Furthermore, we will use the Publisher's Resources found in the LAP Toolkit to help us address native language resources to purchase quality materials, books, and bilingual software. Using native language materials will allow students to draw upon their backgrounds and experiences for content while continuing to improve English language acquisition skills.

Currently, our students are provided with glossaries in their native language to assist them in content area subjects. The school has a computer lab which is available to the classroom teacher. There is one computer in the classroom for students to use. We plan to use READ 180 with our ELL students to support reading comprehension. We will program students in math with teachers who speak the student's native language provided the student needs the course that the teacher teaches.

Teachers can support ELL students by conducting assessments in their native language using archived Regents exams which will inform teaching and learning. By doing so, the teacher can collect and analyze multiple sources of data in two languages and set annual measurable goals to help improve areas that most impact teaching, learning, and assessment for ELLs. Title III funds can be utilized to interpret these documents. We have our parent newsletter translated by the DOE, and have reached out to the DOE to obtain interpreters for parent conferences.

A number of teachers have attended or will have attended QTEL or other professional development focusing on ELL strategies. Our goal is to ensure that all teachers working with ELLs are trained in QTEL, understand the LAP and its role in supporting our ELL students, and use differentiated instruction to support students. In addition, we plan to provide ELL workshops, so that teachers receive the 7 ½ hours of professional development needed to support their instructional practices with ELLs. All teachers receive a copy of our LAP along with the names of our ELLs.

This year, we welcomed into our staff a new ELL Counselor, and a new ESL teacher who speaks Spanish which is the dominate language among our ELLs. The counselor has an "open door" policy which encourages the students to commit to their education. She also assists students and families who require additional bilingual support services such as counseling, speech or physical therapy by linking with schools that have large bilingual populations, and working with community based organizations.

We are working with the Latimer Houses to develop a parent outreach component for the parents of our English Language.

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

### **Form TIII – A (1)(a)**

**Grade Level(s) 10 - 12\_\_\_\_\_**      **Number of Students to be Served: 30**    **LEP \_\_\_\_\_ Non-LEP**

Number of Teachers 1

Other Staff (Specify) \_\_\_\_\_

## School Building Instructional Program/Professional Development Overview

### Title III, Part A LEP Program

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

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**Our school provides ELL instruction to 30 students based on the NYSESLAT scores. We have one licensed ESL instructor who offers instruction to students at the advanced and intermediate levels of ESL. All advanced level students are programmed in an ESL class which meets 5 days a week for 45 minutes each day and an English class which is scheduled for 5 days a week for 45 minutes each day. The intermediate class receives ESL instruction 5 days a week for 90 minutes each day. The language of instruction is English and all classes have dictionaries to support students in their native language.**

**Students who have returned to our school this year have had their records reviewed and have been scheduled to receive a zero period class (Learning Strategies for Success) for additional academic support. This class meets four days a week in all subject areas and the counselor has scheduled the student based upon past performance in subject areas. This recommendation will be reviewed each marking period and the student will be reprogrammed based upon students' performance in a subject area. In addition, we offer small group tutoring during students' lunch period in math and social studies.**

**The ESL classroom has been given five additional computers which are to be used for instructional purposes. The school plans to utilize Read 180 with the ELL students during the spring semester once the ESL teacher has become more acclimated to our school. Likewise, the school plans to provide additional instructional support by using Rosetta Stone Language Program to strengthen ELL students' native language skills.**

**All ESL students will take the NYSESLAT in May. Students will be provided Regents exams in their native language.**

**Our ELL students can participate in any after school program that is available to our general education population.**

**We use translation service to ensure that the parents of our ELLs receive information in their native language about the goings-on in the school. We utilize our staff to communicate with parents in Spanish and French. We do not have any staff members who speak Chinese and we will reach out to the community to see if we can obtain assistance.**

We have hired a bilingual Spanish speaking counselor who is assigned to our ELL population. The new ESL teacher also speaks Spanish. Both of these individuals are members of the LAP Team which meets monthly. The counselor will be responsible for reaching out to community organizations to obtain services, including medical and other support services for our students and their parents.

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

We have a newly licensed ESL teacher this year who has not taught previously. As a first year teacher, he will attend professional development provided by the Office of English Language Learners and he has been assigned a mentor to provide additional support in teaching and learning. Likewise, the Literacy Coach/mentor will work with the ESL teacher to provide coaching, demonstration lessons, modeling best practices to assist the teacher in incorporating best practices into his classroom. The ESL teacher is also a member of the LAP team which will be an opportunity for him to meet monthly with subject area teachers, parent coordinator counselor, literacy coach and assistant principal to discuss and implement strategies that can aid our ESL students in content area classes.

Several teachers have participated in QTEL professional development to learn ESL strategies to incorporate into the classroom. We started our LAP team at the end of last year and have included two content are teachers on the team to support our ELL students in the classroom.

**Form TIII – A (1)(b)**

School: Q540 \_\_\_\_\_ BEDS Code: 34-25-00-01-1540 \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount \$15,000</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	(e.g.,)	<b>(12 hours of per session for ESL teacher and Literacy Coach to support ELL Students in a Saturday Academy = 24 hours x \$49.89 (current teacher per session rate with fringe) = \$1,200.00) (7 1/2 hours of professional development on ESL strategies presented by an ESL teacher and Literacy coach to 16 staff members = 7.5 x 49.89 = \$6735.15</b>
- Per session –	\$1,200.00	
	6735.15	
	780.00	
	<u>\$8715.15</u>	
	<u>249.45</u>	

	\$8964.60	<b>Two A.P.'s will also attend the P.D. <math>7.5 \times 52.00 = 390.00 \times 2 = \\$780.00</math> Five hours of per session to LAP team to analyze data</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$1500.00	Supplies for ESL classes for parents (i.e. journals, markers, binders, loose leaf, etc.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., )  \$4,200.00 200.00 100.00 <hr/> \$ 4500.00	<b>Smart Board to supplement READ 180 @ \$4200.00 Five computer headphones @ \$40.00 = \$200.00 Five disc players at \$20.00 each for READ 180 = \$100.00</b>
<b>Educational Software (Object Code 199)</b>	(e.g.,)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$14,964.60	

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

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

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

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

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

**We are using the home language survey to determine parents' language needs. We created a parent preference language form which we will translate into other languages. The survey asks parents which languages they prefer to read and speak. In addition, we will send the Chancellor's Regulations on translation so they are aware of their rights in obtaining translation services. We also speak with students and obtain information about their parents' language preferences. We have added a Spanish speaking counselor and a Spanish speaking ESL teacher to our staff which will help with translation and interpretation services. We have staff who speak Haitian-Creole, Spanish, and Greek and German should the need arise. We do have a need for Chinese and Korean, and we will reach out to the translation unit for interpretation of written documents. We have not been successful in obtaining interpretive services for this population, but will continue with our outreach efforts.**

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.

**We will tabulate the data by languages and then by family. We will report to staff the results of the parent language preference sheet in the school news bulletin and individual language needs will be made available to staff via an in-house memo, along with staff members who can assist in translation.**

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

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

**We use the home language survey to determine the spoken home language. This year, we are adding a language survey to our orientation packets; this will allow us to receive the parents' language preference for reading and speaking. We will provide parents, whenever possible, school correspondence and interpretation services in their native language.**

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

**We will review the results of the home language survey and the parent preference form to determine the needs of our parents. We will use in-house staff members for oral interpretation in Spanish and Haitian Creole. We will seek family members, utilize students and outside contractors to address the needs of the Chinese and Korean populations.**

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

**The school will make available a translated copy of Chancellor's Regulation A-663 so parents are aware of their rights.**

**The school will use in-house staff to translate during meetings and phone conferences.**

**The school will reach out to parents through the parent coordinator.**

**The school will use staff members who speak other languages to provide outreach services.**

**Translators will be brought in during Parent Teacher Conferences.**

**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:	\$206,250.00	\$19, 273.00	\$225,523.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,255.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$194.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,312.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$964.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$20,625.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,954.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 87.27%
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.

**Teachers are provided information about professional development in subjects taught that are outside of their license qualifications. Teachers will be provided with information to become highly qualified, including offering set-aside funds to support additional training to become highly qualified.**

## 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.

#### PARENT INVOLVEMENT POLICY

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. **This document be will reviewed annually in January of each school year.**

- Parents will serve as active members of the School Leadership Team and help establish school-based policies and recommendations.
- Parents will receive a monthly newsletter and the principal’s newsletter which will keep them apprised of school activities, meetings and events.
- Parents will receive communication from the school regarding College and Career Workshops, Barbershop, ELL information to maintain an open line of communication between the home and school.
- Parents will receive information about the school’s standing on the Quality Review, Progress Report and AYP. The Parent Coordinator will be available to communicate with parents and to further explain these data and accountability systems.
  - Parents will be provided with a copy of the Chancellors’ Regulations code and have their child adhere to its principles.
- Parents will attend Parent Conferences at least twice a year to learn about their child’s academic performance.
- Parents will receive information about their child’s state exam schedule and strongly encourage students to take these exams when scheduled.

- Parents will meet with counselors to understand and keep apprised of their child's graduation schedule.
- Parents are encouraged to participate in the PTA, School Leadership Team and/or volunteer for special events.
- Parents will provide their child with the necessary instruments (paper, pens, binders, loose-leaf paper, etc) for school success.
- Parents will avoid removing students from school or class for appointments, vacations, child care which can interfere with the student's education.

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

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

### SCHOOL/PARENT COMPACT

Queens Academy High School, the parents and students agree that this Compact outlines how the parents, the entire school staff and the students will share collective responsibility for improved student academic achievement. **This document be will reviewed annually in January of each school year.**

#### School Responsibilities

- Provide a challenging and rigorous standards-based academic curriculum.
- Assign students to classes based on graduation requirements and prerequisite courses.
- Provide teachers with ongoing professional development that will enhance their teaching skills.
- Hold parent conferences twice a year.
- Provide parents and students with information about progress six times a year through report cards.
- Provide students with information about their academic progress and next steps for improvement through the use of portfolio assessment conferences.
- Inform parents about their child's attendance.
- Provide additional academic support when needed.
- Assess the social/emotional growth of the student.
- Provide additional outreach to parents via Parent Coordinator

### **Parent Responsibilities**

- Parents will make every effort to ensure that students arrive at school on time and prepared with the appropriate tools for school.
- Parents will monitor attendance.
- Parents will participate in conferences regarding their child's education.
- Parents will support the Chancellor's Discipline Code by being aware of the school discipline policy.
- PTA will encourage parental involvement through participation in the School Leadership Team, Parent Association activities, or volunteering for special events.

### **Student Responsibilities**

- Students will come to school prepared to learn and participate in class discussions and activities.
- Students will demonstrate personal responsibility for their learning by creating learning goals and working toward accomplishing their goals.
- Students will take steps toward graduation by studying, completing assignments and taking class exams, and passing State Regents examinations.
- Students will follow the school rules and Chancellor's Regulations.
- Students will make every effort to attend school daily and arrive at school on time.
- Students will follow the dress code.

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**Principal**

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**Parent**

**School Parental Involvement Policy and School Parent compact will be distributed in January 2010.**

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

#### **See Section IV – Needs Assessment**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - 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, 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.

**School-wide reform strategies include: providing double period math classes for struggling students in both campuses, beginning the Read 180 program for struggling readers in our Jamaica Campus this semester and for our ELL and struggling readers in our Flushing Campus in the spring term, instituting a credit recovery program for students in the spring to offer students the alternative ways to earn credit, strengthening our zero period class to focus on AIS service, homework help, expanded offerings using the PLATO on-line curriculum to include health, art appreciation and SAT Prep, continued PSAL athletic programs, continues use of male based advisory group, college and career awareness workshops, College Now Program to provide higher level academics**

3. Instruction by highly qualified staff.

**Teachers who are not highly qualified are notified and informed of tuition reimbursement to become 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 Schoolwide Program to meet the State's student academic standards.

**The school has set-aside funds to allow faculty to attend professional development workshops offered by the Department of Education. All staff members are encouraged to look for learning opportunities which could benefit them in their practice. Likewise, we contracted with ATLAS Learning Communities an approved DOE contractor to provide professional development in "learning from student work.". We plan to strengthen our use of portfolio assessments so that this becomes a valuable part of helping students make progress.**

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

**Our interview process includes using rubrics and demonstration lessons for candidates. This year because of a hiring freeze, we interviewed approximately 19 candidates for one position. Since the candidate we wanted to hire was new to the DOE, we had to provide specific documentation to the Office of Finance to make a hiring exception.**

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

**We have instituted a commitment letter for all parents to sign as they come into our school. All parents are now asked to sign up to attend at least three meetings during the school year. Three members of the PTA have been quite involved by speaking at**

**orientation meetings and calling parents to ensure their attendance at our community meetings. The PTA plans to offer workshops based upon parent interest.**

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.

**NA**

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.

**Through department, faculty, and committee meetings, teachers have the opportunity to discuss and create academic assessments that would benefit the achievement of students. In addition, each department has tailored a student goal form which will be used with students to create and monitor goals and track students' progress. Math teachers created a baseline diagnostic exam to be used during orientation to assess incoming students so they can be better placed in classes. English teachers grade the writing assessment at orientation to assist in the placement of students.**

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.

**We assess students at the end of each marking period. However, more importantly, teachers complete progress reports prior to the report card grade for the first two marking periods each term so academic intervention can be recommended. Guidance Counselors review report card and letters are mailed to parents notifying them that the students must attend the zero period AIS services of Learning Strategies for Success.**

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.

**NA**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS - NA**

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

1. Use program resources to help participating children meet the State standards.

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

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

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

**NCLB/SED Status:** IN GOOD STANDING      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** NA

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

**We disseminated the findings our department conferences and discussed which of the findings apply to our school and brainstormed ways to use the findings to improve instruction.**

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

X 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?

**Background Findings: During the summer of 2009 we planned to set aside ample time for professional development to plan for extensive revisions to our curricula to address these findings. We will be designing curricula that is explicitly aligned to the state standards. We will create a pacing calendar that clearly defines the student outcomes expected in reading and writing.**

**Gaps in the Written Curriculum: We plan an extensive revision to our curriculum which will be fully aligned with the state standards. In fact, our curriculum will balance expository, creative/expressive, persuasive/argumentative and literary analysis writing across all levels. Students will be required to produce reports of information, response to literature, narrative accounts, persuasive essays and reflective essays, among other forms of writing. We plan to create a school-wide writing rubric that addresses how student writing will be assessed across all subject areas. In addition, we utilized ATLAS last year to look systematically at student work collaboratively using various powerful protocols. During the 2009-2010 school year, we plan to use ATLAS to assist teachers in designing portfolios with clearer expectations and using them to establish student goals.**

**Curriculum Maps:** We will be creating clearly articulated curriculum maps. They will go beyond the topical level and address the levels of competence expected for various skills for each marking period. For example, students will write a reflective essay (Standard E2f). Teachers will be asked to grade it using the newly created school writing rubric.

**Taught Curriculum:** These findings more accurately describe our situation: the taught curriculum is not always aligned to the state standards, or the written curriculum for that matter. Teachers need to learn to design classroom-level curricula. They need a greater understanding of unit planning, project-based learning, differentiated instruction, scaffolding and teaching specific reading and writing skills. There is a need for greater emphasis on speaking and listening where students are working collaboratively, where teachers are using jigsawing and other such strategies and where students are presenting information to each other rather than merely listening to the teacher lecture. Instruction on the high school level may be weaker than that of the elementary level for many reasons. One reason deserves mention, however, because it relates to the state standards themselves: the state standards in ELA do not adequately address content, particularly in reading. The state standards themselves do not specify concrete reading standards and they certainly do not indicate “the depth to which they should be taught.”

**ELA Materials:** To create greater alignment between what our special needs and our general education students learn, we will adopt one English curriculum and will begin using Read 180. Though teachers will create the curriculum with our newly-hired assistant principal, they will require extensive training to learn to implement the curriculum well. We will also need extensive time to include various ways for teachers to more effectively differentiate and modify the curriculum for their students. In addition to many traditional books, we plan to purchase an extensive array of high-interest, young-adult and multicultural titles. Getting teachers who are used to teaching traditional works to choose more contemporary texts that resonate more with our students, we anticipate that this will be a great challenge. It will also be difficult to get teachers to use more non-fiction in the classroom, partially because English teachers on the high school level consider themselves to be teachers of literature and because non-fiction texts are quickly outdated and expensive.

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.

As described above, we will make extensive improvements to our written curriculum. Addressing the taught curriculum will be challenging, particularly since our school consists of two separate campuses separated by ten miles, which makes effective teacher collaboration challenging. Further revisions to the curriculum will clarify the reading expectations and will state explicitly the connection between the components of the curriculum and the specific state standards to which they relate. Yet, it is unclear when these revisions will occur with severe budget cuts looming. In addition, we plan to establish professional learning communities. However, many external and internal demands have made it practically impossible to create the regular, uninterrupted time needed for this kind of work. Greater funding would assist us with the curricula work needed and with the purchase of non-fiction texts.

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## **1B. Mathematics**

## Background

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

## Specific Math Alignment Issues:

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

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

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

**We worked with a math consultant from the NYSED and it was determined that the material taught was reflective of the written curricula.**

### Response to 1B:1

- (a) As a Department we assessed the curriculum, and constructed a three-semester course outline using the NYS Standards as a guide.
- (b) All major internal exams (Midterms and End of Term exams) are constructed and graded in conformity with the rubrics and NYS Standards

- (c) We are now instituting a double period in Integrated Algebra for the new intake students in order to provide them with a deeper understanding of mathematical content and processes. The placement testing results revealed remarkably deficiencies in these areas, in about 80% of the students who took those tests. The objectives of the double period are to provide students with a deeper understanding of mathematical content and processes, and for a smoother transition into higher algebra.
- (d) Teachers use the common prep period to discuss/modify instruction based on students' needs, and to meet the NYS Standards.
- (e) We constantly use the Smart Board, Acuity, Performance Series, and other Internet resources (Regents Prep) to augment our instructional strategies, as well as the depth of content
- (f) We will be using ATLAS principles to examine and discuss students Problem Solving skills, Algorithms and Reasoning in mathematics.
- (g) We have also implemented the Learning Strategies for Success in an effort to reach out to students who show a lack of understanding of mathematical content and methodology.

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

Applicable     Not Applicable

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

The Integrated Mathematics program is separated into a three term sequence based on Regents level curricula. Students who have completed their mathematics requirement, but who have not passed the Integrated Algebra Regents, are place in an Integrated Algebra Regents Preparation class. The material taught in the aforementioned classes is reflective of the written curricula. Examinations given in class reveals that they are spiraled to include Regents level questions utilizing the Regents format. In addition, every examination, including the midterm and final examinations, contain material that has been taught since the beginning of the semester. Discussions with the mathematics teachers and a review of the mathematics department agendas are consistent with this assessment.

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.

NA

## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated

instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

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

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

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

**Findings were distributed at department meetings and discussions were continued at faculty conferences.**

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

X  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?

**Formal and informal observations, walkthroughs, learning walks, and city and state department of education and Kaplan consultants confirmed the curriculum audit findings, which suggest that direct instruction predominates in most classrooms, that there is generally a high level of academically focused class time and that student engagement is higher in some classrooms than others.**

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.

**To promote greater engagement and less teacher-directed instruction, we will be focusing on developing teacher knowledge of differentiated instructional practices. In particular, we will design curricula that offers students a wider variety of choices in both what they read, what they write and the format in which they present their understandings. We also plan to implement certain best practices, such as the use of literature circles and other more student-centered, high-interest practices. To cut down on excessive use of direct teacher instruction and create a more balanced approach, we will encourage the use of minilessons and extend opportunities for cooperative learning. Finally, we will be looking at diversifying the types of writing assignments students are give and making them more relevant to students' needs. For instance, we will incorporate the college personal essay and resume writing into our curriculum to help students with their post-secondary plans.**

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### **2B – Mathematics Instruction**

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

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

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

**We worked with a math consultant from the NYSED to help us assess our math program.**

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

Applicable    Not Applicable

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

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?

**Response to 2B.3**

- (a) Classrooms are organized to facilitate mixed ability group work, as well as individual work.
- (b) Portfolio conferencing is held every Friday to monitor and discuss student progress in specific content areas.
- (c) Instruction is based on the Regents Standards, and assignments are spiraled
- (d) We use the workshop model as our lesson format. Critical thinking is encouraged using Bloom's Taxonomy as a guideline. The rubrics are also used to guide teaching, grade scripts and provide meaningful feedback to students and departmental members. Differentiated instruction is also used to meet the needs of every student.
- (e) Students are also expected to work in groups to complete projects based on specific assignments, and to make presentations to the class.
- (f) The Smart Board, TI 84 Calculator, Overhead Projectors and Internet are also used in the classroom.
- (g) Data gathered from students' records, their entry and diagnostic test results, along with an item analysis, shape and guide instruction on a daily basis.

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.

NA

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

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

Please respond to the following questions for Key Finding 3:

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

**The school has a stable work force with at least three years of experience.**

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?

Looking at the last two years we noted a 96.2% stability rate

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.

NA

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

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

Please respond to the following questions for Key Finding 4:

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

**A number of our faculty has attended ELL professional development, however, we are still not seeing best practices being implemented on a daily basis. Therefore, this year's professional development plan will be a continuous effort to send more people to QTEL, and various PD's offered from OELL.**

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?

**At the end of the last school year we created a LAP Team to include a wide range of constituencies: content area teachers, guidance counselor, parent coordinator, literacy coach, and assistant principal. We will share the results of the NYSESLAT results with classroom teachers, share minutes from the LAP Team, and plan to have case conference specifically for discussing our ELL students.**

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

NA

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

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

Please respond to the following questions for Key Finding 5:

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

**Last year we realized that teachers were not aware of the NYSESLAT scores and other ELL data.**

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

X  Applicable     Not Applicable

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

**Content area teachers do not seem to know how to best serve this population of students. Best practices are not implemented consistently even after having attended QTEL professional development.**

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.

**We plan to look at and utilize the data to help teachers gain a better understanding of the levels of their ELL students. As part of the observation process, we will be looking to see how teachers are implementing best practices into their classrooms. We will continue to provide professional development to support teachers in their instructional practices. We will continue to work with our ELL liaison to develop a clearer understanding of ELL policies and procedures to help us better service this group of students.**

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

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

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

Please respond to the following questions for Key Finding 6:

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

**In contrast to the findings in key finding number 6, Queens Academy High School has taken steps in improving both the delivery of instruction and the understanding of special education instruction, language and the IEP process. To address the IEP process our guidance counselors have had in-house training in a tutorial process throughout the school year. From page to page development of the IEP to the complexities and process of the annual review itself. Guidance counselors meet once every week with the special education teacher to discuss students' progress in school in the following areas of concern: attendance, cooperation and behavior and academic progress.**

**Guidance counselors sit in on all of the annual reviews. Our general education teachers are given the opportunity to partake in annual reviews as well as the development of educational goals for the individual students of Queens Academy. At our annual review we conduct many IEP reviews to help make the general education teacher more familiar with the body of work known as the individualized educational plan.**

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

**From addressing 6.1 the indication is neither applicable no non-applicable. We are a school of learning and that includes our teachers.**

Applicable  Not Applicable

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

**The evidence that supports our findings is that we have two guidance counselors familiar and comfortable with the IEP process. Concerning general education teachers, the more annual reviews that they attend, and the more time spent with the special education teacher the more support they will be able to contribute to the educational process regarding IEP development , the academic advancement of our students including the delivery of lessons and their ability to increase behavior management techniques in the classroom for those students in need. Lastly, the classroom intervisitations on the part of the special education teacher to the general education teacher as well as the cooperation between both =h the special education and general education teachers regarding the content being covered, ongoing assignments and the sharing of curriculum is important to our success. At our school the special education teacher sits in on many of subject area meetings where curriculum and pacing are spoken about.**

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.

**We feel that any help is valuable to the growth of our students and teachers. We are scheduled to continue our in-house professional development sessions which include, understanding the IEP, development of the IEP as well as the delivery of instruction.**

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

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

Please respond to the following questions for Key Finding 7:

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

**QA has taken to remain consistent in the area of testing accommodations whereby special education and general education departments communicate when testing is being done and test modifications are put into place. We accommodate our students' needs.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school. Queens Academy has made strides in this area and we fall in between the given answers of applicable and non applicable. Reason being perfection and mastery are not immediate.

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?

**Last year we graduated approximately 40% of our IEP bound students. 100% of those scheduled to graduate in June of 2009 fully met graduation requirements.**

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.

**Queens Academy welcomes any outside assistance and ideas.**

**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>

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

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

**We currently have one student who falls into this category. However, because of the nature of our population, we are aware that students' housing situations may change at any moment and we are prepared to assist the student.**

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

**The school will enhance services that are already provided.**

- **Academic programs and educational support services**
- **Counseling services**
- **Basic emergency supplies**
- **Parental involvement**
- **Intervention programs (medical, childcare, and job placement)**
- **Transportation service (metro card)**

### **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.