



ACADEMY OF AMERICAN STUDIES

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 30Q575

ADDRESS: 28-04 41ST AVENUE, LONG ISLAND CITY, NY 11101

TELEPHONE: 718-433-2556

FAX: 718-361-8832

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q575 SCHOOL NAME: ACADEMY OF AMERICAN STUDIES

SCHOOL ADDRESS: 28-04 41ST AVENUE, LONG ISLAND CITY, NY 11101

SCHOOL TELEPHONE: 718-433-2556 FAX: 718-361-8832

SCHOOL CONTACT PERSON: ELLEN SHERMAN EMAIL ADDRESS: esherma@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>NINA COHEN</u>
PRINCIPAL:	<u>ELLEN SHERMAN</u>
UFT CHAPTER LEADER:	<u>JASON VANDERWALKER</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>TRACEY MORSE-GARCIA</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>MISBA KHAN</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 SSO NAME: INTEGRATED CURRICULUM & INSTRUCTION

SSO NETWORK LEADER: VIVIAN SELENIKAS

SUPERINTENDENT: DR. PHILIP COMPOSTO

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
ELLEN SHERMAN	*Principal or Designee	
JASON VANDERWALKER	*UFT Chapter Chairperson or Designee	
TRACEY MORSE-GARCIA	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
MISBA KHAN	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
NINA COHEN	Member/STAFF	
SUSANA LEMOS	Member/STAFF	
TOBY INCANTALUPO	Member/STAFF	
LUCY MARZOCCHI	Member/PARENT	
GEORGE ROSA	Member/STUDENT	
BETTY ORTIZ	Member/PARENT	
TONINA RIVIELLO	Member/PARENT	
EUGENE CULLIVAN	Member/PARENT	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Academy of American Studies is a college preparatory high school emphasizing American History. Four years of intensive American History study, a research class, a senior thesis, as well as trips to sites of current and historic interest, lead students to a better understanding of citizenship, in addition to expanded college and career opportunities. The Academy, as a small learning community, creates an atmosphere where students can actively participate in the democratic process and take their places as leaders in our society. The ethnic diversity of the school is reflected in our heterogeneously grouped classes, enabling students of different backgrounds to become more aware of each other's customs and cultures. We strive to foster a cooperative spirit among students, parents, staff, faculty, and our surrounding community. This, in turn, provides the foundation for life-long learning.

The instructional plan emphasizes high student expectations for both high school and post-secondary educational achievement. The curriculum theme focuses on American History through interactive methods, such as collaborative activities, technology, internships, trips and individual research projects. We offer several elective courses and AP classes, in addition to College Now classes which are supported by LaGuardia Community College. St. John's High School Extension Program also provides students with an opportunity to gain college credit.

Dedicated students and teachers come together for regular tutorials in all academic subjects. The Academy's Big Sib peer tutoring program has been a successful way for students to learn from each other. Our writing centers allow students to receive regular assistance from teachers to polish their skills.

It is our belief that learning is never limited to the classroom. To that end, the Academy of American Studies has partnerships with several community-based organizations. Our primary partner, the Gilder Lehrman Institute of American History, provides funding for students to visit historic landmarks, and a Saturday Academy which provides an opportunity for enrichment. The Center for Arts Education provides an internship program for students in the arts. Visiting artists, student visits, and professional development are provided by MoMA and Manhattan Theatre Club. In addition, student internship opportunities are provided by the New York Historical Society, King Manor Museum, Queens Museum, and local politicians, including Councilman Eric Gioia, Assemblyman Michael Giannaris, and State Senator Katherine Nolan.

In October 2006, the Gilder Lehrman Research Center was established to assist Academy students, as well as students in neighboring schools, to investigate topics in American History. The Research Center has been enhanced through LEG grants from the New York State Assembly.

Our school has a wide array of extra-curricular activities for our students to participate in, including Student Government, Improvisational Theatre, a Literary Magazine, Model United Nations, and more. The Academy has PSAL sports teams that include baseball, basketball, bowling, volleyball, and softball. Our Girls Basketball Team won the PSAL "B" Division City Championship.

The Academy of American Studies was recognized by *U.S. News & World Report* as Silver Medal Winner in the 2007-2008 and 2008-2009 edition of America's Best High Schools. In August 2009, the *New York Post* recognized the Academy as one of the Top 50 High School in New York City.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Academy of American Studies						
District:	30	DBN:	30Q575	School BEDS Code:	343000011575		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.9	93.4	94.4
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		98.3	97.9	99.4
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		42.8	41.0	42.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	1	14
Grade 9	188	207	211	Recent Immigrants - Total Number:			
Grade 10	167	196	196	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	134	104	142		9	13	21
Grade 12	128	118	94	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	617	625	643				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	41	21	33
# in Collaborative Team Teaching (CTT) Classes	19	31	34	Superintendent Suspensions	7	2	4
Number all others	13	18	33	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	28	0	37	Number of Teachers	31	34	37

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	33	5	Number of Administrators and Other Professionals	8	9	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	9	6	9	% fully licensed & permanently assigned to this school	100.0	97.1	97.4
				% more than 2 years teaching in this school	65.6	80.0	73.7
				% more than 5 years teaching anywhere	40.6	51.4	47.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	84.0	83.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	94.8	94.8
American Indian or Alaska Native	0.0	0.2	0.2				
Black or African American	10.9	10.9	10.4				
Hispanic or Latino	32.4	32.0	32.2				
Asian or Native Hawaiian/Other Pacific Isl.	31.6	31.4	32.0				
White	25.1	25.6	25.2				
Male	42.0	44.2	43.1				
Female	58.0	55.8	56.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native							
Black or African American					-	-	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					√	√	
White					√	√	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	5	5	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B	Overall Evaluation:		NR			
Overall Score:	68.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.9	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:	16.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The School Leadership Team reviewed the School Report Card, the Quality Review, and the Progress Report. Based on those reports, we identified our strengths and areas to focus on for the next school year.

The Academy of American Studies has consistently received "Good Standing" on State Report Cards. The school has received an overall score of "B" on the New York City Progress Reports for the three years. In addition, for the 2007-2008 school year, the school received an "A" in both School Environment and Student Performance on the School Report Card. The Academy has also received a "Well Developed" on its last two Quality Reviews.

For the 2008-2009 school year, accomplishments include: 88% of the students graduated in four years with 42 students receiving an Advanced Regents diploma, 54 students receiving a Regents diploma, and 5 graduates receiving a Local diploma. The school has consistently had a graduation rate of over 85% with 95% going to college. Last year, 86% of first-year students earned 10 or more credits, 81% of second-year students earned 10 or more credits, and 83% of third-year students earned 10 or more credits. The Regents pass rate in English is 94% with 51% attaining mastery and U.S. History is 91% pass rate with 66% attaining mastery. Advanced Placement results for English included 96% of students receiving college credit.

Areas to focus on for next year include:

Barriers to the school's continuous improvement include Special Needs students and ELL students who have not accumulated sufficient credit to move to the next grade. While students pass the five Regents examinations, many still struggle to achieve mastery (85+), especially in Global History, Science, and Mathematics. Based on the Inquiry Team's analysis of data, comprehension is preventing students from achieving on the New York State Regents exams, as well as credit accumulation. The team continues to be a significant aid in overcoming this barrier through its analysis of data, as well as its action plan strategies to support comprehension across the curriculum. The Inquiry Team process will be expanded to all grades to assist struggling students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. Based on June 2009 Scholarship Report, the Math Department wants to develop , implement, and evaluate an instructional strategy to move 2% of the students in the middle level to mastery in Integrated Algebra (ME21) by June 2010.
2. Based on English Department needs, the department wants to develop, implement, and evaluate a developmental assessment focused on expository writing for each grade level that are aligned where students move up at last one point on the ELA rubric by June 2010.
3. Based on June 2009 Regents scores (HSST), the Social Studies Department wants to develop and implement differentiated strategies to increase passing rate on the Global Regents from 76% to 80%, and increase the passing rate on the U.S. History Regents from 90% to 93% by June 2010.
4. Based on the June 2009 Scholarship Report, the Science Department wants to develop, implement, and evaluate strategies to increase the integration of technology in the classroom in order to increase the scholarship passing rate of freshmen by 2% in Living Environment classes by June 2010.
5. Based on the June 2009 Scholarship Report, the Foreign Languages Department wants to develop and implement instructional strategies and performance-based assessment to improve mastery by 5% for ninth-grade Foreign Language students by June 2010.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **MATH – INTEGRATED ALGEBRA**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, develop, implement, and evaluate an instructional strategy to move 2% of the students in the middle level to mastery level in Integrated Algebra.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: ME21 students with MP1 grade between 70 and 80 (# of students) Responsible Staff: ME21 teachers Action Plan: 1) Identify students in target population 2) Conference with students regarding goal 3) Mandatory tutoring</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>- Tax Levy -</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review: each marking period Instrument(s) of Measure: class tests, quizzes Projected Gains: 2% of target population move to mastery level (above 85)</p>

Subject/Area (where relevant): ENGLISH

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, develop, implement, and evaluate a developmental assessment focused on formal expository writing for each grade level that are aligned where students will move up at least one point on the rubric.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Early in the semester, every teacher will give one baseline assignment (as a starting point)
.Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none">○ Regents rubric○ Applicable handouts○ Applicable literature○ Curriculum map
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Interval of period review – once a marking period Instruments of measure – Regents rubric (changed to meet the needs of grade level)

Subject/Area (where relevant): **SOCIAL STUDIES**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, develop and implement differentiated strategies to attain an 80% passing rate in Global Studies Regents scores and 93% passing in U.S. History Regents.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Work on skill-building exercises such as: study habits – reading resources effectively; studying content; map skills – connecting geography with history; work on increasing Social Studies vocabulary; using multi-media to encourage learning of history; and finally, modeling ideal essay writing and reading skills.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Allocate more money for technology, tutoring, history seminars. Allocate money for replacement of green boards with white boards (as per request). Professional development with technology is also requested.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Performance of mid-terms, finals, and Regents scores will indicate progress.</p>

Subject/Area (where relevant): SCIENCE

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, develop, implement, and evaluate strategies to increase the integration of technology in the classroom in order to increase the scholarship passing rate for the freshman Living Environment class by two percentage points.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Implement notebook checks. Increase organizational habits of the freshman class. Target population: Freshmen Science Department – Freshmen teachers
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Increase allotment of professional development hours for the purpose of training in technology integration. Increase use of shared planning time for enhancing the coordination of technology integration in freshman classes.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Scholarship passing rates will be re-evaluated at the end of the targeted time period.

Subject/Area (where relevant): FOREIGN LANGUAGE

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, develop and implement instructional strategies and performance-based assessment to improve mastery level by 5% for ninth grade Foreign Language students.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	One-on-one tutoring, differentiated instruction and assessment, communication with guidance department, parents, other teachers, and administration, build a strong rapport with students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Staff development more Foreign Language orientated.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Students perform dialogues in target language using the proper grammar and vocabulary for the particular situation.

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	67	118	71	75	121			
10	30	48	65	30	62			
11	65	13	50	74	133			
12	27	16	16	29	25			

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Lunch tutoring during the day, after school and weekend tutoring, small group, and one-on-one
Mathematics:	<ul style="list-style-type: none"> • Lunch tutoring during the day, after school and weekend tutoring, small group and one-on-one • Additional hour of mathematics built into weekly schedule • Auditing Regents classes
Science:	<ul style="list-style-type: none"> • Lunch tutoring during the day, after school and weekend tutoring, small group, and one-on-one • Auditing Regents classes
Social Studies:	<ul style="list-style-type: none"> • Lunch tutoring during the day, after school and weekend tutoring, small group and one-on-one • Regents Prep seminars • Auditing Regents classes
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Mandated counseling • Small group counseling • Pioneers Group • Inquiry Team • College Counseling
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

The Language Allocation Policy Team will consist of the following members:

E. Sherman, Principal; N. Cohen, Assistant Principal; J. Ross, ESL Coordinator; M. Agudelo, Spanish Teacher; E. Mendez, ESL Teacher; E. Zimmerman, Mathematics Teacher and Testing Coordinator; R. Wilson, Guidance Counselor; J. Mendler, Parent Coordinator.

At the Academy of American Studies, a school with 708 students, 47 students –6.64 percent – are English Language Learners. The school only has a free-standing ESL program and all students are fully served by a certified ESL teacher. The free-standing ESL class gets three periods a week of ESL (180 minutes) in addition to three periods a week of English. The intermediate students get six periods (360 minutes) and the one beginner gets nine periods (540 minutes) of ESL at Newcomers High School, with which we share a building.

The majority of students come to the school from Department of Education schools, and thus, have already been identified as ELLs. The students who come from outside of DOE schools are given a Home Language Survey form. They and their parents will meet with a pedagogue and an assessment will be made whether they are ELLs. Based on this, the LAB R is administered by the ESL teacher or coordinator, and students who do not test out are assigned to the level that is indicated by these test results. Parents are also given letters to choose a program and the school will align programs to parental choices. Over the past few years, the majority of parents have chosen free-standing ESL. Entitlement letters are sent out in the fall, based on the NYSESLAT results, and parents are notified that students will continue in the program they are in, that is freestanding ESL classes, unless they wish to choose another program. Letters are sent out in different languages and returned by students to the ESL teacher who follows up to make sure all parents have made a choice of programs and are informed about these programs. Staff is available to discuss choices in Spanish, Chinese, and Korean and we will draw on staff at Newcomers High School to help with this, as needed. The ESL teacher has the EPIC kit with the DVD explaining these programs and parental choices. The ESL coordinator is informed by the office staff if a new student from outside the state public school system is admitted during the school year, and after a review of the home language survey, LAB R will be given if needed and the student will get the appropriate placement.

The school LAP team will look at assessments of ELLs carefully, using both the results of the English Regents exam, which students in E5 will take in January 2010, as well as the results of the NYSESLAT tests. Results from the NYSESLAT administered in May 2009 show that, across the board, our ELLs are stronger in the speaking/listening modalities than in reading/writing. In fact, the majority in all grades received a P (proficient) in listening/ speaking, but an A (advanced) or I (intermediate) in reading/writing. As a result, there will be a strong school focus on writing across the curriculum, and the ESL teacher will focus on reading and writing at both the intermediate and advanced level (see breakdown of numbers by modality and grade on page 6 of worksheet.) The school LAP team will look at the English Regents results of ELLs in January 2010. In addition, the ESL teacher and all English teachers will look at the results of the interim Regents assessments for ELLs, which all ninth and tenth graders took in October. These results were available in December, and all teachers will use the data to drive instruction with our ELL students.

Regents results for 2009 show that our ELLs do better in Math and Science than in the Humanities and the focus is on ELLs to do better in Global Studies. Whereas 22 out of 24 ELLs passed the Math A Regents, only 10 out of 17 passed Global History and Geography. No students took the Chinese or ELE tests.

The breakdown of the current ELL population is as follows, according to the information from ATS reports. Of the current ELLs in the school, there is one beginner; 21 intermediate; and 25 advanced students. 24 students are in grade 9; 14 students are in grade 10; 9 students are in grade 11; one student is in grade 12. There are no SIFE students, and eight students are in special education. The languages spoken are as follows: the language most spoken is Spanish with 15 students, followed by Bengali with 12 students.; there are seven students who speak different dialects of Chinese, there are 1-3 students who speak Korean, Arabic, Urdu, Polish, Punjabi, Tibetan, Nepali, and Gujarati.

There are two ESL classes, one for intermediate students (360 minutes per week) and one for advanced students (180 minutes per week). The advanced students also get an ELA class (180 minutes per week.) The breakdown of ELLs is as follows: 25 have received 1-3 years of service; 11 have received 4-6 years of service; and 11 are long-term ELLs and have had more than 6 years of service. Currently, 8 ELLs are special education students and we have no SIFE students.

The School Inquiry Team will be focused on three groups of ELLs this year – long-term ELLs, ELLs receiving 5-6 years of service who are in danger of becoming long-term ELLs, and students who are English Proficient but tested out two years ago. Teachers will have share information on the progress of ELL students at monthly grade meetings and focus on skills and strategies to move these students forward. All ELLs, including those who tested out in 2008, will be given glossaries and full accommodations on all state tests. Although all instruction in ESL classes is in English only, differentiated instruction is used in both the intermediate and advanced level classes. Students work in both heterogeneous and homogenous groups, depending on the activity. Students are required to read a book a month as part of their independent reading, and a book report is required at the end of each book reading. Double-entry journals are used to enhance students' writing and critical thinking skills. Technology is used by taking students to the computer lab, or using the laptop cart in the classroom, or laptop and projector. Because data on NYSESLAT shows that students score higher in Speaking/Listening than in Reading/Writing, instruction will focus on the modality, in both ESL classes. All ELLs, including those who tested out in 2008, will be given glossaries and full accommodations on all state tests.

The school has a CTT program for special education students and there are four teachers certified in special education, covering mathematics, science, English, and social studies. The special education ELLs are in one or more CTT classes, where there is the special education teacher to provide extra help and to scaffold lessons. To help our ELLs, the school has provided alternate texts in English and history, which are more accessible. For example, Shakespeare's *Macbeth* and *Othello*, studied in grades 9 and 10, are available in parallel text versions with a modern English for ELLs and other struggling students, as well as in graphic novel forms. Alternate textbooks are available for history, with grade-appropriate language, but more accessible for our ELL students.. The English classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations.

Regents results show our ELLs and former ELLs are doing well in Math A, Earth Science, and Biology, and doing better on the ELA Regents. Improvement is needed in Global Studies and American history. There are 9th and 10th grade CTT global studies classes, and this September, a CTT class was added for 11th grade American History, and we expect our ELL students to benefit from this. Teachers are notified about which students are transitional ELLs and extra tutoring, as well as full accommodations, are offered to them.

All content area teachers offer tutoring for all students on a regular basis, and a Saturday program will be offered to ELLs using Title III money, starting in the spring. There is also mandated counseling offered to all special education students, including our special education ELLs.

The school will schedule professional development to instruct all content area teachers on how to scaffold lessons and use ESL strategies to help all our ELLs pass these exams and do well in all subjects. We will draw on the expertise of Newcomers High School, with which we share a building, and their faculty will be involved in this professional development. Last year a number of workshops were given by Diana Scalera to use scaffolding strategies for ELLs in Global Studies and Science, and teachers from all content areas, as well as the Assistant Principals, attended these workshops. These will be continued this year.

Faculty have also had professional development on differentiated learning. The school currently has a partnership with MoMA, the Manhattan Theater Club, and the 92nd Street Y, and learning through the arts is implemented throughout the curriculum. The school offers electives in art, music, acting, film, and digital media, as well as enrichment courses at the Saturday Academy and ELLs are involved in all these electives. The elective, Global Voices Through Film, which focuses on global issues by viewing foreign films from a wide variety of cultures, has ELLs, former ELLs, and English Proficient students. ELLs are also involved in the digital media and museum studies classes where the subject is less language dependent. These classes help ELL students of all levels develop their talents by offering alternative learning experiences.

The diversity of the school population is celebrated at the school. ELLs are involved in a variety of clubs, particularly an active Multicultural Club, where students share and celebrate their cultural heritage. They perform at the annual talent show and participate in the international food festival. This year they are also planning an international fashion show.

The school offers a three-day orientation for incoming students before the school year begins. In August 2010, we plan to have a breakfast meeting for the parents of ELLs during this orientation, with translation services provided by senior students, where the ESL program will be explained to the parents. This parental involvement will be ongoing, with special encouragement for the parents to attend school events such as Parent Association meetings, College Night, etc. In February, 2010, the PTA will hold morning breakfast meetings, and a special outreach will be made to ELL parents. Seniors who volunteer to be translators will get community service credit for this. At this time we plan to survey ELL parents to see what their needs are, and to have an ELL parent on our PTA, if possible. We plan to partner with community organizations and our Parent Coordinator, Jean Mendler, will be actively involved in these outreach efforts.

Letters will be sent to all parents of students taking the NYSESLAT tests in May 2010, in various languages, explaining the importance of the tests, and what parents can do to help ensure success. The ESL teacher regularly calls parents if students are cutting ESL, have prolonged absence, or are in danger of failing. Teachers are available to speak to parents in various languages, including Spanish, Korean, and Chinese, to express these concerns.

Language electives offered are French and Spanish.

The school is committed to serving all the needs of the ELLs and will do so by making all faculty aware of their needs, by drawing on the expertise of colleagues at Newcomers High School, by getting materials to help ELLs, by incorporating technology into the curriculum, and by involving their parents in the learning process. The majority of ELLs and former ELL students at the Academy have graduated with their cohort, within four years, and our goal is to improve on this record.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9–12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 30Q575	School ACADEMY OF AMERICAN STUDIES
Principal ELLEN SHERMAN	Assistant Principal NINA COHEN
Coach type here	Coach type here
Teacher/Subject Area ERICKA MEDINA/ESL TEACHER	Guidance Counselor ROBERTA WILSON
Teacher/Subject Area MARIBEL AGUDELO / SPANISH	Parent type here
Teacher/Subject Area ELLEN ZIMMERMAN / MATHEMATICS	Parent Coordinator JEAN MENDLER
Related Service Provider type here	SAF type here
Network Leader VIVIAN SELENIKAS	Other JENNIFER ROSS / ESL COORDINATO

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	N/A	Number of Certified NLA/FL Teachers	N/A
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	708	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	6.64%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In					0
Total	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	13

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24			10		4	13		4	47

Total	24	0	0	10	0	4	13	0	4	47
Number of ELLs in a TBE program who are in alternate placement: ____										

C Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	8	5	3		16
Chinese	3	1	2		6
Russian	0				0
Bengali	4	4	2	1	11
Urdu	1	1	2		4
Arabic	1				1
Haitian Creole	0				0
French	0				0
Korean	1		1		2
Punjabi					0
Polish	2				2
Albanian					0
Other	3	2	1		6

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

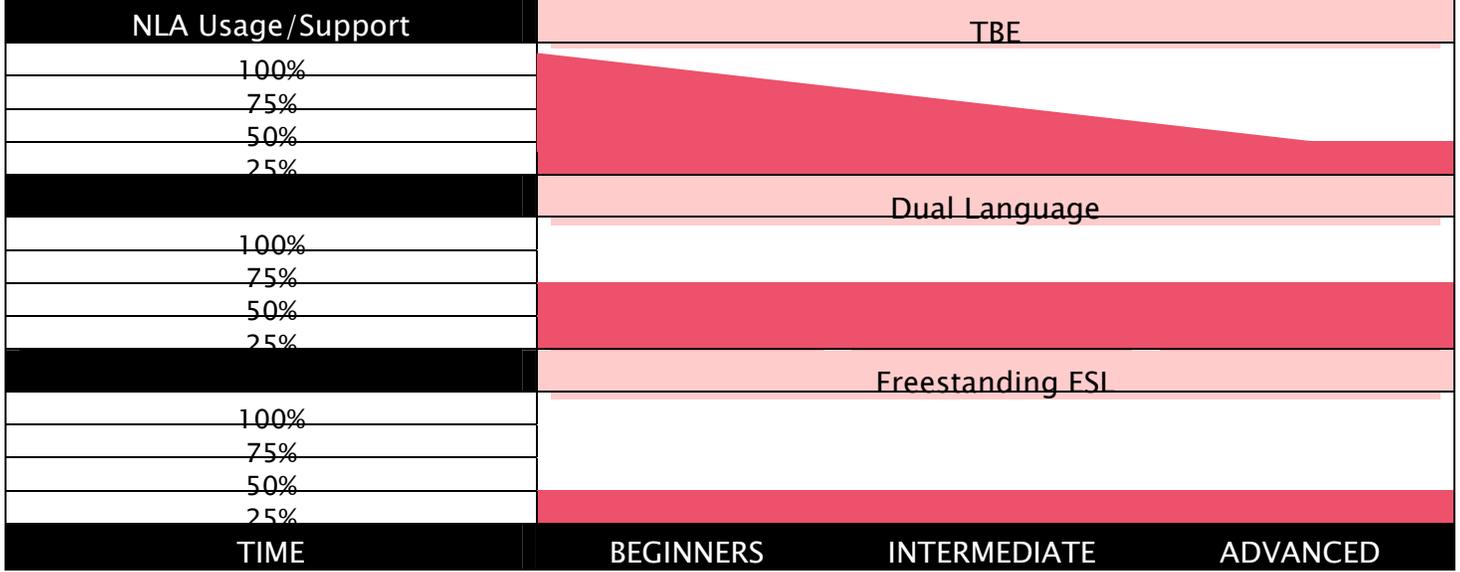
TOTAL	23	13	11	1	48
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support
 The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
 Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	1				1
Intermediate(I)	11	3	3		17
Advanced (A)	12	10	6	1	29
Total	24	13	9	1	47

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	1			
	I	1			
	A	6	3	1	
	P	15	12	9	1
READING/WRITING	B	1			
	I	11	5	6	
	A		6	2	1
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive	1			
Math A	24	0	22	0
Math B				
Sequential				
Sequential				
Sequential				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and	17		10	
US History and				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

- B. After reviewing and analyzing the assessment data, answer the following**
1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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

Form TIII – A (1)(a)

Grade Level(s) 9 - 12 **Number of Students to be Served:** 47 **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.

Title III monies will be used to provide Regents tutoring as a supplementary program for seven (7) Saturdays (October 31st – December 18th) and weekend tutoring on Saturday and Sunday, January 9-10 and January 23-24 for 47 ELL students, grades 9-12. The remainder of the monies will be used for after-school tutoring for ELL students. All instruction will be in English.

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.

Professional Development will be provided by our LSO – Integrated Curriculum & Instruction, and BETAC, and Newcomers H.S. will provide workshops.

Form TIII – A (1)(b)

School: 30Q575 BEDS Code: 343000011575

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978) \$3,000	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) 60 hours of per-session (60 x \$49.89 = \$2,293.40) for ESL teacher to support ELL students in Saturday tutorial and after-school tutorial
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000) 0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500) 0	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000) 0	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL	\$3,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Based on the Blue Emergency Cards and Home Language Survey, the Pupil Accounting Secretary enters the data into ATS. For students who do not return emergency cards, the secretary follows up with her own form. The Pupil Accounting Secretary then shares the parent languages with the A.P. Organization and Parent Coordinator who have written notices translated.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
The primary language for Academy's parents is English (267). The second dominant language is Spanish (141). Other languages which parents have indicated as primary in their homes are: Bengali (44), Korean (21), Cantonese (11), Albanian (11), Arabic (10), Mandarin (10), Polish (10), Urdu (10), Punjabi (9), other Chinese dialects (8), Hindi (8), and Russian (6).

Parent Teacher Conference letters are available in both English and Spanish. Notices of PTA meetings have been translated by school staff into Spanish, and notices of ESL and ELL parent meetings are distributed in English and the eight required languages. Teachers and guidance counselors are made aware of translation needs and options when calling home, when parents come to the school for appointments, and during Parent Teacher conferences. They are also notified of the Translation and Interpretation Services extra hours for phone-in services during Parent Teacher conferences.

We have several staff members who are available to assist with translations (oral and written) for Spanish, Korean, Chinese dialects, and Russian. We share our school building with Newcomers High School, and several of their staff members assist our teachers and guidance counselors when translation is needed for other languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Services will be provided by teachers, school aides, and parent volunteers for written and oral translation services. We will also utilize our relationship with Newcomers High School for translation services that cannot be met by our own staff. The Parents' Bill of Rights and Responsibilities is posted on permanent display at our Parent Coordinator's office in the school lobby, in English and in the eight required languages. The "Translation Services" poster is also prominently displayed at the School Safety Officer's desk, in the lobby next to the Parent Coordinator's office. We plan to utilize written translation services for Parent Newsletters.
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. In addition to the in-school services mentioned in Part A, Question 2, we plan to have parent volunteers and senior students provide oral interpretation services. Seniors will receive community service hours for translating at school functions such as Parent Teacher conferences and freshman orientation. Translation and Interpretation Unit phone-in services are also utilized during Parent Teacher conferences.
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>. Parents will receive information regarding the Bill of Parent Rights and Responsibilities concerning translation services in the Student/Parent Handbook distributed each September to all students, as well as on an on-going basis for new students throughout the year. Signs concerning translation services are posted at the entrances to both our North and South campuses.

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:		280,721	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,809	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		14,036	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		28,072	

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

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

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

Title I PARENT INVOLVEMENT POLICY

As a School-Wide Program Title I school, Academy of American Studies’ Parent-Teacher Association (PTA) has taken on the responsibility for representing the interests of all parents, as all children will participate in Title I programs. The PTA President will regularly consult with the parents and ensure Title I is included in the meeting agenda. The goal is to ensure the involvement of Title I parents in school life, and to support active partnership with other members of the school community. Parents must be consulted regarding the use of Title I funds in the school, and must be involved in the development of the school’s Parent School Compact. The PTA will hold regular meetings at a time convenient for parents, including an annual meeting where information about Title I funded programs and other related issues are discussed and shared.

The PTA will recruit parents for involvement in professional development opportunities, meetings, conferences, and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.

The PTA will inform parents regarding Title I issues, and will bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration, and other school community stakeholders.

The PTA will develop a spending plan in consultation with the parents to recommend how the school’s minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.

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.

As a School-wide Program Title I school, Academy’s Parent-Teacher Association (PTA) has taken on the responsibility for representing the interests of all parents, as all children will participate in Title I programs. The PTA President will regularly consult with the parents and ensure Title I is included in the meeting agenda. The goal is to ensure the involvement of Title I parents in school life, and to support active partnership with other members of the school community. Parents must be consulted regarding the use of Title I funds in the school, and must be involved in the development of the school’s Parent School Compact. The PTA will hold regular meetings at a time convenient for parents, including an

annual meeting where information about Title I funded programs and other related issues are discussed and shared. Parent Involvement Policy will be distributed on January 13, 2010.

The PTA will recruit parents for involvement in professional development opportunities, meetings, conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.

The PTA will inform parents regarding Title I issues, and will bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration, and other school community stakeholders.

The PTA will develop a spending plan in consultation with the parents to recommend how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.

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

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Academy of American Studies will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

The Parent-Teacher Conferences will be held on the following dates:

Thursday, October 29, 2009: 6:00 – 8:30 p.m.
Friday, October 30, 2009: 12:00 – 3:00 p.m.
Thursday, March 18, 2010: 6:00 – 8:30 p.m.
Friday, March 19, 2010: 12:00 – 3:00 p.m.

3. Provide parents with frequent reports on their children's progress.
Report cards will be distributed three (3) times each semester, as follows:
Fall Semester: October 2009, December 2009, and January 2010
Spring Semester: March 2010, May 2010, and June 2010

In addition, parents of students whose passing is in jeopardy will receive updates throughout the school year from their subject teachers.

4. Provide parents reasonable access to staff
Staff will be available for consultation with parents as follows:
 - By appointment with guidance counselors and subject teachers;
 - Via e-mail through staff DOE e-mail addresses (both incoming and outgoing e-mail);
 - Via outgoing e-mail from staff through the school's Daedalus mail system;
 - Via telephone contact with guidance counselors and subject teachers
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Parents may volunteer to chaperone on class trips, to participate in Parent and Teacher events, and to observe student/class activities such as theater programs and parent-student workshops.
6. Provide information to parents in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
7. Involve parent in the planning, review, and improvement of the school's parent involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to our children's education
- Promoting positive use of our children's extra-curricular time
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our children or by mail or e-mail, and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being on the School Leadership Team or other school advisory or policy groups.

Student Responsibilities

We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards, in the following ways:

- Do my homework every day and ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day
- Volunteer to assist other students through peer tutoring
- Volunteer to work with the school community through Student Government, in order to encourage student achievement
- Volunteer to work with the school administration and parents in the School Leadership Team.

SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during the school year 2009-2010.

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.

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

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.

A comprehensive needs assessment appears on Page 90

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

School-wide reform strategies include:

- A fourth hour of mathematics for all students enrolled in Regents classes. As students struggle in math (see Scholarship Report) the school requires four hours of mathematics instruction in all Integrated Algebra, Geometry, Advanced Algebra, and A.P. Calculus. The fourth hour allows for additional differentiation of instruction so students can focus on topics in which they have difficulty.
- As writing and literacy is a school-wide focus, 9th grade students take an additional class in Writing and Research to help freshmen strengthen their writing and research skills. In addition, freshman English teachers also focus on writing to help students meet the New York State standards.
- As the Global Studies Regents pass rate is 78% for the last two years, the Inquiry Team has identified reading comprehension as a skill needed to help students to pass the Regents. We will focus on strategies to enhance reading comprehension using primary documents.
- As the Academy focus is to prepare all students for college, we have three full-time guidance counselors. All counselors are members of the College Team, and one counselor serves as the College Advisor.

3. Instruction by highly qualified staff.

100% of the faculty is highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

For Professional Development for 2009-2010, the school community will focus on differentiation of instruction and assessment. Carol Turoff, retired middle school English teacher and who previously served as a mentor for first-year teachers, will meet weekly with individual teachers to assist them in differentiation in both instruction and assessment in their classes. She will also lead small group meetings by grade or by subject to explore strategies for differentiation, utilizing Differentiation of Assessment by Deborah Blas and _____.

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

To attract highly qualified teachers, the Academy has a relationship with Columbia Teachers College, Queens College, and New York University as training for pre-service teachers. Personnel committees interview qualified candidates from the above schools and make recommendations to the principal.

6. Strategies to increase parental involvement through means such as family literacy services.
 - Expand Saturday Academy to include ELL classes for parents and computer classes for parents
 - Utilize Translation Services for all parent notices and PTA mailings and newsletters
 - Form a multilingual Communications Committee in the PTA to contact parents about PTA meetings, Parent-Teacher Conferneces, Title I Parent Class opportunities
 - Include updates on Academy's Title I SWP in all Parent Newsletters.
 - Include monthly updates on Academy's Title I SWP on the Parent Page of the school website.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through professional development, faculty will review formative assessment activities, as well as summative assessments, which they will then select to use in their classes. The Principal and Assistant Principals will provide feedback to the faculty on assessment activities. Teachers are also provided with two programs, Daedalus and ARIS, to track student achievement and guide instructional practices.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Academy is committed to after-school tutoring, weekend tutorials, and Circular 6 activities for both individual and small group tutoring. he Writing Center is also open three afternoons a week to assist students in improving their skills.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Last year, an English Department committee was formed to create a curriculum map that will be both vertically and horizontally aligned. Teachers met in teams to review the curriculum and hear recommendations from the teachers in each grade level and to ensure that, once put together, the curriculum was appropriately structured and aligned to the State Standards. This year, the team will continue to meet to evaluate and refine the curriculum map we developed last year to ensure it is appropriately structured and aligned to the State Standards.

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

Applicable **XX** Not Applicable

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

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Applicable **XX** Not Applicable

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

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

2B – Mathematics Instruction

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

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

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

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

Applicable Not Applicable

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

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

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

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.

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?

33% of the teachers have been at the Academy five years or less; 34% of the teachers have been at the Academy for more than five years and less than ten; 34% of the teachers have been at the Academy for more than ten years. Those who have left the school have moved out of New York City, changed careers, or had children.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

There was no formal process

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?

Two content-area teachers have done QTEL training (W. Carey, M. Agudelo)

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.

The ESL Coordinator will have this information available to all staff at staff professional development meetings.

Teachers will be encouraged to attend QTEL training.

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.

The ESL Coordinator followed progress of ELLs who were in intermediate classes at Newcomers High School and those at Academy of American Studies and regularly conferenced with ELA teachers about their ELL students' progress.

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

Applicable Not Applicable

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

This year NYSELAT results will be given to all ELA teachers and the results will be interpreted at a professional development meeting. The Regents ELA acuity results for grades 9-10 ELL students will be looked at by both the ESL and ELA teachers and strategies will be planned to help them.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We are in the process of putting together a system where all teachers will be informed about special education needs and their instructional supports through monthly department meetings where a designated special educator with specific subject knowledge turn-keys information regarding necessary accommodations and instructional supports to general education teachers with the purpose of providing the appropriate services to students with special needs.

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

XX Applicable Not Applicable

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

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

We currently do have a procedure in place for students with IEPs to receive specific instructional approaches in various subject classes. However, it has not completely dispelled all conflicts. These procedures include:

Built-in, weekly common pre-planning time where both general education and special education teachers can prepare for the ICT classes. In these common preparation times, both teachers have the opportunity to discuss specific needs and approaches to accommodate students' needs regarding a specific class and/or lesson. During these collaborative meetings the general education teacher provides general education curriculum standards and the special education teacher provides the sufficient understanding of the students' needs as indicated on the IEP.

We are currently working on improving our educational programming conflicts with teacher schedules, variations in teacher assessments and standards throughout grade levels, variations in procedures of testing accommodations, and improvements on providing appropriate setting for assessments for subject classes.

We will not need additional support from Central to address these issues.

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.

Our current procedure in addressing specific accommodations/modifications for testing, classroom environment (including instruction) and behavioral plans for students with behavioral issues and concerns follows the standard requirements in creating an Individualized Educational Plan of a student. An Annual meeting is held every year or a Triennial every three years for students with needs with the Special Education Team. At this meeting the educational/classroom environment is determined for a student. This document also indicates the goals, objectives, and promotion criteria that will be in alignment with the standard criteria for grade-level state examinations. Finally, the educational team, which includes the special educators and the subject teachers, collaborate to provide the appropriate services.

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

Applicable Not Applicable

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

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

Our Individualized Educational Plans for students with special needs are currently up-to-date or in the process of being updates. These IEPs indicate the specific accommodations/modifications for testing, classroom environment (including instruction) and behavioral plans for students with behavioral issues and concerns.

We will not need additional support from Central to address these issues.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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2. Please describe the services you are planning to provide to the STH population.
Guidance counselors meet regularly with students in temporary housing to provide support. Tutoring is available for STH population. The attendance teacher provides outreach if students are absent.

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.