



**QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY
SCHOOL**

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

**SCHOOL: QUEENS GATEWAY TO HEALTH SCIENCES
SECONDARY SCHOOL
ADDRESS: 150-91 87 ROAD, QUEENS, NY, 11432
TELEPHONE: 718-739-8080
FAX: 718-739-8778**

TABLE OF CONTENTS

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

SECTION I: SCHOOL INFORMATION PAGE..... Error! Bookmark not defined.

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE Error! Bookmark not defined.

SECTION III: SCHOOL PROFILE Error! Bookmark not defined.

Part A. Narrative Description Error! Bookmark not defined.

Part B. School Demographics and Accountability Snapshot Error! Bookmark not defined.

SECTION IV: NEEDS ASSESSMENT **10**

SECTION V: ANNUAL SCHOOL GOALS Error! Bookmark not defined.

SECTION VI: ACTION PLAN..... Error! Bookmark not defined.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010 Error! Bookmark not defined.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error! Bookmark not defined.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) ... Error! Bookmark not defined.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION **24**

APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS..... **26**

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS **30**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)..... Error! Bookmark not defined.

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS Error! Bookmark not defined.

Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010 Error! Bookmark not defined.

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) Error! Bookmark not defined.

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q680 **SCHOOL NAME:** Queens Gateway to Health Sciences Secondary School

SCHOOL ADDRESS: 150-91 87 ROAD, QUEENS, NY, 11432

SCHOOL TELEPHONE: 718-739-8080 **FAX:** 718-739-8778

SCHOOL CONTACT PERSON: Cynthia Edwards **EMAIL ADDRESS:** CEDWARD1@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ghandi M. Moussa

PRINCIPAL: Cynthia Edwards

UFT CHAPTER LEADER: Eleanor Hundley

PARENTS' ASSOCIATION PRESIDENT: Derek Braithwaite

STUDENT REPRESENTATIVE:
(Required for high schools) Christen Clarke

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER: Mae Fong

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Cynthia Edwards	Principal	Electronic Signature Approved.
Ghandi Moussa	Admin/CSA	Electronic Signature Approved.
Prudence Mougis	UFT Member	Electronic Signature Approved.
Eleanor Hundley	UFT Chapter Leader	Electronic Signature Approved.
Zubeda Gulamhussein	DC 37 Representative	Electronic Signature Approved. Comments: log on difficulties
Derek Braithwaite	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Technical Difficulties
Sandra Williams	Parent	Electronic Signature Approved. Comments: Technical Difficulties
Badrul Chowdhury	Parent	Electronic Signature Approved. Comments: Badrul Chowdhury
Bebi Karimbaksh	Parent	Electronic Signature Approved.
Kayi Kudus	Parent	Electronic Signature Approved.
Christen Clark	Student Representative	Electronic Signature Approved. Comments: Technical Difficulties
Jashanpreet Kaur	Student Representative	Electronic Signature Approved.

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision:

Queens Gateway to Health Sciences Secondary School's vision is to create a learning community that provides a nurturing educational environment where all participants, including students, parents and staff are effectively prepared and motivated to reach their highest potential, develop habits of continuous learning and empowered to lead productive lives as responsible, caring and productive citizens in the community.

Mission:

The mission of the Queens Gateway to Health Sciences Secondary School is to prepare all students to perform proficiently, exceed academic standards, and find productive pathways to knowledge as they learn to live constructively together. Gateway, through the collaboration of school, home and community strives to develop high expectations for all students in an educational environment that is safe and nurturing. We are committed to the use of appropriate instructional expertise, guidance services, academic intervention services, and the use of technology to support teaching and learning. We will continue to provide a college preparatory program in the health sciences, while respecting and understanding the needs and diversity of our school community. We will achieve this through an enduring community partnership that celebrates success for all students, support teachers' professional learning, innovation and creativity in teaching, strong relationships between parents, students and staff, and high standards of performance for all students.

Strategic Partnership

The Mission Statement addresses the need and expectation that all Gateway students will graduate with a Regents High School Diploma. The granting of a Regents endorsed diploma indicates a quality preparation for entry into college and the job market. The success of the students depends on the cooperation and participation of all stake holders. The collaboration with the Gateway Institute for Pre-College Education, Queens Hospital Center, York College, Queens College, and Mt. Sinai School of Medicine provides the resources to improved academic achievement, college readiness and career exploration.

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 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Queens Gateway to Health Sciences Secondary School								
District:	28	DBN:	28Q680	School BEDS Code:	342800011680				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11	√	
	K		4		8	√	12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		97.7/94.1	97.2/ 94.1	TBD		
Kindergarten	0	0	0						
				Student Stability - % of Enrollment:					
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	0	0	0		99.5	99.2	TBD		
Grade 3	0	0	0						
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	94	93	95		41.9	44.0	TBD		
Grade 8	85	92	92						
Grade 9	109	108	128	Students in Temporary Housing - Total Number:					
Grade 10	129	106	113	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	106	117	97		1	22	TBD		
Grade 12	89	107	115						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	612	623	640	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	4	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	1	1	0						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants					
<i>(BESIS Survey)</i>							0	0	0
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# receiving ESL services only	0	0	0	Number of Teachers	34	31	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	10	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	82.4	77.4	TBD
				% more than 5 years teaching anywhere	61.8	51.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	85.0	84.0	TBD
American Indian or Alaska Native	0.2	0.5	0.3		97.5	97.5	TBD
Black or African American	48.0	47.7	45.8				
Hispanic or Latino	14.9	15.4	16.7				
Asian or Native Hawaiian/Other Pacific Isl.	34.6	34.2	34.7				
White			0.0				
Male	35.3	36.0	35.0				
Female	64.7	64.0	65.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				N	N	N	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:		√	
Math:		√		Math:		√	
Science:		√		Graduation Rate:		√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
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	-	-	-	-	-	-	
Multiracial						-	
Students with Disabilities				-	-		
Limited English Proficient							
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	5	5	1	4	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B/A			Overall Evaluation:	NR		
Overall Score:	65.1/ 71.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.5/ 7.9			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:	21.4/ 18.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	35.2/ 44.9						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	NR/ 0.0						
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			
* = 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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?

Needs Assessment Findings:

The Principal along with school leaders and members of the School Leadership Team (SLT) conducted a comprehensive review of the school educational program. Informed by the most current data from the the High School and Junior High School Progress Reports, the Learning Environment Survey, and latest Quality Review's Area of Improvement section, we formulated our school's instructional goals.

Based on this years Junior High School Progress Report, we surpassed our last year's goal of a 15% increase in the percentage of students making one year of progress in English Language Arts. We achieved a 20.4% increase (from 43.9% to 64.3%). Therefore, this year's ELA goal is to increase by 5% the percentage of students in the 7th and 8th grade making at least 1 year of progress in ELA as measured by the April 2010 New York State English Language Arts exam. We are optimistic that we can accomplish this goal.

Based on this year's Junior High School Progress Report, we were not successful in meeting our last year's goal for students in the lowest third. In addition, the percentage of students making at least 1 year of progress dropped by 14% from 67.4% to 53.4%. Therefore, this year's Math goal is to increase by 15% the percent the percentage of 7th and 8th grade students making at least 1 year of progress in Math as measured by the May 2010 New York State Mathematics exam.

The preliminary High School Progress Report modeler indicates that our overall grade may have dropped from an A to a B mainly due to a decrease in the percentage of students earning 10 credits in the first year of high school. Last year, our score was a 92.6% whereas this year it is at 85.7% and overall negative change of 6.9 percentage points. Thus, our goal for this year is to increase by 5% the percentage of 9th grade students earning 10 credits or more.

When we analyzed the learning environment survey, we were pleased that the number of parents and teachers who took the survey increased. For parents, there was a 13% increase from 25% to 38%. For Teachers, there was an increase of 31% from 69% to 100%. However, this increase in participation did not result in an increase of the overall scores on the communication component of

the survey. Thus, this year's goal is to increase the score on the communication aspect by at least one point.

Based on the last published Quality Review Areas of Improvement section, we will continue to develop a coherent and viable curriculum through the writing of Essential Learning Outcomes and Learning Progressions that are standards based and standards specific.

Greatest Accomplishments

School leaders in collaboration with teachers and parents initiated a strategic organizational decision that resulted in additional time for professional development during which teachers learned about Essential Learning Outcomes (ELO), Learning Progressions (LP) and SMART goals. School leaders and teachers worked collaboratively to align curricula with state standards to establish ELO and LP across content areas and grades. Staff worked collaboratively to write SMART goals for students. The work has continued and has yielded:

- (a) Student portfolios
- (b) ELO posted in every classroom and referred to in class
- (c) The writing of SMART goals for sub-groups and targeted students
- (d) The creation of teacher teams to monitor student progress

Seventh and eighth grade students showed a 20.4% increase on the 2009 NYSELA exam. These exemplary gains resulted from our instituting new programs, assessments and rubrics to evaluate student progress. Effective analysis of the data identified students and set interim goals for students to master the learning standards and fulfill their potential.

College Readiness Program and Advanced Placement courses support our initiative that 100% of our students will continue to college after graduation. Three additional Advanced Placement courses are being offered to students in all grades during the 2009-2010 school years. The PSAT committee and other committees include parents, teachers, students and members of the CBO (Gateway Institute for Higher Education and MGI/Gear Up) prepare students for the college application process and experience. Princeton Review program prepares students for the PSAT and SAT so that they are accepted into colleges of their choice. Some of our students have been accepted to very prestigious universities.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2010, to increase by 5% the percentage of 7th and 8th grade students making at least 1 year of progress in ELA.	We are looking to increase the school's score from 64.3% to 69.3%. We want 70% of our 7th and 8th grade students to make at least one year of progress as measured by the New York State ELA testing program.
By June 2010, to increase by 15% the percentage of 7th and 8th grade students making at least 1 year of progress in Mathematics.	We are looking to regain the progress we lost. The school's score went from 67.4% to 53.4%. We want close to 70% our 7th and 8th grade students to make at least one year of progress as measured by the New York State Mathematics testing program.
By June 2010, to increase by 5% the percentage of 9th grade students earning 10 or more credits in the first year.	On the High School Progress Report, the area that had the most negative delta was in the credit accumulation part of the student progress section. Within this section, the Percentage of students earning 10+ credits in the first year had the greatest negative change (-6.9%). Thus, this area was deemed to be an area of greatest need in the high school.
By June 2010, to increase to 100% the development and availability of a viable curriculum consisting of essential learning outcomes and learning progressions in every subject and every grade taught.	This goal constitutes an on-going effort that was started last year to ensure alignment between the state standards/assessment and taught curriculum.
By June 2010, to increase by 1 point the score on the communication portion of the learning environment survey.	Since the communication score took a dip from 6.2 to 6.1, we want to revisit our strategies and improve on them this year.

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) :**

**English Language Arts (ELA) -
Junior High School**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, to increase by 5% the percentage of 7th and 8th grade students making at least 1 year of progress in ELA.</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>	<ul style="list-style-type: none"> • Provide professional development support for teachers to ensure differentiation in the classroom that enables all students to produce meaningful work products. Department supervisor and SSO partner. Ongoing-September thru June • In teacher teams, teachers will use periodic assessment data (CITA's, Predictive) and other teacher generated data and observations to assess individual students' strengths and areas of need and differentiate instruction to meet the needs of individual students. Teacher team members and department supervisor. Ongoing, September thru June. • In teacher teams, teachers will set and track measurable/differentiated learning goals for students in need of support.

	<p>Teacher team members and department supervisor.</p> <p>Ongoing-September thru June.</p> <ul style="list-style-type: none"> • Use Kaplan Advantage program as a test genre study unit to support students in the weeks/months before the exam. <p>Assistant Principal of Administration, department supervisor, teachers of targeted grades.</p> <p>February, March and April</p> <ul style="list-style-type: none"> • Provide Saturday Academy sessions, as an additional time on task activity, to support the lower third to ensure that they make 1 year of progress on the ELA test. <p>Assistant Principal of Administration, Teachers who apply for the per session activity</p> <p>Saturday that are not part of holiday breaks in February March and April</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>The school will use the following resources to accomplish this goal:</p> <ol style="list-style-type: none"> 1. Human Resources from our PSO partner for the professional development needs 2. Data Specialist and Data Inquiry Team allocation 3. C4E allocation for Saturday Academy per session expenses 4. C4E allocation to purchase Kaplan Advantage Resources 5. Use the 37.5 minute extended day program for conferencing with students to set, monitor and revise goals on an ongoing basis.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will utilize the following as indicators of interim progress:</p> <ol style="list-style-type: none"> 1. Customized Instructionally Targeted Assessments, 2. Predictives 3. Mini-practice tests at the conclusion of each teaching unit and 4. Full length practice test at the completion of the Kaplan advantage program. 5. Goals are set, monitored and revised at the end of an Essential Learning Outcome (ELO) teaching unit and after an ELO pre-assessment and before starting the next ELO teaching unit
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**Subject Area
 (where relevant) :**

**Mathematics -Junior High
 School**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, to increase by 15% the percentage of 7th and 8th grade students making at least 1 year of progress in Mathematics.</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>	<ul style="list-style-type: none"> • Through data inquiry team work and low inference observations, ensure that there is an engaging, rigorous, and coherent curricula for a variety of learners that is aligned to state assessed standards. <p>Data Inquiry Team Members and department supervisor.</p> <p>Ongoing-Septmeber thru June.</p> <ul style="list-style-type: none"> • Provide professional development support for teachers to ensure differentiation in the classroom that enables all students to produce meaningful work products. <p>Department supervisor and SSO partner.</p>

Ongoing-September thru June

- In teacher teams, teachers will use periodic assessment data (CITA's, Predictive) and other teacher generated data and observations to assess individual students' strengths and areas of need and differentiate instruction to meet the needs of individual students.

Teacher team members and department supervisor.

Ongoing, September thru June.

- In teacher teams, teachers will set and track measurable/differentiated learning goals for students in need of support.

Teacher team members and department supervisor.

Ongoing-September thru June.

- Use Kaplan Advantage program as a test genre study unit to support students in the weeks/months before the exam.

Assistant Principal of Administration, department supervisor, teachers of targeted grades.

February, March and April

- Provide Saturday Academy as an additional time on task activity to support the lower third to ensure that they make 1 year of progress on the Mathematics test.

Assistant Principal of Administration, Teachers who apply for the per session activity

Saturday that are not part of holiday breaks in February March and April

<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>The school will use the following resources to accomplish this goal:</p> <ol style="list-style-type: none"> 1. Human Resources from our PSO partner for the professional development needs 2. Data Specialist and Data Inquiry Team allocation 3. C4E allocation for Saturday academy per session expenses 4. C4E allocation to purchase Kaplan Advantage Resources 5. Use the 37.5 minute extended day program for conferencing with students to set, monitor and revise goals on an ongoing basis.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will utilize the following as indicators of interim progress:</p> <ol style="list-style-type: none"> 1. Customized Instructionally Targeted Assessments 2. Predictives 3. Mini-practice tests at the conclusion of each teaching unit and 4. Full length practice test at the completion of the Kaplan advantage program. 5. Goals are set, monitored and revised at the end of an Essential Learning Outcome (ELO) teaching unit and after an ELO pre-assessment and before starting the next ELO teaching unit

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, to increase by 5% the percentage of 9th grade students earning 10 or more credits in the first year.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Review student transcripts to identify the subject area(s) from which 9th grade students earned the least amount of credits.

Assistant Principal for Pupil Personnel Services, Guidance Counselors

November-December

- Identify, if any the weakness(e) in the schools' internal structure that contributed to this area of under achievement

Principal and Assistant Principals

December-January

- Mitigate identified weakness(es) and monitor this year's 9th grade students to ensure that students are on track when it comes to credit accumulation.

Principal and department supervisor in charge of identified area

January

- Eliminate the double periods of Mathematics and introduce a 1/2 unit of credit bearing course to provide additional credit accumulation opportunities.

Principal and Assistant Principal of Administration

September

- Identify those 9th graders from last year who did not earn 10 credits and offer them the credit recovery program in the Fall and the Spring

Assistant Principal of Pupil Personnel Services and Guidance Counselor for the 9th Grade

October for November thru January recovery period and February for March thru June

	<p>recovery period</p> <ul style="list-style-type: none"> Identify current 9th graders who might run into credit accumulation problems early on and target them for recovery in the Spring. <p>Assistant Principal of Pupil Personnel, Guidance Counselors</p> <p>February for April thru June recovery period</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The following Resources will be used to accomplish this goal:</p> <ol style="list-style-type: none"> Pupil Personnel Team HSST and other data sources C4E allocation to fund the credit recovery program Professional Development or other training depending on identified area of under credit accumulation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will utilize the following as indicators of interim progress:</p> <ol style="list-style-type: none"> Frequency of meetings for the purposes of this data analysis identifying subject area where students earned least amount of credits Timely implementation of remedy to identified area of need Monitor and ensure attendance in the credit recovery program Measure of number of students who successfully earn credits in the recovery program

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase to 100% the development and availability of a viable curriculum consisting of essential learning outcomes and learning progressions in every subject and every grade taught.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will analyze State Exams and Regents Exams in their subject area and decode the exams to identify content and process strands assessed by the New York State Testing program in the various content areas.</p> <p>Based on this analysis, teacher will develop 8-10 Essential Learning Outcomes (ELO) for every subject taught</p> <p>Then, teachers will build learning progressions consisting of enabling knowledge and subs skills that are logically sequenced to attain mastery of the curricular aims for the identified ELOs</p> <p>Teachers will use the ELOs and Learning Progressions to develop lesson plans and periodic assessments which will in turn inform instruction based on students outcomes/needs.</p> <p>Teachers and department supervisors</p> <p>September thru June</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school will use the following resources to accomplish this goal:</p> <ol style="list-style-type: none"> 1. Teacher team meeting time (formerly known as faculty conferences) 2. Department conferences time 3. pre-observation, observation, post-observation process 4. one-on-one meetings with department supervisors 5. The Principal and the Assistant Principals

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following will be the indicators of interim progress:</p> <ol style="list-style-type: none"> 1. By November 1st, the ELOs for Fall courses will be displayed in classrooms and shared with parents and students 2. By March 1st, the ELOs for Spring courses will be displayed in classrooms and shared with parents and students 3. Observation reports
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, to increase by 1 point the score on the communication portion of the learning environment survey.</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>	<ul style="list-style-type: none"> • Continue Principal monthly letter to parents monthly mailing Principal – Monthly • Continue to publish an mail along with Principal letter to parents the Monthly Calendar of Activities. Assistant Principal of Administration – Monthly • Continue to mail rather than backpack important information to parents. Assistant Principals - Monthly • Post more information on the schools web site www.queensgateway.com Principal – Monthly • Expand the use of teacher ease electronic grade book by providing all parents with

teachers' email addresses in order to increase parent awareness of their children's progress.

Assistant Principal of Administration

- Provide parents with workshops on the use of ARIS parent Link

Parent Coordinator and Computer Service Technician, and PTA

During Parent-Teacher conferences days and PTA meeting days.

- Conduct parent workshops on grade level curriculum and expectations and technology training

Assistant Principal of Pupil Personnel Services and Parent Coordinator

October PTA meeting

- Invite parents to participate in student activities such as Honor Roll Assemblies, Awards Night, and Fall/Spring concerts

Assistant Principal in charge of activity - In advance of scheduled activity

- Send out letters to Parents whose children are showing improvement.

Guidance Counselors, AP Guidance

At the end of every marking period

- Recognized teachers/staff/parents who make outstanding contribution to student achievement

Principal - Once per term

- Establish a parent suggestion box

	<p>PTA</p> <ul style="list-style-type: none"> • Communicate ELO's to Parents and Students <p>Department Supervisors and Teachers - at the beginning of each term</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>The school will use the following resources to accomplish this goal:</p> <ol style="list-style-type: none"> 1. The Parent Coordinator and The Computer Service Technician 2. Title I parent involvement allocation 3. NYSL software for Teacher Ease 4. Tax Levy allocation 5. School Leaders and Teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will utilize the following as indicators of interim progress</p> <ol style="list-style-type: none"> 1. Surveys (formal and informal) 2. Feedback (formal and informal)

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

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

Part B. Description of Academic Intervention Services

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:	<p>Small group instruction via 37.5 minute extended day session</p> <p>Two hours a week of after school one-on-one tutoring</p> <p>5 sessions of Saturday academy regents/state exam preparation</p> <p>Utilize Kaplan Advantage and Kaplan Unlocking the Key series test preparation materials.</p>
Mathematics:	<p>Small group instruction via 37.5 minute extended day session</p> <p>Two hours a week of after school one-on-one tutoring</p> <p>5 sessions of Saturday academy regents/state exam preparation</p> <p>Utilize Kaplan Advantage and Kaplan Unlocking the Key series test preparation materials.</p>
Science:	<p>Small group instruction during the 37.5 minute extended period</p> <p>5 sessions of Saturday academy regents/state exam preparation</p> <p>Utilize Measuring Up science exam review materials.</p>
Social Studies:	<p>Small group instruction during the 37.5 minute extended period</p> <p>5 sessions of Saturday academy regents/state exam preparation</p> <p>Utilize Jarrett Publication on Mastering New York's Intermediate Social Studies Standards and other test prep. review materials.</p>

At-risk Services Provided by the Guidance Counselor:	One to one counseling as appropriate to support student needs.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	Speech Therapy service is provided to one of our ninth grade students by the district office.

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.

Queens Gateway to Health Sciences Secondary School
Cynthia Edwards, Principal
LAP Narrative 2009-2010

The mission of Queens Gateway to Health Sciences Secondary School is to prepare students to enter the medical professions. The mission is inclusive of all general education, special education and English Language Learners (ELL's). Although at this time there are no ELL's in the school, school leaders are aware of the language allocation policies and procedures and are equipped to implement these policies and procedures whenever the school's enrolment contains ELL's.

At the beginning of each school year, school leaders conduct a search of DOE data systems (ATS and ARIS) to identify any ELLs and identify any former ELLs for possible support services. This year an RLER, RNMR and RLAT reports were run and the reports came up with "No data/No students." This is an indication that there are no ELL's in the school. However, when an RLAT with an "N" for eligibility was run, 37 out of the 94 newly admitted 7th Graders had a LAB-R/ NYSESLAT exam history while 5 out of the 128 newly admitted 9th Graders had a LAB-R/ NYSESLAT exam history.

Of the thirty-seven 7th graders, all but one student tested out between 2002 and 2006. Only one student tested out in 2008. This student's academic performance on standardized ELA and Math exams placed her at level 3 and 4 respectively. The student was interviewed and offered additional support based on her former ELL status including extended time for exams and a dictionary/glossary.

Of the five 9th graders, all tested out between 2003 and 2005. Only one student tested out in 2007 using the LAB-R. The student was not designated as a former ELL. This student's academic performance on standardized ELA and Math exams placed her at level 3 and 4 respectively.

Finally, during the registration process, the Home Language Identification Survey (HLIS) is administered and an informal interview is conducted by the Assistant Principal for Pupil Personnel Services to identify ELLs. If home language survey shows language other than English the child will be scheduled to take the lab-R within 10 days. Parents of identified ELL's will have the opportunity to view a parent video about the three models of instruction and given an opportunity to select the program that best help their child.

We at Queens Gateway believe in equity of educational opportunities for all New York City Public School Students and will continue to monitor newly admitted students and ensure that ELL and former ELL students are afforded a language allocation policy (LAP) that will ensure their academic success.

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)

7-12

Number of Students to be Served:

LEP 0

Non-LEP 0

Number of Teachers 0

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

This population does not exist in this school at this time. However, if a LEP student population were to exist, the school will abide by current policies and procedures and develop a language instruction program/activities for LEP students that will be tailored to their specific needs.

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.

Not Applicable

Form TIII – A (1)(b)

-

School: 0

BEDS Code: 342800011680

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	0	Not Applicable
Purchased services - High quality staff and curriculum development contracts	0	Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	Not Applicable
Educational Software (Object Code 199)	0	Not Applicable
Travel	0	Not Applicable
Other	0	Not Applicable
TOTAL	0	

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.

We analyzed the Home Language report in ATS the RHLA, to identify students whose home language is not English. We also analyzed the adult preferred language Report in ATS the RAPL.

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.

From the RHLA out of the 641 students, we found that the majority of household spoke English at home. Of the non-English speaking households. 69 designated Spanish as the language spoken at home; 52 designated Bengali as the language spoken at home; 16 designated Punjabi as the language spoken at home. All other languages represented on the survey were in the single digits.

Of these languages represented the RAPL 15 out of the 69 Spanish speaking households preferred communication in Spanish, 24 out of the 52 Bengali households preferred communication in Bengali and 4 out of the 16 Punjabi households preferred communication in Punjabi.

This information was shared with the school community at the School's Leadership Meeting and will be shared at faculty conference with the staff.

Part B: Strategies and Activities

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

volunteers.

The school will utilize the Department's Translation and Interpretation Unit services to translate memos, notices and brochures.

The school will also use its Translation and interpretation allocation to contract a vendor to translate Parent Handbook and an authorized printing company to print translated materials for distribution to parents.

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

The school will utilize the Department's Translation and Interpretation Unit free dial up/over the phone interpretation service.

The school will also use in-house staff (school has on-demand capacity to facilitate translation services in Arabic, Russian, Spanish, Rumanian, and Greek)

The school will utilized an approved DOE vendor to provide interpretation services at Parent meetings and workshops.

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 are notified via mail of the availability of Translation and Interpretation services in advance of parent teacher conferences.
- The school posts signs in at the main entrance announcing the availability of Translation and Interpretation services in the covered languages.
- School safety agents are provided with multi-lingual cards to assist parents seeking Translation and Interpretation services.
- Parents were provided with translated Bill of Parents Rights and Responsibilities in their preferred language on October 27, 2009 (part of Discipline Code distribtuion).
- Documents are requested in advance (2-4 weeks) of an event. Interpreters, when needed, are also requested 2-4 weeks in advance of an event.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	300,435	300,4355
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,004	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		15,022	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		30,044	

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

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

Teachers who teach out of subject area will be offered an opportunity to become certified in the subject. They will be offered tuition reimbursement and administrative cost reimbursement.

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

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

School Parental Involvement Policy and School Compact :

I. General Expectations

QUEENS GATEWAY agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

- providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. QUEENS GATEWAY will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Administrators will present Parent Involvement Policy at a School Leadership Team meeting and share the final at a subsequent PTA meeting.
2. QUEENS GATEWAY will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: PASS review will be conducted and discussed.
 - a. Results will be disseminated to parents at a subsequent PTA meeting.
3. QUEENS GATEWAY will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Queens Gateway Title I Chair and/or Alternate along with the Parent Coordinator and PTA, working closely with the Principal and Assistant Principals will create, distribute and analyze a Parent Involvement survey in the beginning of the school year. The results of this survey will guide subsequent planning and implementation of workshops and special events.
4. QUEENS GATEWAY will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Super-Parents Training programs. Parent Workshops will be conducted.
5. QUEENS GATEWAY will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. A parent involvement “post-survey” based on the survey distributed in September will be distributed and analyzed by the Parent Coordinator and/or School Leadership Team. We will use this data to inform our decision-making about the following year, including creating initiatives for our C.E.P.
7. QUEENS GATEWAY will continue to build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:

Parent workshops will address how parents can help their students meet and exceed the State standards. Topics such as “How to Help Your Child Prepare for Regents Exams”, “Using the Interim Assessment website/TeacherEase/ARIS to improve your child’s Math/ELA skills” and “What to do when you and your child needs help” will be discussed, as well as others, as per the aforementioned survey. The results of the periodic assessment will be communicated to parents on an ongoing basis.
 - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Offering parent tutoring classes and Saturday computer workshops to give parents special skills needed to bring their children up to standards by working with them at home.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Conducting Role-Play workshops, offered through the School Leadership Team, about “team-building”, PARENT SYMPOSIUM will be offered.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with a Parents as Teachers Program, LEARNING LEADERS and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Creating a Parent Resource center, and creating an “open access” policy in our school Library.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Translation of all notices, flyers, and letters will be made in Spanish, Bengali, and Urdu, our most frequently used languages besides English. The school will embark on a yearly cultural activity which will be to celebrate each other culture through a Multicultural Celebration.

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.

III. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary regents training (in the 5 must pass exams) for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- providing a course outline at the beginning of each semester;
- contacting parents when the student's performance is falling;
- contacting parents when the student is improving;
- offering more support to parents when evidence shows that student needs it;
- maintaining accurate and up-to-date grades on TeacherEase;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home/tele conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- providing a cultural activity celebrating the school's diversity;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the QUEENS GATEWAY on 10/27/09 and will be in effect for the period of 10/27/09 – 06/30/10. This policy was distributed to all parents of participating Title I, Part A children on December 15, 2009.

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.

The Principal along with school leaders and members of the School Leadership Team (SLT) conducted a comprehensive review of the school's educational program. Informed by the most current data from the the High School and Junior High School Progress Reports, the Learning Environment Survey, and latest Quality Review's Area of Improvement section, we formulated our school's instructional goals.

Based on this years Junior High School Progress Report, we surpassed our last year's goal of a 15% increase in the percentage of students making one year of progress in English Language Arts. We achieved a 20.4% increase (from 43.9% to 64.3%). Therefore, this year's ELA goal is to increase by 5% the percentage of students in the 7th and 8th grade making at least 1 year of progress in ELA as measured by the April 2010 New York State English Language Arts exam. We are optimistic that we can accomplish this goal.

Based on this year's Junior High School Progress Report, we were not successful in meeting our last year's goal for students in the lowest third. In addition, the percentage of students making at least 1 year of progress dropped by 14% from 67.4% to 53.4%. Therefore, this year's Math goal is to increase by 15% the percent the percentage of 7th and 8th grade students making at least 1 year of progress in Math as measured by the May 2010 New York State Mathematics exam.

The preliminary High School Progress Report modeler indicates that our overall grade may have dropped from an A to a B mainly due to a decrease in the percentage of students earning 10 credits in the first year of high school. Last year, our score was a 92.6% whereas this year it is at 85.7% and overall negative change of 6.9 percentage points. Thus, our goal for this year is to increase by 5% the percentage of 9th grade students earning 10 credits or more.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Students are provided with opportunities to meet state standards through a standards base implemented curriculum. In addition, students are provided with state exam preparation and Regents preparation through a Saturday Academy program that commences 5 weeks before the scheduled state/regents exam.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

The extended time on task opportunities such as the Saturday Academy program and after school tutoring program will use the Kaplan Advantage program. This program aligns effective instructional strategies to assessed standards.

- o Help provide an enriched and accelerated curriculum.

7th and 8th grade students are provided with an accelerated curriculum in Spanish, Math and Science. Students are provided with additional instructional time during the regular school day to ensure their success in this accelerated setting.

High School students are provided advanced placement courses in the following subjects: World History, United States History, English Literature, Calculus, Biology, Chemistry and Physics.

- o Meet the educational needs of historically underserved populations.

These students are provided with opportunities to meet state standards through a standards base implemented curriculum and state exam preparation and Regents preparation opportunities through a Saturday Academy program that commences 5 weeks before the scheduled state/regents exam.

In addition, these students are provided with weekly after school one-on-one tutoring sessions as well as opportunities to accumulate credits twice a year through a 10-week, independent-study, project-based, teacher supervised activities to meet their educational needs.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students are provided one-on-one counseling services as appropriate to their needs and partake in all the college and career awareness/preparation services offered by the guidance department and YMCA, Gear UP/MGI Community based partners.

- o Are consistent with and are designed to implement State and local improvement, if any.

Not Applicable.

3. Instruction by highly qualified staff.

Staff at this school are highly qualified.

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

The school's support organization along with the school's supervisory staff deliver ongoing high-quality professional development to enable all the children to meet the State's academic standards.

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

Not Applicable

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

The School already hosted a curriculum night workshop sessions to inform the parents about what their children are expected to learn and to be able to do in the various subjects.

The school is also providing an ARIS parent workshop on how to set up an email account to access ARIS for those parent who have not accessed ARIS because they do not have an email account and a workshop on how to access ARIS using an existing email account.

Further strategies will be developed through consultations with the Title I Parent involvement coordinator.

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.

Not Applicable.

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 the Data Inquiry Team and Teacher Teams, the school will use the periodic assessment program and analysis of student performance on previous years state assessments to improve the achievement of individual students and the overall instructional program.

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

Through the Data Inquiry Team and Teacher Teams, the school will use the periodic assessment program and analysis of student performance on previous years state assessments to target students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. Teachers will set SMART goals for these students, provided effective assistance to these targeted students and monitor and revise their SMART goals until students master the proficient or advanced levels of academic achievement.

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.

School leaders will ensure that these programs and services are coordinated.

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.

N/A

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

N/A

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;

N/A

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

N/A

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

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

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

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

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

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

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

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

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

Through the Data Inquiry Team's low inference transcripts, and analysis of target population conditions of learning.

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

- Applicable
- Not Applicable

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

We found that the implemented curriculum is content driven 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.

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.

The school will address this issue by creating subject specific teacher teams that will collaborate to create a curriculum that is standards/cognitive processes based. They will formulate a series of Essential Learning Outcomes based on analysis of assessed performance indicators to ensure alignment and develop learning progressions that address the assessed sub-skills and enabling knowledge that students must master.

The 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.

Through focused walk through's and classroom observations.

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

- Applicable Not Applicable

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

The fact that student performance is at the 97.8% level while the percentage of students making at least one year of progress is at 53.4% (a decrease of 14%) over the previous year's progress supports the relevance of this finding.

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

The school will request consultancy hours/Math consultant from its support organization to work with teachers on implementing instructional strategies that increase the rigor of what is being taught in the mathematics classroom.

The 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.

Through the Data Inquiry Team's low inference transcripts, and analysis of target population conditions of learning.

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

Applicable Not Applicable

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

Low inference transcripts and classroom observations support the relevance of this finding.

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.

The school will request consultancy hours/ELA instructional specialist from its support organization to support our teachers in the use and implementof best practices and research-based practices, including differentiated instruction ELA instruction.

The school will need additiona 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.

Classroom focused walk throughs and classroom observations.

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?

The fact that student performance is at the 97.8% level while the percentage of students making at least one year of progress is at 53.4% (a decrease of 14%) over the previous year's progress supports the relevance of this finding.

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.

The school will request consultancy hours/Math specialist from its support organization to work with teachers on increasing academically focused class time through meaningful and engaging student activities.

The school will need additional support from central to address this issue.

³To 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.

The school analyzed the teacher turnover rate using the New York State Accountability and Overview Report 2007-2008.

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?

The report states that the turnover rate of teachers with fewer than 5 years of experience is 10%. The turnover rate for all teachers is 16%.

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

Not Applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The school did not engage in this process, because an ELL population does not exist at this time in the school.

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?

Not Applicable.

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 school administrator is familiar with ELL policies, procedures and compliance requirements. When the need arise for additional support, the school administrator is resourceful enough to reach out to central/regional/ISC/district and SSO support available to him.

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 school did not engage in this process because the school does not have this population.

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?

Not Applicable.

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

Not Applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The school leaders reflected in cabinet meetings on this finding as it pertains to 2 regular education students who have an IEP as a result of related services.

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

Applicable Not Applicable

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

Informal observation and debriefing with teachers, revealed that those teachers who have these two students were familiar with the accommodations and modifications that would help support the students they have in their classrooms, and are knowledgeable.

Behavioral support plans did not apply to the two students.

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.

No Applicable.

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

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

Please respond to the following questions for Key Finding 7:

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

School leaders in cabinet meetings assessed whether this finding is relevant to the school's educational program.

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

Applicable Not Applicable

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

Student's IEPs specified accommodations and/or modifications for the classroom environment.

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

Not Applicable.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

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

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

N/A

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

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