



**QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE**

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

**SCHOOL: 28Q687  
ADDRESS: 94-50 159<sup>TH</sup> STREET, JAMAICA, NY 11451  
TELEPHONE: (718)657-3181  
FAX: (718)657-2579**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q687      **SCHOOL NAME:** Queens HS for the Sciences at York College

**SCHOOL ADDRESS:** 94-50 159<sup>th</sup> Street, Jamaica, NY 11451

**SCHOOL TELEPHONE:** (718)657-3181      **FAX:** (718)657-2579

**SCHOOL CONTACT PERSON:** Jie Zhang      **EMAIL ADDRESS:** jzhang@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lenneen Gibson

**PRINCIPAL:** Jie Zhang

**UFT CHAPTER LEADER:** Elinore Kaplan

**PARENTS' ASSOCIATION PRESIDENT:** Carol Gomez

**STUDENT REPRESENTATIVE:** Al Jameelah Khan  
*(Required for high schools)*

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

**DISTRICT:** 28      **SSO NAME:** ICI LSO

**SSO NETWORK LEADER:** Gerry Beirne

**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/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jie Zhang	*Principal/Staff	
Elinore Kaplan	*UFT Chapter Chairperson/Staff	
Comptom Tull	*PA/PTA President/Parent	
Jeany Persaud	Title I Parent Representative/Parent	
Rosaria Bucaria	DC 37 Representative/Staff	
Al Jameelah Khan	Student Representative/Student	
Panayiotis Meleties	CBO Representative/Parent	
Lenneen Gibson	Member/Staff	
Funmi Adeonigbagbe	Member/Parent	
Ning Zhang	Member/Parent	
Lynn Ranzer	Member/Staff	

***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.

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Queens High School for the Sciences at York College (QHSSYC) is dedicated to providing a rigorous curriculum emphasizing the sciences, in collaboration with York College. Founded in September 2002, the school is a Specialized High School in which admission is based on the score attained on the Specialized High School Admissions Test.

The philosophy of the school is that students are more successful in life when nurtured in a small learning community. For this reason, the school accepts approximately one hundred students in each entering class and maintains an average class size of twenty-five students.

We also believe in maximizing the individual strengths of our teachers by giving them the flexibility to be reflective risk-takers, and the trust and cooperation that they exhibit with each other and the administration. We have been able to develop a balance between our concentration on the Sciences with a high-powered Humanities program. This allows us to meet the needs of the "whole student" and their families.

The following are some of the highlights about our school:

- We are a member of the National Consortium of Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST).
- All courses are offered at the honors level. The median GPA of the class of 2009 is 89.23.
- We share many York College facilities, including the library, gymnasium, pool, theatre, and cafeteria.
- Many electives, including Science and Math Research courses, are offered. Students have the opportunity to enter science, mathematics, and technology competitions at city, state, and national levels.
- Students have the opportunity to enroll in College Now courses, such as Political Science, Psychology, Sociology, Computer Music, Computer Programming, Latin, and Chinese. Course offerings vary from year to year based on student interest.
- Advanced Placement courses include: English Language and Composition, English Literature, U.S. History, World History, Spanish Language, French Language, Music Theory, Calculus AB, Calculus BC, Biology, Chemistry, and Physics B, and Environmental Science.
- The music program includes Chorus, Orchestra, Jazz and Guitar, Music Appreciation, and Advanced Placement Music Theory.
- The art program includes Art Appreciation, Advanced Drawing and Painting, and Portfolio Preparation.
- The physical education program includes Dance, Swimming, Aerobics, Health Club Fitness, and Weight Training, and Basketball.
- PSAL sports teams include Tennis, Swimming, Handball, and Bowling.
- Extracurricular activities include Dance, ARISTA Honor Society, Math Team, Debate Team, Key Club, Chess Club, Christian Fellowship, Club Baroque, Dance, Art Club, Digital/Video Photography, Film Club, French Club, Literary Magazine, Model UN, Rock 'n' Roll Club, Science Club, Ping-Pong, and Youth CaN.
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- We had a 100% passing rates in 7 out of 10 Regents exams offered.
- In the 2008-2009 school year, we had a 98.9% graduation rate. Out of all the diplomas issued, 6.6% were Regents Diplomas, 36.3% were Advanced Regents Diplomas, and 57.1% were Advanced Regents Diploma with Honors.
- Majority of our graduates are attending 4-year colleges and some of them are attending the nation's best colleges.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Queens High School for the Sciences at York College			
<b>District:</b>	28	<b>DBN #:</b>	28Q687	<b>School BEDS Code #:</b> 34280001687

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		97.3	96.7	97.3		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		99.5	100	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		13.8	24.3	25.6		
Grade 8	0	0	0						
Grade 9	101	81	116	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	96	109	92	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	89	93	104		0	0	0		
Grade 12	97	88	92						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	383	371	404		0	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	2	9	10		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	2	1		
Number all others	2	2	1						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	28	26	26
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	8	8
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	0	1	0
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	96.4	100.0	96.3
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	67.9	84.6	81.5
Black or African American	19.3	17.0	14.1	Percent more than five years teaching anywhere	60.7	65.4	77.8
Hispanic or Latino	10.4	9.2	8.9				
Asian or Native Hawaiian/Other Pacific Isl.	59.3	61.2	64.6	Percent Masters Degree or higher	89.0	88.0	85.0
White	11.0	12.7	12.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	99.0	97.2
Multi-racial							
<b>Male</b>	49.9	47.4	49.5				
<b>Female</b>	50.1	52.6	50.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				√	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				√	√	
White				-	-	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities				-	-	
Limited English Proficient						
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>	0	0	0	3	3	1

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	N/A
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	N/A

*Note: Progress Report grades are not yet available for District 75 schools.*

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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At our school, there were several performance trends that were identified. The performance trends observed included but were not limited to, the following:

- Since the inception of the school, 100% of the students have consistently attained a 65% and above, on various Regents exams. From the years of 2005-2009, a 100% passing rate for 6-7 out of 10 exams (11 exams in 2008-2009 with the addition of Integrated Geometry Regents) offered has been tabulated.
- Of the three Regents exams, Chemistry, Physics, and Math B, that have not had a 100% passing rate in all years, the passing rate has been very close to 100% or steadily improving, indicated by the data below:

	04-05	05-06	06-07	07-08	08-09
% Students Passing Chemistry Regents	94.44	100.00	97.78	91.01	98.17
% Students Passing Math B Regents	69.75	78.91	97.03	91.01	97.17
% Students Passing Physics Regents	72.22	80.95	75.00	69.39	89.90

- While the mastery level (a score of 85 and above) of each Regents has varied from year to year, ELA Regents has had the most significant improvement with data shown below:

% Students with ELA Regents 85+	04-05	05-06	06-07	07-08	08-09
	61.46	69.00	63.64	84.78	85.58

- According the Collegeboard's annual SAT reports for college-bound seniors, the mean SAT scores have been improving steadily. Summaries of mean scores of the last four years are as follows:

	05-06	06-07	07-08	08-09
Mean SAT Reading Score:	546	588	586	603
Mean SAT Math Score:	571	612	632	652
Mean SAT Writing Score:	538	565	567	648

The greatest accomplishments attained by our school were the following:

- Maintaining a high graduation rate as well as a 100% rate of students attaining a NYS Regents diploma.
- Maintaining a grade of an A on the NYC High School Progress Report for two years in succession. The Progress Report incorporated many assessment tools that aided in

computing a school's report card. The areas used to compute the report card were school environment, student performance, student progress, and closing the achievement gap.

- Attaining a 100% passing rate on 8 out of the 11 Regents exams offered.
- Providing early intervention to students for the college preparatory process.
- Offering additional electives including 9 Advanced Placement classes and 4 College Now courses.
- Maintaining a high student attendance rate in the school.
- Increased use of technology in the classrooms to enhance instruction.
- Increased use of both formal and informal assessment tools such as ATS, STAR, Acuity, ARIS, Daedalus, as well as teacher created assessments. Student performance data such as Regents, SAT/PSAT, AP, as well as teacher evaluation have been used to inform classroom instruction.

The significant aids to the school's continuous improvement were the following:

- The provision of data pertinent to the school's performance, such as the progress report, has always been made available to the staff. The staff has always been kept abreast with the findings related to our school as well as the relevance of the data.
- The continued assistance of York College's collaboration have always increased the depth and breadth of the curricula offered to our students.
- The phase I implementation of Daedalus, an online student information and management system, has made student performance data and attendance information more accessible to all students and teachers and has made the information management system, such as textbook distribution procedures, more accurate and efficient.

The significant barriers to the school's continuous improvement were the following:

- Deficiencies in providing common planning time and intervisitation among teachers were experienced, which impeded interdisciplinary collaboration.
- Deficiencies in setting and attaining goals amongst teachers and students stunted the quality of instruction. Teachers need to continue to work on proposed goals to improve instruction in their own classrooms.
- Specific plans for improving student outcomes needed to be further developed.
- Percentage of students attaining mastery level on various Regents examinations need to be increased.
- Communication with parents in conveying student progress could be further improved.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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Based on the comprehensive needs assessment, the school community has drafted the annual school instructional goals for 2009-10. The faculty of Queens High School for the Sciences as well as the School Leadership Team has identified the following annual goals:

### **Goal #1 – Increase the percentage of students attaining mastery on the Physics Regents by 5%**

Currently, the percentage of students achieving mastery on the Physics Regents exam is 34%. The school has set an overall goal to increase this percentage to approximately 39%. The action plan will delineate how instruction will be impacted in order to achieve this goal.

### **Goal #2 – Provide high quality and ongoing professional development for all teachers**

The teachers have communicated to the administration that professional development is needed on an ongoing basis. Professional development is necessary for teachers to remain abreast with the changes in pedagogy and enhance teaching skills. The staff can also be provided with specific professional development opportunities that enable teachers to use data derived from assessments such as the Regents Predictive exams in Mathematics and English. The action plan will describe how professional development will be delivered to the staff.

### **Goal #3 – Create opportunities for intervisitation and collaboration among teachers**

Many members of the faculty expressed the need for intervisitation and collaboration amongst teachers of various disciplines. Such a collaboration would emphasize relevancy and congruency of concepts taught in each of the subject areas. The action plan will detail how intervisitation and collaboration will be fostered amongst the teachers.

### **Goal #4 – Improve parental outreach**

The Learning Environment survey was utilized as the benchmark to gauge parental contact. Based on the survey, as well as input by the School Leadership Team, the channels of communication needs to be streamlined. The usage of the school's in house computer system, Daedalus, requires school wide implementation in order to achieve this goal. The action plan will detail the strategy to improve parental outreach.

### **Goal #5 – Promote additional student involvement in Advanced Placement courses, Math Research, and Advanced Science Research**

Our school's mission is to provide a rigorous academic curriculum for our students. In order to achieve such a goal, the administration and the teachers need to support this initiative. The action plan will specifically articulate the promotion of these courses with the aid of the Administration and the teachers.

**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):** Science/Physics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the percentage of students attaining mastery on the Physics Regents by 5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies for raising the percentage of students attaining mastery on the Physics Regents exam by 5% includes: aligning the Algebra and Trigonometry curriculum with the Regents Physics curriculum, provide the instructor with professional development opportunities in Regents Physics, frequent informal observations in the form of snapshots, staging a mock regents exam and performing an item analysis on student responses, providing academic intervention for students in the form of tutoring, and frequent informal observations performed in the Regents Physics classes. The timeline for completion is prior to the June 2009 Physics Regents examination.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Academic intervention services were provided to the student body by the staff. The monies allocated to Contracts for Excellence were used to provide this service.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>On a weekly basis, Physics classes will be informally observed for alignment of learning standards and congruency with the Algebra and Trigonometry curriculum, implementing an interim planning session between Physics and Math teachers ,close monitoring of tutoring structure and effectiveness will be reviewed weekly, individual student progress will be closely monitored, format of exams will be scrutinized</p>

**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):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Provide high quality and ongoing professional development for all teachers</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies for delivering additional professional development for teachers can occur in the following manner: teachers have decided to implement a professional development committee that will communicate to the staff and administration professional development needs and opportunities. The ICILSO support organization will be reviewed on a consistent basis for professional development opportunities for teachers, as well as the Inquiry team providing specific professional development in utilizing data to drive instruction. The assessment tool that would be used by the Inquiry team is the Regents Predictive exams in Math and English.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Fair Student Funding and TL FSF General Hold Harmless Funding are used for staff professional development, teacher coverage, and purchasing professional materials.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Based on the professional development received by the teachers, informal observations will be conducted in the form of snapshots. During the informal observations, the strategies that the teachers learned during their professional development trainings will be observed for implementation into their lessons. Feedback will be given to the teachers in the form of observation reports at least twice per semester.</p>

**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):** Best Practice Sharing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Share best practices by creating opportunities for intervisitation and collaboration among teachers.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To promote intervisitation and collaboration, the administration will propose that tenured teachers conduct observations on other tenured teachers within one area of weakness in a teachers pedagogy. Both teachers that are involved will conduct the same methodology as administrators such as: the pre-observation, observation, and post observation. The goal of this plan is to encourage teachers to visit other classrooms, and provide meaningful feedback that teachers can implement in their pedagogy.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Fair Student Funding and TL FSF General Hold Harmless Funding are used for staff professional development, teacher coverage, and purchasing professional materials.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>A record of the observations will be on file and reviewed by the administration periodically to ensure improvements in the pedagogy of all teachers involved. Teachers will be given opportunities during their professional development sessions to plan, collaborate with another teacher of a specific grade and subject. The first collaborative lesson plan is due in February 2010.</p>

**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):** Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve parental outreach.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To increase parental outreach, the school has procured an in-house database system known as Daedalus. The Daedalus system houses the students’ entire academic history. When provided with a username and password, parents can log on to the system to review their child’s academic progress in all classes. One feature of the system is a progress report. The parents can log on to Daedalus and retrieve their child’s progress report for all subject classes. This tool will keep parents abreast with their child’s progress in conjunction to report cards. Parental contact via telephone and mailings will continue to be utilized in conjunction with Daedalus. The Parent Coordinator will also be instrumental in recruiting more parents to sign on to Daedalus.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Fair Student Funding and TL FSF General Hold Harmless Funding are used for staff professional development, teacher coverage, and purchasing professional materials.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Daedalus system has a built in component in which you can track the number of parents that have logged onto the system. Periodically, the parents will be tracked to determine the usage of Daedalus. Instances such as parent-teachers conferences, will be used as a school wide initiative to promote parental usage of Daedalus. The goal for 2009-2010 school year is that 40% of the parents use Daedalus as a tool to monitor their children’s progress.</p>

**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):** Curriculum/Enrichment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Promote additional student involvement in Advanced Placement courses, Math Research, and Advanced Science Research.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration will work closely with the teachers to ensure that Regents classes revise their curriculum into a Pre-Advanced Placement curriculum. By revamping the Regents class curricula, all students will be exposed to the Advanced Placement model and teachers, as well as the administration, will promote enrollment in Advanced Placement courses. The administration has worked with the Freshman Science Research teacher by reviewing the Advanced Science Research curriculum and modifying the Freshman Science Research curriculum to correlate with the Advanced Science Research curriculum. The Math teachers will use the same strategy as the Science Research teachers to promote more students enrolling in Math Research.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Fair Student Funding and TL FSF General Hold Harmless Funding are used for staff professional development, teacher coverage, and purchasing professional materials</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The administration will conduct meetings with the teachers of Regents courses to revise the curriculum. Professional development opportunities will also be presented to teachers to aid in this process. Frequent informal observations will be conducted on the Freshman Science Research teachers to monitor the pedagogy and implementation of the revised curriculum. It is expected during this school year, two more AP courses will be offered and the number of AP exams administered will increase by 10%.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	15	25	24	23	10	0	5	0
10	14	14	23	22	8	0	3	0
11	13	14	18	14	8	0	2	0
12	7	6	8	5	8	0	1	0

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Interdisciplinary collaboration by teachers</li> <li>• Peer tutoring</li> <li>• After and before-school tutoring by teachers</li> <li>• Inquiry team intervention</li> <li>• PSAT and SAT preparation</li> <li>• Parent notification and conferences</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• After and before-school tutoring by teachers</li> <li>• PSAT and SAT preparation</li> <li>• Parent notification and conferences</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• After and before-school tutoring by teachers</li> <li>• Increased opportunities for make-up labs</li> <li>• Inquiry team individualized intervention</li> <li>• Parent notification and conferences</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• After and before-school tutoring by teachers</li> <li>• Additional tutoring is provided to students who are taking the Global Regents Exam and instructional materials are purchased for students in need.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Guidance counselors arrange individual counseling sessions with at-risk students with or without parents. Indicators for unsatisfactory academic performance include report card grades, ARIS and Daedulus data, teacher referrals, and referrals from the students and parents.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	None
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Our part-time (one day per week) social worker receives teacher and guidance referrals about students who need additional services. Student and/or parent conferences are held and outside resources are used as needed.</li> </ul>
<b>At-risk Health-related Services:</b>	None

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

*NCLB/SED requirement for all schools*

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

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### **2009 – 2010 Language Allocation Policy**

Currently we do not have any English Language Learners and no ESL or Bilingual classes are offered at this time. A number of students are former English Language Learners and have tested out prior to coming to our school. In order to have the capacity to provide necessary services to these students, a certified ESL teacher is on staff, ready to provide assistance when needed. Our school-based inquiry team will continue to explore research literature on learning styles of English Language Learners and share their findings with other faculty members. Teachers, guidance counselors, and other staff members will be encouraged, and possibly funded, to participate in related professional development activities provided by DOE as well as other professional organizations. Through these professional development activities, teachers will be implementing more teaching strategies in teaching students with language barriers.

All classroom teachers, lab specialist, and other staff are made aware that some of our students are former English Language Learners. They are also directed that when there are indications of language difficulty and/or deficiency that are causing academic failure, referrals must be made to the guidance department for intervention services.

Information regarding preferred language of communication for each parent is collected from students and entered into ATS. According to ATS Home Language Aggregation Report (RHLA) and ATS Adult Preferred Language Report (RAPL), approximately 50% of the parents have English as their preferred language of communication, 17.0% of the parents prefer communication in Chinese, 13.5% in Korean, 5.8% in Spanish, as well as combined 13.4% of a number of other languages. In an effort to better communicate with parents, following actions will be taken:

- Interim student progress reports (6 times a year) will be translated to adult preferred languages and sent home via both email and postal mail.
- Oral interpretation in different languages will be provided when contacting parents who speak one of those languages, performed by staff members and students.
- Using available resources, some important documents will be translated to other languages and be available to the parents. For example, the Student Handbook will be translated into Chinese. Written translations are usually provided by DOE employees and parent volunteers.
- A sign in each covered language indicating the availability of interpretation services is visible in the entrance of the school. When a request of written translation or oral interpretation is made by a parent, either a staff member will provide the required service, or DOE Translation and Interpretation Unit will be contacted.
- Since Chinese and Korean are two of the most preferred languages chosen by non-English speaking parents, Chinese and Korean parents will be invited to an annual meeting with the principal, discussing important topics such as parental involvement in a child's education, graduation requirements, social and emotional needs of a child, college admissions process, etc. Since the principal is proficient in Chinese, the meeting with the Chinese parents will be held in Chinese. Oral interpretation will be provided for Korean parents.

## Part II: ELL Identification Process

1. *Describe the steps followed for the initial identification of those students who may possibly be ELLs.*

For students who have attended NYC public schools prior to coming to our school, no initial identification is needed. For students who have attended non NYC public schools, the Home Information Language Survey (HILS) is completed by the parents/guardian. This process also includes an informal oral interview by the ESL teacher to clarify the parents' responses. After reviewing the HILS for home language experience other than English, the ESL teacher administers the LAB-R in English determine ELL eligibility. If these results indicate ELL status, these students are evaluated annually using the NYSESLAT in order to determine their annual progress and for program exit criteria.

2. *What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)?*

A parent orientation is facilitated by the school's ESL teacher to explain that only ESL pull-out program is available to ELLs at the school. The ESL teacher will be scheduled to work with ELLs individually as a circular 6 assignment or as per session activity.

3. *Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)*

The entitlement letter is distributed at the parent orientation. Since there is one program available, there is no form to return. Continued entitlement letters are mailed home periodically. Copies of these letters are maintained on file, by the ESL teacher.

4. *Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.*

N/A

5. *After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?*

N/A

6. *Are the program models offered at your school aligned with parent requests?*

Not necessarily. Only ESL pull-out model is available.

## III: ELL Demographics

Currently, there are no English Language Learners in the school.

## Programming & Scheduling Information

1. *How is instruction delivered? What are the organizational models? What are the program models?*

ELL instruction is delivered primarily by the school's certified ESL teacher. The organizational model used is pull-out (PO) delivery of services.

2. *How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?*

The ESL teacher is assigned to work with the students for mandated number of hours per week.

3. *Describe how the content areas are delivered in each program model.*

The methodology used in the PO model includes explicit content areas instruction according to the specific grade standards and instruction. The ESL teacher uses the school social studies and science curriculum maps to help guide instruction. In order to make content comprehensible and to enrich language development a variety of scaffolding strategies are used, e.g. explicit teaching of content vocabulary, use of glossaries and artifacts.

Instruction of ELLs is differentiated based upon the individual needs of students. Students are given opportunities to work independently as well as working cooperatively with peers.

ELL special needs students are integrated with the general education ELL population during mandated minutes.

4. *How do you differentiate instruction for ELL subgroups?*

In addition all classroom teachers provide small group instruction as well as individual conferencing with all students to target and discuss individual goals. ELL students who require behavioral intervention are offered at-risk counseling by school guidance counselors.

5. *Describe your targeted intervention programs for ELLs in ELA, Math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.*

The school provides transitional support for students who have received a proficient level on the NYSESLAT. Support includes conferring with classroom teachers to discuss concerns and addressing those concerns on an individual basis with identified students.

Addition intervention including small group and individual tutoring is available to English Language Learners in all subjects.

6. *Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.*

Our plan is to continue providing the same services and support for ELLs reaching proficiency on the NYSESLAT.

7. *What new programs or improvements will be considered for the upcoming school year?*

None

8. *What programs/services for ELLs will be discontinued and why?*

None

9. *How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.*

ELLs have equal access to all school programs at their preference and/or with teacher recommendations.

10. *What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?*

Instruction materials such as dictionaries and glossaries are distributed to ELLs. Other support, including use of technology, is incorporated in regular instruction.

11. *How is native language support delivered in each program model?*

When available, oral and written translations are provided to ELLs in their native language upon the request of the student.

12. *Do required services support, and resources correspond to ELLs' ages and grade levels?*

Yes

13. *Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.*

None

14. *What language electives are offered to ELLs?*

French and Spanish

### Schools with Dual Language Programs

Not offered at the school

### Professional Development and Support for School Staff

1. *Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)*

Research findings about English Language Learners will be shared with the staff. A consultant will be hired to work with the staff in an effort to increase the awareness of the ELLs' learning styles and incorporate special strategies in all subjects. School based inquiry team will focus on the performance data of current and former ELLs. Their findings will be used to help teachers in addressing the needs of ELLs.

2. *What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?*

The teacher who services our ELL population participates in various professional development activities such as attending conferences and DOE/LSO sponsored workshops and receive on-site support from the consultant. The school also provides professional readings that expose to research in second language learning acquisition and techniques to improve communication between home and school.

3. *Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.*

ELL trainings for all staff are provided by consultant facilitated professional development sessions, faculty conferences and department meetings. Additionally, school dedicates funds for teachers to attend conferences, DOE/LSO sponsored workshops, and purchase related professional materials.

## Parent Involvement

1. *Describe parent involvement in your school, including parents of ELLs.*

- Interim student progress reports (6 times a year) will be translated to adult preferred languages and sent home via both email and postal mail.
- Oral interpretation in different languages will be provided when contacting parents who speak one of those languages, performed by staff members and students.
- Using available resources, some important documents will be translated to other languages and be available to the parents. For example, the Student Handbook will be translated into Chinese. Written translations are usually provided by DOE employees and parent volunteers.
- A sign in each covered language indicating the availability of interpretation services is visible in the entrance of the school. When a request of written translation or oral interpretation is made by a parent, either a staff member will provide the required service, or DOE Translation and Interpretation Unit will be contacted.
- An automated phone messaging system is used to make announcements to all parents in different languages.
- Since Chinese and Korean are two of the most preferred languages chosen by non-English speaking parents, Chinese and Korean parents will be invited to an annual meeting with the principal, discussing important topics such as parental involvement in a child's education, graduation requirements, social and emotional needs of a child, college admissions process, etc. Since the principal is proficient in Chinese, the meeting with the Chinese parents will be held in Chinese. Oral interpretation will be provided for Korean parents.

2. *Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?*

No.

3. *How do you evaluate the needs of parents?*

ATS Home Language Aggregation Report (RHLA) and ATS Adult Preferred Language Report (RAPL), approximately 50% of the parents have English as their preferred language of communication, 17.0% of the parents prefer communication in Chinese, 13.5% in Korean, 5.8% in Spanish, as well as combined 13.4% of a number of other languages. The data are used to evaluate the needs of parents.

4. *How do your parental involvement activities address the needs of the parents?*

As described in question 1, our parent involvement activities maximize the communication between school and home.

#### **Part IV: Assessment Analysis**

##### **B. After reviewing and analyzing the assessment data, answer the following.**

Currently the school does not have any ELLs. No assessment data are available for review and analysis.

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

##### **Form TIII – A (1)(a)**

**Grade Level(s)** 9-12                      **Number of Students to be Served:**                      **LEP** 0    **Non-LEP** 404

**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.

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Since we currently do not have any English Language Learners, no ELA or Bilingual classes or services are offered at this time. However, we do have former English Language Learners who have tested out prior to coming to our school. A certified ESL teacher is on staff and she is assigned to provide ESL services when needed.

All classroom teachers, lab specialist, and other staff are made aware that some of our students are former English Language Learners. They are also directed that when there are indications of language difficulty and/or deficiency that are causing academic failure, referrals must be made to the guidance department for intervention services.

**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.

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Although we don’t have any students who are currently identified as English Language Learners, a number of students were former English Languages. Our school-based inquiry team will continue to explore research literature on learning styles of English Language Learners and share their findings with other faculty members. Teachers, guidance counselors and other staff members will be encouraged and possibly funded to participate in related professional development activities provided by DOE as well by other professional organizations. Through these professional development activities, teachers will be implementing more teaching strategies in teaching students with language barriers.

**Form TIII – A (1)(b)**

School: 28Q687                      BEDS Code: 34280001687

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$0	N/A
<b>Purchased services</b> - High quality staff and curriculum	\$0	N/A

development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0	N/A
<b>Educational Software (Object Code 199)</b>	\$0	N/A
<b>Travel</b>	\$0	N/A
<b>Other</b>	\$0	N/A
<b>TOTAL</b>	\$0	N/A

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

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

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

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

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

Information regarding preferred language of communication for each parent is collected from students and entered into ATS. According to ATS Home Language Aggregation Report (RHLA) and ATS Adult Preferred Language Report (RAPL), approximately 50% of the parents have English as their preferred language of communication, 17.0% of the parents prefer communication in Chinese, 13.5% in Korean, 5.8% in Spanish, as well as combined 13.4% of a number of languages.

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.

Based on the information provided by ATS Reports in 1 and staff experiences through communicating with parents, it is evident that there is a need to provide written translations and/or oral interpretations in these languages. These findings are shared with the school community during faculty conferences and through distribution of reports.

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

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

With the implementation of Daedalus, an online student information and management system, components of student progress reports are translated to adult preferred languages and sent home via both email and postal mail. Some important documents are translated to other languages, for example, the Student Handbook is translated into Chinese. Written translations are usually provided by DOE employees and parent volunteers.

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.

Oral interpretations in Chinese, Korean, and Spanish are provided by staff members upon request.

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>.

If a parent's preferred language is one of the covered languages, he/she is provided with the link to the DOE Bill of Parent Rights in all covered languages. Such information is distributed at all parent events and is posted on the school website. A sign in each covered language indicating the availability of interpretation services is visible in the entrance of the school. School's safety plan contains procedures ensuring that when parents are in need of reaching school's administrators, necessary translation services are provided through onsite staff volunteers or through outside vendors, if necessary.

**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	\$135,629	\$135,629
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,356	\$1,356
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6,782	\$6,782
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,563	\$13,563

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.2
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.

During 2008-2009 school year, a teacher’s state certification expired and the teacher was encouraged to fulfill the state certification requirements with the reasonable time frame.

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

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

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

#### Parent Involvement Policy

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

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., use ARIS, Daedalus, and school website);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Queens High School for the Sciences at York College Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Queens High School for the Sciences at York College will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students academic skill needs and what parents can do to help.

**Queens High School for the Sciences at York College will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

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

### **School-Parent Compact**

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

#### **School Responsibilities:**

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

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

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format, and to the extent practicable, in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

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

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) will be distributed for review by Jie Zhang, Principal, in November 2009.

This Parent Involvement Policy was updated on October 28, 2009.

The final version of this document will be distributed to the school community in November 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See pages 10 – 11 of this plan.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

See pages 13, 17, and 20

3. Instruction by highly qualified staff.  
Currently, 100% of our teachers 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.

See pages 14 and 15

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

Our school is a Specialized High School with all the incoming students performing at levels 3 and 4 based on NYS academic standards. There has been strong evidence that high-quality highly qualified teachers had been attracted to all of the posted vacancies through the open hire system. No additional effort has been made.

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

See page 16

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - Online assessment tools such as ARIS, Daedalus, and Acuity will be accessible by all teachers and data will be utilized to assess the achievement of individual students
  - PSAT/SAT and Advanced Placement scores will be shared with all teachers in an effort to further identify students' weaknesses in specific skills.
  - Utilize C-6 assignments and/or per-session fund to form data analysis groups which use data available on ARIS, Daedalus, Predictive Assessments, and data produced in-house.
  - Data analysis groups will perform data analysis based on grade, subject, ethnic, gender, and language background is conducted.
  - Teachers will plan lessons collaboratively using outcomes of data analysis.
  - Teachers will provide differentiated instruction using outcomes of data analysis.
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.

Students that are experiencing difficulty in mastering the proficient or advanced levels of academic achievement standards are provided with assistance in the following manner:

- The administration works closely with the guidance counselors to identify the above mentioned population of students in our school. In conjunction with the guidance counselors, the school social worker also works closely with the administration and the guidance counselors to identify these students. Counseling is provided by both guidance counselors and the school social workers to address the needs of these students. In house computer programs such as Daedalus also provide teachers, counselors, and administrators with the identification of students needing academic intervention.
- Teachers also provide the administration and the guidance team with input on the identification of students exhibiting difficulty mastering the proficient or advanced levels of academic achievement standards. This information is shared via conferences with the guidance team and the administration. The teachers assist the students by offering after school tutoring as a form of academic intervention.

- In an effort to serve the former English Language Learner population, our school formed a Title I focus group to address the needs of the students. The Title I focus groups have proposed the implementation of a computer writing lab to help students in need of academic intervention. The school is in the process of collaborating with York College to host a series of professional development workshops for the ELA teachers. The purposes of these workshops are to provide the ELA teachers with specific pedagogical strategies to instruct former ELL students.

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.

A review of Title I approved Federal, State, and local services and programs will be conducted by the Title I focus group and programs that are suitable for our student population will be implemented using the Title I funding.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)**

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (N/A)**

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

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

*During the 2008-2009 school year, the ELA department had a professional development session with personnel from the Central office. The purpose of this meeting was to establish a standard ELA curriculum for all grades that teachers provided input in creating. The representative from the Central office provided strategies to begin mapping the curriculum for ELA teachers. It was discussed at the meeting that teachers were to use the template provided by the Central office personnel and continue to map the curriculum for the teachers' prospective grade.*

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

Applicable    Not Applicable

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

*The curriculum currently in place supersedes the state standards; therefore, there are no gaps in the written curriculum. This finding is not applicable to the school.*

The current ELA curriculum that is in place does indicate mapping at a topical level 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.

The curriculum taught at the school is aligned with the state standards. The ELA curriculum used in the school is embedded with instructional practices which emphasizes and high lights production of written and oral student work.

There are a plethora of ELA materials at the school which is sufficient to support the curriculum. This finding is not applicable to the school.

The school does not have an ELL population; therefore, this finding is not applicable to the school.

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 administration will need the help from central whom specializes in English curriculum mapping. The ELA department will be given the task of using such professional development opportunities to develop a cohesive ELA curriculum. The administration will hold periodic ELA department meetings, in which teachers will report their curriculum maps for their prospective grades taught.

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

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

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

Since September 2007, our school had not taught Math A to our students. Therefore, no discussion regarding Math A alignment issues took place during 2008-2009 school year.

An annual review of the Math B curriculum, including a course guide created by the Association of Math Assistant Principals and instructional materials used, was conducted by the math teachers under the supervision of the principal, formerly an assistant of mathematics, to determine course curriculum alignment with the NYS standards.

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?

Based on the input from the teachers and student performance data on both Regents exams and teacher created tests, there was a strong evidence of mastery in both content and process by majority of the students.

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

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.

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## **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.

The administration conducts formal and as well informal observations in order to assess a teacher's pedagogy. During such processes, teachers are provided with feedback to implement additional effective pedagogical strategies to fortify the school's rigorous curriculum.

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?

During the observation process, the administration has witnessed less direct instruction in the ELA classes and more collaborative working group scenarios in the classroom. Since the approach used averts direct instruction, students in the classes demonstrate engagement. The students are active participants in the learning process and are not experiencing passive learning.

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of

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

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

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

Formal and informal observations were conducted by supervisor and among teachers. An annual meeting was held to discuss individual findings.

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?

Based on the input from the teachers and the supervisor, a high level of engagement was observed through frequent teacher-student and student-student interactions, amount of group work during class, and demonstration of mastery in both content and process through student work. However, the use of technology, such as graphing calculators, Smartboards, and online resources, was limited, especially in lower level courses.

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.

- Provide more funding to better equip classroom technology tools. This includes upgrading computers and purchasing more Smartboards in the classrooms.
- Provide more professional development for the teachers to increase their level of comfort in incorporating technology in teaching mathematics.

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

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

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

Please respond to the following questions for Key Finding 3:

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

An analysis of teacher turnover from September 2006 to June 2009 was conducted by the principal.

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?

Based on the data collected, more than 90% of the teachers were unchanged from year to year. Most of the changes were due to excessing, childcare and retirement

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.

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

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

Please respond to the following questions for Key Finding 4:

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

From September 2006 to June 2009, no ELLs were enrolled in this school. Therefore, our school did not engage in any discussion assessing whether this finding is relevant to our educational program.

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?

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.

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

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

Please respond to the following questions for Key Finding 5:

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

A review of all student data sources was conducted by assistant principal of supervision at two faculty conferences during the 2008-2009 school year.

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?

Although we don't have ELLs, a number of students are former ELLs and they tested out prior to coming to our school. These students' historical data, including NYSESLAT scores, can be obtained through RESI on ATS. Similar information can be found through ARIS and Daedalus, two of the online student information systems used by the teachers at our school.

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.

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

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

Please respond to the following questions for Key Finding 6:

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

From September 2006 to June 2009, no Special Education students were enrolled in this school. Therefore, our school did not engage in any discussion assessing whether this finding is relevant to our educational program.

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?

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.

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

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

Please respond to the following questions for Key Finding 7:

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

From 2006-2009, less than 1% (equivalent to 4 students) of the student population had IEPs. Therefore, our school did not engage in any discussion assessing whether this finding is relevant to our 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?

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

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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

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