



**PORT RICHMOND HIGH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **31R445**  
**ADDRESS:** **85 ST. JOSEPH'S AVENUE, STATEN ISLAND, NY 10302**  
**TELEPHONE:** **(718) 420-2100**  
**FAX:** **(718) 981-6203**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 445      **SCHOOL NAME:** Port Richmond High School

**SCHOOL ADDRESS:** 85 St. Joseph's Avenue, Staten Island, NY 10302

**SCHOOL TELEPHONE:** (718) 420-2100      **FAX:** (718) 981-6203

**SCHOOL CONTACT PERSON:** Timothy M. Gannon      **EMAIL ADDRESS:** [tgannon@schools.nyc.gov](mailto:tgannon@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Zona Gurian

**PRINCIPAL:** Timothy M. Gannon

**UFT CHAPTER LEADER:** Jeffrey Brace

**PARENTS' ASSOCIATION PRESIDENT:** Sandra Ayala

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Jasmine Parham

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

**DISTRICT:** 31      **SSO NAME:** New Visions for Public Schools

**SSO NETWORK LEADER:** Derek Smith

**SUPERINTENDENT:** Linda Waite

## 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
<b>Timothy M. Gannon</b>	*Principal or Designee	
<b>Jeffrey Brace</b>	*UFT Chapter Chairperson or Designee	
<b>Sandra Ayala</b>	*PA/PTA President or Designated Co-President	
<b>Lori Weitzman</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Robert DiAngelo</b>	DC 37 Representative, if applicable	
<b>Jenna Jankowski</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Jasmine Parham</b>	Student Representative	
<b>Michael Candella</b>	CBO Representative, if applicable	
<b>Zona Gurian</b>	Member/CSA	
<b>Holly Orlando</b>	Member/UFT	
<b>Delmeter Carey</b>	Member/Parent	
<b>Melissa Forsyth</b>	Member/Parent	
<b>Edward Mulvey</b>	Member/Parent	
<b>Maria Semler</b>	Member/Parent	
<b>Joann Wojcik</b>	Member/Parent	

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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**Port Richmond High School is an academic comprehensive high school that consists of approximately 2400 students of widely diverse ethnicities: 35% white, 26% African or Caribbean American, 28% Hispanic, and 10% Asian and others. The school is served by a faculty of 155 teachers and administrators, 79% of whom hold a Masters Degree; 64% of the teachers have more than five years of teaching experience.**

**The school has two highly regarded honors level programs: The Collegiate Honors Academy and The Gateway Science Honors Academy. The Collegiate Honors Academy is an honors program that challenges students to take a rigorous program in math, science, and the humanities. It also requires students to take a minimum of 4 Advanced Placement courses in concentrations selected by the student. The Gateway Science Honors Program is a renowned New York City program with a history of great success in providing minority students with a focus on science and math excellence. This honors program in math and science encourages minority as well as majority students to pursue a career in the field of medicine. Gateway students take additional courses in math and science, have smaller class sizes, and are given additional support through additional class time and a tutoring program.**

**The current instructional program provides a curriculum for all ability levels. Highest achieving students take honors level and Advanced Placement courses. The school offers Advanced Placement courses in World History, American History, Political Science, Calculus, Biology, Psychology, Physics, Spanish, Literature and Writing . All other students take Regents level courses in the core areas. *Newsweek* Magazine regularly identifies PRHS as a nationally renowned school that works.**

**Small learning communities involving other academic programs include: JROTC, Performing & Visual Arts, Culinary Arts, Medical Technology and Computer/Business & TV Institute. These smaller learning communities allow students to feel more connected to fellow students, teachers and support staff. The school hosts evening activities to provide parents and students the opportunity to meet with house staff.**

**The school collaborates with the CSI Discovery Center, St Johns University, Junior Achievement, Historic Richmondtown, IBM, National Football Foundation, The Liberty Partnership, The Entertainment Division of the National Basketball Association, Staten Island Community Television, Kingsborough College, Wagner College, the United States Army, Camelot and The New York Center for Interpersonal Development. Our computer and business programs partner**

**with the National Academies Foundation (NAF), the Academy of Hospitality and Tourism, Virtual Enterprises International and C-CAP : Careers through Culinary Arts.**

**The school enjoys a strong tradition of service to our community. Graduating seniors are required to perform 20 hours of community service as part of the Social Studies curriculum. Our school also has strong partnerships with many local service organizations that provide opportunities for our students to use the skills learned at school in the real world setting. Our strong ties to the local community support us in establishing a strong “family” approach to our school. Personalization, family values and academic rigor are just a few characteristics of the *Raider* experience and a tradition that dates back to our founding days in 1927.**

**In the spring of 2010, the school will inaugurate its first class into the Port Richmond High School Hall of Fame. Celebrating more than 80 years of excellence, the Hall of Fame will inspire our present students by commemorating the outstanding contributions of graduates and staff who have gone before us.**

## **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.

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CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	10	27	Number of Administrators and Other Professionals	47	46	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	8	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	206	145	TBD	% fully licensed & permanently assigned to this school	98.6	98.5	TBD
				% more than 2 years teaching in this school	77.0	82.4	TBD
				% more than 5 years teaching anywhere	66.2	69.9	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	81.0	85.0	TBD
American Indian or Alaska Native	0.2	0.3	0.5		93.4	96.1	TBD
Black or African American	27.8	28.7	30.4				
Hispanic or Latino	33.1	34.4	35.8				
Asian or Native Hawaiian/Other Pacific Isl.	7.5	7.0	6.8				
White			0.2				
<b>Male</b>	50.5	49.6	51.4				
<b>Female</b>	49.5	50.4	48.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>	Port Richmond High School									
<b>District:</b>	31	<b>DBN:</b>	31R445	<b>School BEDS Code:</b>	353100011445					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		84.3	85.2	TBD			
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		94.1	92.5	TBD			
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		39.1	37.8	TBD			
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		48	132	TBD			
Grade 9	832	728	819	<b>Recent Immigrants - Total Number:</b>						
Grade 10	700	645	569	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	496	447	553		32	22	10			
Grade 12	471	442	325	<b>Special Education Enrollment:</b>						
Ungraded	0	0	1	(As of June 30)	2007-08	2008-09	2009-10			
Total	2499	2262	2267							
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	184	179	181	Principal Suspensions	200	199	TBD			
# in Collaborative Team Teaching (CTT) Classes	39	42	57	Superintendent Suspensions	18	15	TBD			
Number all others	206	197	186	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	N/A	557	793		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	133	130	TBD			
# receiving ESL services only	152	123	106							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA: X			
Math:				Math: X			
Science:				Graduation Rate: √			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	
<b>All Students</b>				√	√	√	65
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				√	√		
Multiracial							
Students with Disabilities				X	X		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				5	5	1	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	B			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	61.4			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	9			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	13.7			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	35.7			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	3			Quality Statement 5: Monitor and Revise			
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

### **Performance Trends:**

- **Our students continue to perform far better on Regents exams than in the area of credit accumulation. Our teaching staff has demonstrated strong proficiency in their ability to prepare students for the Regents exams. Of concern is the large number of students who fail to attain course credit for courses in which they attain a passing grade on the Regents exams.**
- **Attendance statistics have improved over the past few years and yet the school administration has struggled in the ability to solve the issue of providing teachers, parents and service providers with timely individual student attendance information for each class of the school day.**
- **Students with disabilities continue to struggle to pass the required RCTs and Regents exams.**
- **Students are unfamiliar with course requirements and expectations despite teacher emphasis and explanation at the start of each term. Students and teachers will collaborate and will use marking period goals to serve as reinforcement of student expectations.**
- **Strong gains were made in weighted Regents passing rate in Integrated Algebra. The 2008-09 school-year indicated achievement level of math students was one of the strongest in the city.**
- **For the first time, all 5 weighted Regents passing rates exceeded statistical expectation value of 1.0 for the 2008-09 school year. This is clear evidence that our teachers and students are "beating the odds" in all 4 academic areas and all 5 required Regents exams. Hispanic students and Black students historically do not make AYP or barely make AYP in ELA and Math.**

### **Significant Aids/Barriers:**

**Teachers have shown interest in utilizing common time in order to improve instructional practice and increase collegiality. In the past the programming of the school made this extremely difficult. During the 2009-10 school year the school was programmed to allow for maximum use of teacher time for common conferences.**

**The severe budget cuts impacting the school's resources last year and this year negatively impacted class size, remediation programs, Advanced Placement offerings and some electives.**

**Increasing parent involvement and engagement continues to be both a challenge as well as a priority. Many parents work over 60 hours per week and involvement in school activities can be a challenge. The socio-economic status of many of our families can also pose a significant challenge for parents to properly and enthusiastically support the education of their child.**

**The partnership with Wagner College on the Port Richmond Initiative and the partnership with the Collegiate Academy will enhance the college awareness and college readiness programs in our school. Ninth grade Collegiate Academy Honors students will partner in Social Studies class with Wagner College students on various community studies.**

**The partnership with the teaching Academy at the College of Staten Island will enhance our ability to provide support in selected classes.**

**The Supplemental Educational services provided to our school based on our Title I SINI status will provide parents with the opportunity to utilize tutoring services for our students. These services should enhance student achievement by providing students with either one-on-one tutoring or small group instruction. Title I grant funds should also provide targeted services for Hispanic students as well as SWD.**

**The Culinary Arts Program will organize in the small learning community (SLC) model supported by the New York City Department of Education. The SLC will utilize a dedicated staff of teachers and support personnel and program classes in a single wing of the building. Common time exercises and inquiry work will focus only on the students enrolled in the program.**

**Selected students will utilize the 6 to 16 college awareness program which features college awareness lessons in a web based instructional program. This web based program will be re-evaluated at the end of the year.**

**The resource room will feature a single room organization that provides resource room students with the ability to learn from several expert teachers. Teachers will be able to "play to their individual strengths" with regard to content areas.**

**The College of Staten Island Black Male Initiative provides Port Richmond High School males of African American heritage with additional academic support in the 4 core content areas. The PRHS students are mentored by college students enrolled at the College of Staten Island.**

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. The daily attendance rate and daily class attendance rate shall be a minimum of 86%
2. The 4 year graduation rate for the 2010 cohort shall be a minimum of 65%.  
2B: The Performance Index for Hispanic students and SWD students in Math and ELA shall increase by a minimum of: 4 points for SWD and 8 points for Hispanic students.
3. 66% of new ninth grade students shall attain 10+ credits
4. 65% of students in the lowest third in 2nd and 3rd year of high school shall attain 10+ credits.
5. The school shall organize and implement a program aligned with the DOE goals for a small learning community. The Culinary Arts Academy shall feature student programming and staff programming that provide strong opportunity for teacher collaboration and student personalization.

**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.

**Subject/Area (where relevant):** Culinary Arts SLF

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: All CA students</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Student Goals as a means to motivate student and staff attendance</li> <li>• Continued parental outreach via mail, e-mail, and telephone contact</li> <li>• Increased use of ARIS to identify students with a history of poor attendance</li> <li>• Analyze and distribute weekly class attendance reports</li> <li>• Discussion of student attendance at all post observation conferences</li> <li>• Minimum of 4 individual conferences with teachers whose classes don't meet the minimum of 86% attendance.</li> <li>• Use of common time to improve attendance through Kid Talk, Student conferences and Parent Conferences.</li> <li>• Use of common time at least once a week dedicated to sharing best practices to identify and implement instructional techniques or outreach techniques that may improve attendance</li> <li>• Use of Culinary Arts SLF Aide to provide up to date academic information to parents of SLF students in the target population</li> <li>• Use of Raider of Month and Student of Month awards as student motivation</li> </ul> <p><b>Responsible Staff: Culinary Arts SLF Teachers, Attendance Improvement staff, Parent Coordinator, Guidance Staff</b></p>

<b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b>	<b>Professional development on ARIS Common time best practices shared Datacation training</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Marking Period 1: A minimum of 86% attendance in each Culinary Arts SLF class  Marking Period 2: A minimum of 86% attendance in each Culinary Arts SLF class  February 1, 2010: A minimum of 86% attendance in each Culinary Arts SLF class  Marking Period 4: A minimum of 86% attendance in each Culinary Arts SLF class  Marking Period 5: A minimum of 86% attendance in each Culinary Arts SLF class  July 1, 2010: A minimum of 86% attendance in each Culinary Arts SLF class</b>

**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.

**Subject/Area (where relevant):** Culinary Arts SLF

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Adjustment of student programs to meet the students immediate needs</li> <li>• Early notification to teachers of At Risk students</li> <li>• Monitoring of student achievement for students in the target population through student progress reports</li> <li>• Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</li> <li>• Use of Culinary Arts SLF Aide to provide up to date academic information to parents of SLF students in the target population.</li> <li>• Regular case management conferences including teaching staff and guidance staff to determine the status of students in the target population.</li> <li>• Organize and implement small classroom instruction outside of the school day for groups of students less than 10 in number.</li> </ul> <p><b>Responsible Staff: SLF support staff, Guidance staff, SES Funded staff, Parent Coordinator</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional Development on School Messenger</b> <b>Professional Development on ARIS and the use of ARIS for tracking student progress</b> <b>Use of SES funds to pay for tutoring sessions</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1: 80% passing rate in scheduled SLF classes of students in the 2010 cohort**

**Marking Period 2: 80% passing rate in scheduled SLF classes of students in the 2010 cohort**

**February 1, 2010: 80% of the students in the 2010 cohort will have earned 5+ credits**

**Marking Period 4: 80% passing rate in scheduled SLF classes of students in the 2010 cohort**

**Marking Period 5: 80% passing rate in scheduled SLF classes of students in the 2010 cohort**

**July 1, 2010: 80% of the students in the 2010 cohort will have earned 10+ credits**

**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.

**Subject/Area (where relevant):** Culinary Arts SLF

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students in Culinary Arts SLF classes</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Student Goals as a means to motivate student academic success</li> <li>• Implementation of conceptual teaching and learning in all Integrated Algebra classes</li> <li>• Utilization of common time as an opportunity to analyze student data as a means to inform instruction and adjust course curriculum</li> <li>• Implementation of targeted tutoring sessions during the Spring 2010 term</li> <li>• Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</li> <li>• Organize and implement small classroom instruction outside of the school day for groups of students less than 10 in number.</li> <li>• Use of common time and Kid Talk to develop strong connections between students and teachers</li> </ul> <p><b>Responsible Staff: SLF Teachers of 9<sup>th</sup> grade students</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional development on each of the following:</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Analyzing data to inform instruction</li> <li>• School Messenger</li> <li>• ARIS and Datacation</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1: 75% passing rate in scheduled SLF classes by 9<sup>th</sup> grade students**

**Marking Period 2: 75% passing rate in scheduled SLF classes by 9<sup>th</sup> grade students**

**February 1, 2010: 75% of 9<sup>th</sup> grade students will have earned 5+ credits**

**Marking Period 4: 75% passing rate in scheduled SLF classes by 9<sup>th</sup> grade students**

**Marking Period 5: 75% passing rate in scheduled SLF classes by 9<sup>th</sup> grade students**

**July 1, 2010: 75% of 9<sup>th</sup> grade students will have earned 10+ credits**

**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.

**Subject/Area (where relevant):** Culinary Arts SLF

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> all “lowest third” CA students in 10<sup>th</sup> and 11<sup>th</sup> grade  <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Student Goals (for each marking period) as a means to motivate student academic success</li> <li>• Early notification to teachers of all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade</li> <li>• Implementation of targeted tutoring sessions during the Spring 2010 term</li> <li>• Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</li> <li>• Use of Common Time to discuss the progress of the “lowest third” students in the SLF</li> <li>• Focus of Kid Talk time on lowest third students</li> </ul> <p><b>Responsible Staff:</b> SLF Teachers, Guidance Staff, SLF Staff, Parent Coordinator</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional development on each of the following:</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• ARIS and Datacation</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1: 70% passing rate in scheduled SLF classes by in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school**

**Marking Period 2: 70% passing rate in scheduled SLF classes by in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school**

**February 1, 2010: 70% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school will have earned 15+ and 25+ credits**

**Marking Period 4: 70% passing rate in scheduled SLF classes by in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school**

**Marking Period 5: 70% passing rate in scheduled SLF classes by in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school**

**July 1, 2010: 70% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school will have earned 20+ and 30+ credits respectively in mathematics**

**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.

**Subject/Area (where relevant):** Culinary Arts SLF

<p><b>School Goal # 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The passing rate for the CA students taking regents exams in June, 2010 shall be 75%</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><b>Target Population:</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Use of SLF Common Time to develop individual plans for students to pass the Regents exams</li> <li>• Use of SLF Inquiry Team to identify and implement teaching strategies to target low performing students</li> <li>• CA students eligible for SES services will be motivated by CA staff to make use of these targeted services.</li> </ul> <p><b>Responsible Staff: Regents SLF teachers</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional Development on SmartBoard tools</b> <b>ARIS and Datacation</b> <b>Common time experiences</b></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><b>Marking Period 1: 75% passing rate in Regents SLF classes</b> <b>Marking Period 2: 75% passing rate in Regents SLF classes</b> <b>February 1, 2010: 75% passing rate in Regents SLF classes</b> <b>Marking Period 4: 75% passing rate in Regents SLF classes</b> <b>Marking Period 5: 75% passing rate in Regents SLF classes</b> <b>July 1, 2010: 75% passing rate for the June, 2010 SLF students</b></p>

**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.

**Subject/Area (where relevant):** English / ESL

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target population: All ELA and ESL classes</b></p> <ul style="list-style-type: none"> <li>• All English/ESL teachers to use ARIS to identify students with attendance issues and devise strategies and interventions</li> <li>• English and ESL common time committees and Inquiry teams to use ARIS and ATS attendance reports to identify students in target population with attendance issues and devise strategies and interventions</li> <li>• English/ESL teachers to use student goals to motivate student and staff attendance</li> <li>• All English/ESL teachers to review attendance of targeted students midway through the first marking period and at least once per term for the remainder of the year and revise strategies as needed.</li> <li>• All supervisor observation reports to mention student attendance in commendations or recommendations</li> <li>• English/ESL teachers to use automated phone messenger system to inform parents of attendance issues</li> <li>• ELA/ESL teachers to mail deficiency letters home detailing attendance information a minimum of twice annually</li> <li>• Targeted differentiated instruction for struggling ninth and tenth grade students will be provided in order to motivate achievement and attendance improvement</li> <li>• English and ESL SES after school and/or Saturday instruction provides eligible students with motivation to attend and achieve</li> <li>• English teachers recognize improved student attendance through the Raider of the Month awards</li> </ul> <p><b>Responsible staff: Assistant Principal English/ESL, All English/ESL teachers</b></p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>ARIS training</b>  <b>Provide attendance out Attendance reports</b>  <b>Computer and telephone access</b>  <b>Timely access to daily and ATS period attendance reports</b>  <b>Support of Guidance counselors, Attendance personnel, Data support staff and Parent Coordinator.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>ARIS data</b>  <b>ATS attendance reports</b>  <b>Attendance outreach logs</b>  <b>Observation reports</b></p> <p><b>Marking Period 1: 86% attendance rate in English/ESL classes</b>  <b>Marking Period 2: 86% attendance rate in English/ESL classes</b>  <b>February 1, 2010: 86% attendance rate in English/ESL classes</b>  <b>Marking Period 4: 86% attendance rate in English/ESL classes</b>  <b>Marking Period 5: 86% attendance rate in English/ESL classes</b>  <b>July 1, 2010: 86% attendance rate in English/ESL classes</b></p>

**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.

**Subject/Area (where relevant):** English / ESL

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Identify Cohort 2010 students who are off track or almost on track (fewer than six ELA credits or failure to pass the ELA Regent’s Examination)</li> <li>• Early communication of names of above students to their teachers</li> <li>• Ensure that target population is properly programmed to earn eight English credits by August 2010.</li> <li>• Conduct home outreach to notify parent/guardian of targeted students’ English credit or ELA Regent status</li> <li>• Group students who have not passed ELA exam in targeted Regents-ending English class for the 2010 Cohort (E7R/E8R) for credit accumulation and Regents preparation.</li> <li>• Monitor credit accumulation and ELA status of target population midway through each term and at the end of the first term.</li> <li>• Provide targeted tutoring for the ELA Regents Exam for target population.</li> <li>• Provide SES after school or Saturday tutoring to increase student achievement in English classes.</li> <li>• Cohort 2010 teachers to conference with Assistant Principal and students in the targeted population who remain at risk and devise and implement strategies to promote success</li> <li>• English/ESL teachers to use student goal-setting process to motivate student achievement.</li> <li>• Targeted subgroup students will be provided invitation to attend Regents prep classes, remedial services, credit accumulation classes for graduation credit and</li> </ul>

	<p>other academic intervention services</p> <ul style="list-style-type: none"> <li>• The CSI Discovery Center will provide targeted assistance to students in specific subgroups who historically fail to meet or barely meet AYP in ELA</li> <li>• English/ESL teachers of the target population set goals and develop instructional strategies to ensure academic success of their students</li> </ul> <ul style="list-style-type: none"> <li>• English/ESL teachers to use automated phone messenger system to inform parents of academic or attendance issues that may impact graduation</li> <li>• ELA/ESL teachers to mail deficiency letters home detailing (Senior Failure Notice)academic information a minimum of twice annually.</li> <li>• Develop and implement a program to provide targeted assistance to Hispanic students and SWD in the 2010 cohort using SINI grant funding.</li> </ul> <p>Responsible Staff: English/ESL teachers of the target population, Assistant Principal, English/ESL; Paraprofessionals assigned to students in target population; guidance counselors</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>Training on New Visions Sorter and ARIS  Computer and telephone access  Support of Guidance counselors, Attendance personnel, Data support staff and Parent Coordinator.  Dataation training  SES funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Scholarship reports at the end of each marking period; mid-term and final examinations each term; January, June and August ELA Regents results</p> <p><b>Marking Period 1: Scholarship Report shows 91% of target population passing course</b>  <b>Marking Period 2: Scholarship Report and mid-term exams indicate 91% passing</b>  <b>February 1, 2010: Scholarship report, final examination, January Regents show 91% of targeted students passing</b>  <b>Marking Period 4: Scholarship Report shows 91% of target population passing course.</b>  <b>Marking Period 5: Scholarship Report and mid-term exam indicate 91% passing</b>  <b>July 1, 2010: Scholarship Report, final examination and June Regents show 91% of targeted students passing.</b>  <b>August 20, 2010: Scholarship Report and August Regents</b></p>

**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.

**Subject/Area (where relevant):** English / ESL

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students (Cohort 2013) in English / ESL classes</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Academic improvement initiatives motivated by teachers through increased use of technology and web based activities in daily lessons to differentiate instruction and engage students in active learning</li> <li>• Achieve 3000 used for ESL students in 9<sup>th</sup> grade to provide differentiated instruction, active learning and to motivate credit accumulation in English</li> <li>• Targeted differentiated instruction for struggling ninth grade students will be provided in order to motivate achievement and attendance improvement</li> <li>• English and ESL SES after school and/or Saturday instruction provides eligible students with skills and motivation to achieve</li> <li>• Ninth grade CTT classes provide personalized and differentiated instruction to address the educational needs of targeted students with disabilities.</li> <li>• Common planning teams/inquiry teams in English, ESL, Gateway and Culinary SLC engage in daily inquiry into individual student issues that may affect ninth grade credit accumulation and devise instructional strategies to ensure success</li> <li>• Double period Literacy English class provides reading and writing support for incoming Level 2 students</li> <li>• Wilson Reading class provides specialized instruction for ESL and SWD students who are reading at levels two or more years below grade.</li> <li>• Teachers and Assistant Principal to use New Visions data tools, Datacation and ARIS to monitor credit accumulation of target population midway through each term and at the end of the first term.</li> <li>• English/ESL teachers to use student goal-setting process to motivate student</li> </ul>

	<p>achievement.</p> <ul style="list-style-type: none"> <li>• English/ESL teachers of the target population set goals and develop instructional strategies to ensure academic success of their students</li> <li>• English/ESL teachers to use automated phone messenger system to inform parents of academic or attendance issues that may impact graduation</li> <li>• ELA/ESL teachers to mail deficiency letters home detailing academic information a minimum of twice annually</li> <li>• The DOE Acuity Interim Assessment Program and uniform departmental mid-term and final examinations will assess progress and assist teachers in formulating and adjusting curriculum, goals, and instructional strategies</li> </ul> <p>Responsible Staff: Ninth grade English/ESL Teachers; Assistant Principal, English/ESL; Paraprofessionals of ninth grade students</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>ARIS, Achieve 3000 training  Common planning – daily  Acuity Periodic Assessment report training  New Visions Sorter and Tracker training  Access to computers and telephones  Datacation training</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Marking Period 1: A minimum of 70% passing (Scholarship Report)  Marking Period 2: A minimum of 70% passing (Scholarship Report; mid-term exams)  February 1, 2010: A minimum of 70% attain at least one English credit (Scholarship Report; final exams)  Marking Period 4: : A minimum of 70% passing (Scholarship Report)  Marking Period 5: A minimum of 70% passing (Scholarship Report; mid-term exams)  July 1, 2010: A minimum of 70% attain at least two English credits (Scholarship Report; final exams)</p>

**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.

**Subject/Area (where relevant):** English / ESL

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• All English/ESL teachers to use ARIS to identify “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade and devise strategies and interventions</li> <li>• Achieve 3000 will support academic rigor and motivate credit accumulation for ELL’s and SWD in target population</li> <li>• Wilson Reading class provides specialized instruction for ESL and SWD students who are reading at levels two or more years below grade.</li> <li>• Tenth and eleventh grade CTT classes provide personalized and differentiated instruction to address the educational needs of targeted SWD</li> <li>• Academic improvement initiatives motivated by teachers through increased use of technology and web based activities in daily lessons to differentiate instruction and engage students in active learning</li> <li>• English and ESL SES after school and/or Saturday instruction provides eligible students with skills and motivation to achieve</li> <li>• English/ESL teachers to use student goal-setting process to motivate student achievement.</li> <li>• English/ESL teachers of the target population set goals and develop instructional strategies to ensure academic success of their students</li> <li>• Common planning teams/inquiry teams engage in daily inquiry into individual student issues that may affect credit accumulation and devise instructional strategies to ensure success</li> <li>• Teachers and Assistant Principal to use New Visions data tools, Datacation and ARIS to monitor credit accumulation of target population midway through each term and at the end of the first term.</li> </ul>

	<ul style="list-style-type: none"> <li>• English/ESL teachers to use automated phone messenger system to inform parents of academic or attendance issues that may impact graduation</li> <li>• ELA/ESL teachers to mail deficiency letters home detailing academic information a minimum of twice annually</li> <li>• The DOE Acuity Interim Assessment Program, departmental mid-term and final examination, the PSAT and January ELA Regents Examination will assess progress and assist teachers in formulating and adjusting curriculum, goals, and instructional strategies</li> <li>• Provide specialized in-class (E6R) and tutoring support for 11<sup>th</sup> grade students in target population who do not pass ELA exam in January</li> <li>• Teachers of target population to receive professional development on best practices and effective instructional strategies for “lowest third” students</li> <li>• Assistant principal to conduct informal walkthroughs and formal observations to ensure that needs of lowest third are addressed and provide informal feedback to teachers and note in formal observation reports</li> </ul> <p>Responsible Staff: : Tenth and Eleventh grade English/ESL Teachers; Assistant Principal, English/ESL; Paraprofessionals of targeted students</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>ARIS training  Best practices and strategies professional development  Common planning – 6<sup>th</sup> period daily  Acuity Periodic Assessment report training  New Visions Sorter and Tracker training  Access to computers and telephones</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Marking Period 1: A minimum of 65% passing (Scholarship Report)  Marking Period 2: A minimum of 65% passing (Scholarship Report; mid-term exams)  February 1, 2010: A minimum of 65% attain at least one English credit (Scholarship Report; final exams)  Marking Period 4: : A minimum of 65% passing (Scholarship Report)  Marking Period 5: A minimum of 65% passing (Scholarship Report; mid-term exams)  July 1, 2010: A minimum of 65% attain at least two English credits (Scholarship Report; final exams)</p>

**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.

**Subject/Area (where relevant):** English / ESL

<p><b>School Goal # 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The percentage of E5/6 students who take and pass the ELA Regents by August 2010 will increase 5% to 75%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: All students in E5 classes (Cohort 2011) who take the ELA Regents examination in January, June or August 2011.</b></p> <p><b>Actions:</b>  <b>Earlier identification, registration and rooming notification of E5 students for ELA regents exam (by November 2009)</b>  <b>Earlier outreach to notify family, encourage tutoring attendance, and attendance and achievement on ELA exam (letter to home –Nov.; school messenger- prior to tutoring and exam; PTA meeting – Dec.; PTA newsletter – Fall; winter; spring)</b>  <b>English/ESL teachers of E5 students use student and teacher goal-setting process to motivate student attendance and achievement.</b>  <b>All E5 teachers integrate model regents activities into in-class activities (tests, mid-term and final exams)</b>  <b>E5 teachers to make mid-term curriculum adjustments based on outcomes of fall 2009 administration of Acuity Regents year predictive examination</b>  <b>Conduct targeted ELA Regents tutoring after school or on Saturday (3 weeks prior to exam); teachers to encourage attendance</b>  <b>Teachers of registered SWD and ESL students conduct phone calls on day prior to and on day of ELA regents examination (January 2010)</b>  <b>English teachers to conduct data analysis of ELA Regents results of students who do not pass in order to adjust Term 2 curriculum</b>  <b>Program students who do not attend or pass into Regents-ending E6R sections</b>  <b>Repeat above steps in preparation for June exam</b>  <b>Register E6R students who do not take or pass ELA regents for Aug. 2010 exam</b>  <b>Pre-register E6R students who do not take or pass ELA in June for E7R Regents-ending course to commence Sept. 2010</b></p>

	<p>Encourage eligible students to attend SES literacy classes to increase achievement on the ELA Regents exam.</p> <p>Responsible Staff: All E5/6 English/ESL teachers, Assistant Principal, Guidance, Testing personnel; English Common Time teachers</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>Acuity training  Access to School messenger and home mailing  Early access to ELA registration and rooming lists  PTA meeting – December 2009  ELA Regents data analysis –by Feb. 1, 2010</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>February 1, 2010: ATS attendance report shows 75% attendance of E5 students registered for January ELA Regents exam; HSST Report shows 75% pass rate of those who attended</b></p> <p><b>July 1, 2010: ATS attendance report shows 75% attendance of E6R students registered for June ELA Regents exam; HSST Report shows 75% pass rate of those who attended</b></p> <p><b>August 20, 2010: : ATS attendance report shows 75% attendance of E5/6 students registered for August ELA Regents exam; HSST Report shows 75% pass rate of those who attended</b></p>

**SECTION VI: ACTION PLAN**  
**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.

**Subject/Area (where relevant):** Foreign Language

<p><b>School Goal #1</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Target Population: all students in foreign language classes</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation of Student Goals as a means to motivate student and staff attendance</b></li> <li>• <b>Continued parental outreach via mail, e-mail, and telephone contact</b></li> <li>• <b>Increased use of ARIS to identify students with a history of poor attendance</b></li> <li>• <b>Analyze and distribute weekly class attendance reports</b></li> <li>• <b>Discussion of student attendance at all post observation conferences</b></li> <li>• <b>Minimum of 4 individual conferences with teachers whose classes don't meet the minimum of 86% attendance.</b></li> <li>• <b>Use of Culinary Arts SLC Aide to provide up to date academic information to parents of SLC students in the target population.</b></li> <li>• <b>Use of Raider of Month and Student of Month awards as student motivation</b></li> </ul> <p><b>Responsible Staff: Foreign Language Teachers, Attendance Improvement staff, Parent Coordinator, Guidance Staff</b></p>

<b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b>	<b>Professional development on ARIS</b> <b>Datacation training</b> <b>Community Based Organization funding support</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Marking Period 1: A minimum of 86% attendance in each foreign language class</b> <b>Marking Period 2: A minimum of 86% attendance in each foreign language class</b> <b>February 1, 2010: A minimum of 86% attendance in each foreign language class</b> <b>Marking Period 4: A minimum of 86% attendance in each foreign language class</b> <b>Marking Period 5: A minimum of 86% attendance in each foreign language class</b> <b>July 1, 2010: A minimum of 86% attendance in each foreign language class</b>

**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.

**Subject/Area (where relevant):** Foreign Language

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Adjustment of student programs to meet the students immediate needs</b></li> <li>• <b>Early notification to teachers of At Risk students</b></li> <li>• <b>Monitoring of student achievement for students in the target population through student progress reports</b></li> <li>• <b>Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</b></li> <li>• <b>Continued work with the Advantage Program as a means to provide students with opportunities to recover course work in the mathematics classes</b></li> <li>• <b>Use of Culinary Arts SLC Aide to provide up to date academic information to parents of SLC students in the target population.</b></li> <li>• <b>Regular case management conferences including teaching staff and guidance staff to determine the status of students in the target population.</b></li> <li>• <b>Organize and implement small classroom instruction outside of the school day for groups of students less than 10 in number.</b></li> <li>• <b>Use of Raider of Month and Student of Month awards as student motivation</b></li> </ul> <p><b>Responsible Staff: Foreign Language Teachers of students in the 2010 cohort SLC support staff, Guidance staff, SES Funded staff, Parent Coordinator</b></p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>Professional Development on School Messenger  Professional Development on ARIS and the use of ARIS for tracking student progress  Datacation training  Web based instruction training  Community Based Organization funding support</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: 80% passing rate in scheduled foreign language classes of students in the 2010 cohort</b>  <b>Marking Period 2: 80% passing rate in scheduled foreign language classes of students in the 2010 cohort</b>  <b>February 1, 2010: 80% of the students in the 2010 cohort will have earned at least 1 credit in foreign language</b>  <b>Marking Period 4: 80% passing rate in scheduled foreign language classes of students in the 2010 cohort</b>  <b>Marking Period 5: 80% passing rate in scheduled foreign language classes of students in the 2010 cohort</b>  <b>July 1, 2010: 80% of the students in the 2010 cohort will have earned 2+ credits in foreign language</b></p>

**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.

**Subject/Area (where relevant):** Foreign Language

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students in Foreign Language classes</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Student Goals as a means to motivate student academic success</li> <li>• Utilization of common time as an opportunity to analyze student data as a means to inform instruction and adjust course curriculum</li> <li>• Implementation of targeted tutoring sessions during the Spring 2010 term</li> <li>• Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</li> <li>• Utilization of the Apperson scanning system to analyze uniform pre-assessments, midterms, finals, and course exams</li> <li>• Organize and implement small classroom instruction outside of the school day for groups of students less than 10 in number.</li> <li>• Use of Raider of Month and Student of Month awards as student motivation</li> <li>• Use of SES funding to provide services for eligible students in math and literacy</li> </ul> <p><b>Responsible Staff: Foreign Language Teachers of 9<sup>th</sup> grade students</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional development on each of the following:</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Analyzing data to inform instruction</li> <li>• School Messenger</li> <li>• ARIS and Datacation training</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Community Based Organization funding support</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: 75% passing rate in scheduled foreign language classes by 9<sup>th</sup> grade students enrolled in a foreign language class</b>  <b>Marking Period 2: 75% passing rate in scheduled foreign language classes by 9<sup>th</sup> grade students enrolled in a foreign language class</b>  <b>February 1, 2010: 75% of 9<sup>th</sup> grade students enrolled in a foreign language class will have earned 1+ credits</b>  <b>Marking Period 4: 75% passing rate in scheduled foreign language classes by 9<sup>th</sup> grade students enrolled in a foreign language class</b>  <b>Marking Period 5: 75% passing rate in scheduled foreign language classes by 9<sup>th</sup> grade students enrolled in a foreign language class</b>  <b>July 1, 2010: 75% of 9<sup>th</sup> grade students enrolled in a foreign language class will have earned 2+ credits in foreign language</b></p>

**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.

**Subject/Area (where relevant):** Foreign Language

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade  <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Student Goals as a means to motivate student academic success</li> <li>• Early notification to teachers of all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade</li> <li>• Implementation of targeted tutoring sessions during the Spring 2010 term</li> <li>• Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</li> </ul> <p><b>Responsible Staff:</b> Foreign Language Teachers, Guidance Staff, SLC Staff, Parent Coordinator</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional development on each of the following:</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Smartboards</li> <li>• Datacation and ARIS</li> </ul> <p>Community Based Organization funding support</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><b>Marking Period 1:</b> 65% passing rate in scheduled foreign language classes by students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school  <b>Marking Period 2:</b> 65% passing rate in scheduled foreign language classes by students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school  <b>February 1, 2010:</b> 65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school will have earned 1+ credits in foreign language</p>

	<p><b>Marking Period 4: 65% passing rate in scheduled foreign language classes by students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school</b></p> <p><b>Marking Period 5: 65% passing rate in scheduled foreign language classes by students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school</b></p> <p><b>July 1, 2010: 65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school will have earned 2+ credits in foreign language</b></p>
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**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.

**Subject/Area (where relevant):** Foreign Language

<p><b>School Goal # 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The passing rate for the June, 2010 Spanish and Italian Regents Exams shall be a minimum of 95%</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><b>Target Population: All Regents level students</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Continued focus on the four language skills: reading, writing, speaking, and listening</li> <li>• Implementation of targeted tutoring sessions during the Spring 2010 term as permitted by budget</li> </ul> <p><b>Responsible Staff: Regents Foreign Language teachers</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional Development on SmartBoard tools. Datacation and ARIS Training</b></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><b>Marking Period 1: 95% passing rate in Regents foreign language classes</b> <b>Marking Period 2: 95% passing rate in Regents foreign language classes</b> <b>February 1, 2010: 95% passing rate in Regents foreign language classes</b> <b>Marking Period 4: 95% passing rate in Regents foreign language classes</b> <b>Marking Period 5: 95% passing rate in Regents foreign language classes</b> <b>July 1, 2010: 95% passing rate for the June, 2010 Italian and Spanish Regents</b></p>

**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.

**Subject/Area (where relevant):** Guidance Services

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: School</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• The Attendance Committee will implement all procedures outlined in the school's Attendance Plan.</li> <li>• The Long Term Absence List will be reviewed monthly and students will be scheduled for Planning Interviews and discharged to appropriate programs.</li> <li>• Community Based Organizations (Liberty Partnership, NYC for Interpersonal Development, NYC Department of Youth &amp; Community Development, Out of School Time, and St. Johns' CCAP program) will monitor the attendance and progress of targeted students.</li> <li>• The Culinary Arts Small Learning Family staff will monitor the attendance of those students and provide outreach to parents and guardians daily.</li> <li>• Counselors will monitor the attendance of their caseload and utilize a behavior modification plan to address poor attendance.</li> <li>• Reward systems and initiatives will be put in place, and scheduled to reward good attendance.             <ul style="list-style-type: none"> <li>• Use of Raider of Month and Student of Month awards as student motivation</li> <li>• Electronic progress reports sent to parents</li> </ul> </li> </ul> <p><b>Responsible Staff:</b> Attendance Committee Members, counselors, deans, Parent Coordinator, school support staff, Assistant Principal, Pupil Personnel Services</p>

<b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b>	<b>ARIS Training</b> <b>ATS Training</b> <b>Datacation training</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Attendance reports will be printed weekly. Daily report sheets will be used with targeted students and monitored daily.  <b>Marking Period 1: 87% attendance</b> <b>Marking Period 2: 87% attendance</b> <b>February 1, 2010: 87% attendance</b> <b>Marking Period 4: 87% attendance</b> <b>Marking Period 5: 87% attendance</b> <b>July 1, 2010: 86% attendance</b>

**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.

**Subject/Area (where relevant):** Guidance Services

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Schedule “off track” students for tutoring, credit recovery and after school support classes to make-up credits.</li> <li>• Increase summer school classes and utilize independent studies to make-up credits.</li> <li>• Review attendance, detention, suspension and cutting reports, on a weekly basis, and contact parents and guardians of the 326 students.</li> <li>• Provide immediate outreach to parents and guardians of the 326 students.</li> <li>• Provide parent workshops that focus on strategies to assist parents in empowering their children in their own education.</li> <li>• Implement of a “progress report” to be sent home to parents in between marking periods.</li> <li>• Utilize Common Planning Time to promote discussion that leads to an effective individualized education plan for each student.</li> <li>• Provide counselors with data to identify the promotion and graduation rates of their individual caseloads.</li> <li>• Schedule House “meet and greets” as well as other activities that promote ongoing, personalized relationships between counselors, students and parents.</li> <li>• Instructional team shall meet during fall term second marking period to develop and implement a graduation action plan for each targeted student</li> <li>• Responsible Staff: Counselors, support staff, SLC teachers, Parent Coordinator, Assistant Principal, PPS, House coordinators, Assistant Principals, Assistant Principal, PPS.</li> </ul>

<b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b>	<b>ARIS and Datacation training CBO grant funding</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>February 1, 2010: a minimum of 30% of cohort 2010 students in the NV “yellow” designation will have been moved to “green” designation</b>  <b>August 31, 2010: The 4 year graduation rate shall be a minimum of 65%</b>

**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.

**Subject/Area (where relevant):** Guidance Services

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students</b>  <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Counselors will schedule “meet and greets” with ninth grade parents of their House.</li> <li>• Meetings with the Ninth Grade Council of Parents will be ongoing.</li> <li>• Progress Reports between report cards will be utilized to monitor student achievement.</li> <li>• Common Planning Time and Kid Talk “plans” will be implemented and utilized by counselors and staff.</li> <li>• Utilize Family Paraprofessionals and support staff to make daily contact with parents of ninth graders who demonstrate outstanding behavior as well as questionable.</li> <li>• Opportunities to honor achievement will be provided.             <ul style="list-style-type: none"> <li>• <b>Use of Raider of Month and Student of Month awards as student motivation</b></li> <li>• <b>Use of electronic progress reports sent to parents</b></li> </ul> </li> </ul> <p><b>Responsible Staff:</b> Counselors, House Coordinators, AP Programming, SLC staff, Assistant Principal, PPS, Teachers</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Provided by school budget Community Based Organization funding support</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Review of Progress Reports between marking periods**

**Monitoring of Daily Report Sheets**

**Monitoring of Daily Attendance Reports and Cut Summaries**

**Marking Period 1: 70% Students will pass a minimum of 5 classes**

**Marking Period 2: 70% of Students will pass a minimum of 5 classes**

**Marking Period 3: 70% of students will earn 5+ credits**

**Marking Period 4: 70% of students pass 5+ classes**

**Marking Period 5: 70% of students will pass 5+ classes**

**July 1, 2010: 66% of Students will earn 10+ credits**

**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.

**Subject/Area (where relevant):** Guidance Services

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population: all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Counselors will schedule conferences with target population to review promotion status and outline a plan for success.</li> <li>• Counselors will utilize data to monitor the progress of this target population and program effectively</li> <li>• Counselors will notify all students of all opportunities to make-up credits</li> <li>• Progress Reports between report cards will be utilized to monitor progress.</li> <li>• Common Planning Time and Kid Talk “plans” will be implemented and utilized by counselors and staff.</li> <li>• Provide opportunities to honor achievement</li> <li>• Utilize Family Paraprofessionals and support staff to make daily contact with parents target population</li> <li>• Utilize the services of all CBO’s to assist students.</li> </ul> <p><b>Responsible Staff:</b> Counselors, support staff, SLC teachers, Parent Coordinator, Assistant Principal, PPS, House coordinators, Assistant Principals, Assistant Principal, PPS</p>

<b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b>	<b>Provided by school budget and grants utilized by CBO's.</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Marking Period 1: 65% Lowest third Students will pass a minimum of 5 classes</b> <b>Marking Period 2: 65% of LT Students will pass a minimum of 5 classes</b> <b>Marking Period 3: 65% of LT students will earn 5+ credits</b> <b>Marking Period 4: 65% of LT students pass 5+ classes</b> <b>Marking Period 5: 65% of LT students will pass 5+ classes</b> <b>July 1, 2010: 66% of LT Students will earn 10+ credits</b>

**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.

**Subject/Area (where relevant):** Health and Physical Education

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: Students in Physical Education classes</b>  <b>Actions:</b> 1. Using ARIS to target 7 students in each class with poor attendance for regular monitoring by teachers.                  2. Conference with those students and any others absent and/or unprepared.                  3. Make phone calls, send letters home for those students as needed.                  4. Present 100% certificates to students never absent or unprepared each marking period for freshmen.                  5. Offer soccer as a Physical Education selective</p> <p><b>Responsible Staff: Assistant Principals and all P.E. teachers, Parent Coordinator, Attendance Improvement team</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>All teachers trained on ARIS</b> <b>Datacation training</b></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><b>Marking Period 1: 60% passing percentage</b>  <b>Marking Period 2: 70% passing percentage</b>  <b>February 1, 2010: 75% passing percentage</b>  <b>Marking Period 4: 70% passing percentage</b>  <b>Marking Period 5: 75% passing percentage</b>  <b>July 1, 2010: 80% passing percentage</b></p>

**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.

**Subject/Area (where relevant):** Health and Physical Education

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort who have fewer than 6 passed classes in Physical Education.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Schedule off track students for 2 physical education classes in Spring 2010</b></li> <li>• <b>Provide 20 make-up classes for seniors</b></li> <li>• <b>Provide credit recovery during regents week for students with grade of 50-55</b></li> <li>• <b>Provide extra credit opportunities throughout the year</b></li> </ul> <p><b>Responsible Staff: Guidance Counselors, Assistant Principal Health &amp; Physical Education, select teachers, Parent Coordinator</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Community Based Organization funding support</b></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><b>Marking Period 1: 75% senior passing</b>  <b>Marking Period 2: 80% senior passing</b>  <b>February 1, 2010: 85% senior passing</b>  <b>Marking Period 4: 75% senior passing</b>  <b>Marking Period 5: 85% senior passing</b>  <b>July 1, 2010: 97% senior passing</b></p>

**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.

**Subject/Area (where relevant):** Health and Physical Education

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students in Health and Physical Education classes</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Teachers conference with target population students on a daily basis</li> <li>• Teachers make daily phone calls (5 per day) to parents of absent and unprepared students</li> <li>• Present 100% attendance and preparation certificates each marking period</li> <li>• Present weekly awards for effort, improvement, sportsmanship, etc.</li> <li>• Provide freshmen make-up classes during February and June regents week</li> <li>• Provide uniforms for students in need</li> </ul> <p><b>Responsible Staff: Assistant Principal Health &amp; Physical Education and all Physical Education teachers</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>As provided by school budget Community Based Organization funding support</b></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><b>Marking Period 1: 65% freshmen – passing percentage</b> <b>Marking Period 2: 70% freshmen – passing percentage</b> <b>February 1, 2010: 73% freshmen – passing percentage</b> <b>Marking Period 4: 65% freshmen – passing percentage</b></p>

	<p><b>Marking Period 5: 70% freshmen – passing percentage</b> <b>July 1, 2010: 75% freshmen – passing percentage</b></p>
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**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.

**Subject/Area (where relevant):** Health and Physical Education

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade  <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Using ARIS to identify and target 7 students with poor attendance for regular monitoring by teachers</li> <li>• Teachers send weekly letters and make phone calls for those students</li> <li>• Provide Physical Education uniforms for those in need</li> <li>• Schedule December and May make-up classes</li> <li>• Provide extra credit opportunities throughout the year</li> <li>• Provide new sports classes such as soccer to involve and motivate students to attend and achieve at a higher level of proficiency.</li> <li>• Use of Raider of the Month and Student of the Month as student motivators</li> </ul> <p><b>Responsible Staff:</b> Assistant Principal Health &amp; Physical Education and all Physical Education teachers, Parent Coordinator</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>December and May make-up classes            Community Based Organization funding support            ARIS training            School budget</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1: 65% passing percentage**  
**Marking Period 2: 70% passing percentage**  
**February 1, 2010: 73% passing percentage**  
**Marking Period 4: 65% passing percentage**  
**Marking Period 5: 70% passing percentage**  
**July 1, 2010: 77% passing percentage**

**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.

**Subject/Area (where relevant):** Health and Physical Education

<p><b>School Goal # 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Improve freshmen fitness levels</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: Freshmen boys and girls</b> <b>Actions: 100% freshmen boys will take one unit of fitness</b> <b>50% freshmen girls will take one unit of fitness</b></p> <p><b>Responsible Staff: Health &amp; Physical Education teachers of freshmen survey classes</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>December 1<sup>st</sup> through January 30<sup>th</sup></b> <b>Use 5K walk/Run as a student motivator</b></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><b>February 1, 2010: 50% of freshmen boys and 25% of freshmen girls registered in fitness class</b> <b>July 1, 2010: 100% freshmen boys will take one unit of fitness</b> <b>50% freshmen girls will take one unit of fitness</b></p>

**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.

**Subject/Area (where relevant):** Instructional Support

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance period attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: students with Disabilities (SWD)</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• ISS Support will increase daily attendance to all subject classes- Attendance will be charted and displayed in bar graph form to note by period-weekly attendance. The class that has the greatest period attendance improvement each marking period will receive tokens to redeem for pizza party or snacks.</li> <li>• Improve individual attendance to school by having each teacher report students who have been absent more than 2 days in the month. A school aide will then contact the parent/guardian of the student to report all absences. After a third absence the counselor will set up a meeting with the parent and student.</li> <li>• Improve motivation to attend resource room daily by combining SETTS classes in a single room allowing students to partner with a teacher strong in the content area needed by the student</li> </ul> <p><b>Responsible Staff: Subject period teachers, ISS coordinator, school aides, and counselors</b></p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<ul style="list-style-type: none"> <li>• <b>School aide to collect # of students present in each teacher’s classes for each period each week. Coordinator to calculate the subject period attendance rate and keep the data current and charted, weekly.</b></li> <li>• <b>Need for a school aide to make and log phone calls to the home of the absentees. For one hour a day.</b></li> <li>• <b>SINI Title I Grant funds and SES funding</b></li> <li>• <b>Community Based Organization funding support</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: Increase school &amp; subject period attendance to 65%</b>  <b>Marking Period 2: Increase school &amp;subject period attendance to 70%</b>  <b>February 1, 2010: Increase school &amp; subject period attendance to 75 %</b>  <b>Marking Period 4: Increase school &amp; subject period attendance to 80%</b>  <b>Marking Period 5: Increase school &amp; subject period attendance to 82%</b>  <b>July 1, 2010:Increase school &amp; subject period attendance to 86%</b></p>

**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.

**Subject/Area (where relevant):** Instructional Support

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Program students for review classes in Global History, US History</li> <li>• Offer after school tutoring for RCT Math, Science, reading and writing.</li> <li>• Conduct 1:1 conferences with each student showing where they are and what needs to be accomplished and the time frame in order for them to graduate on time.(Individualized Progress Plan)</li> <li>• Create a SETSS center for all separate location SETSS students. In the center the students can receive help by a teacher who is highly qualified in specific areas where the student is demonstrating weaknesses.</li> <li>• Eligible students will make use of SES funded activities that will provide tutoring and/or small group instruction</li> <li>• Cohort 2010 SWD and Hispanic students will be targeted for ELA and Math services through SINI funding</li> <li>• Targeted students will be identified for remedial classes and targeted Regents prep classes if they have not passed Algebra Regents and/or ELA Regents.</li> </ul> <p><b>Responsible Staff's Coordinator, ISS Counselors, SETSS teachers</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<ul style="list-style-type: none"> <li>• Review classes for each term in Global and US History</li> <li>• SES funding</li> <li>• SINI Title I grant</li> <li>• Tutoring for RCTs starting in December for Fall term and May for Spring Term             <ul style="list-style-type: none"> <li>• One to one conferences starting in October and charting progress each</li> </ul> </li> </ul>

	<p>marking period with the student</p> <ul style="list-style-type: none"> <li>• Immediately create the SETSS center in B142 and place HQ teachers in the areas of Math, English and study skills for each period</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1:</b>initial review of credits  <b>Marking Period 2:</b> update of progress using last report card with student  <b>February 1, 2010:</b> Show on Aris where progress occurred and where there is a need for improvement.  <b>Marking Period 4:</b> Check individualized progress plan with MP 4 report card and discuss with the student  <b>Marking Period: 5</b> Check individualized progress plan with MP 5 report card and discuss with student  <b>July 1, 2010:</b> Calculate graduation rate – 65%</p>

**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.

**Subject/Area (where relevant):** Instructional Support

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students in Instructional Support classes</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Have Counselors hold group guidance classes to review the graduation requirements, and the importance of passing all classes in ninth grade</b></li> <li>• <b>Make phone calls to all 9<sup>th</sup> grade parents/guardians to invite them to Parent-Teacher conferences each term</b></li> <li>• <b>Teachers will reiterate the terms of the subject contract each marking period, with their students and notify them of where they are in terms of the contract and their goals</b></li> <li>• <b>Eligible students will make use of SES funded activities that will provide tutoring and/or small group instruction</b></li> <li>• <b>SETTS students will benefit from a central SETTS room with several teachers available for diverse subject content support</b></li> <li>• <b>Improve motivation to attend resource room daily by combining SETTS classes in a single room allowing students to partner with a teacher strong in the content area needed by the student</b></li> </ul> <p><b>Responsible Staff: Counselors, school aides and ISS Coordinator, Subject teachers</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<ul style="list-style-type: none"> <li>• <b>Counselors will go to all ninth grade English classes each term to review graduation requirements</b></li> <li>• <b>Teachers to discuss progress with each student</b></li> <li>• <b>Create enrollment lists of 9<sup>th</sup> graders for school aides to make phone calls</b></li> <li>• <b>Meet with counselors to make template for Individual Action Plans for each</b></li> </ul>

	<p>student</p> <ul style="list-style-type: none"> <li>• Title I funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: 40% of 9<sup>th</sup> graders will pass 5+ classes</b>  <b>Marking Period 2: 50% of 9<sup>th</sup> graders will pass 5+ classes</b>  <b>February 1, 2010: 65% of 9<sup>th</sup> graders will pass 5+ classes for the term</b>  <b>Marking Period 4: 65% will pass 5+ classes in the marking period</b>  <b>Marking Period 5: 66% will pass 5+ classes in the marking period</b>  <b>July 1, 2010: 66% will have attained 10+ credits for the school year</b></p>

**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.

**Subject/Area (where relevant):** Instructional Support

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> all “lowest third” SWD students in 10<sup>th</sup> and 11<sup>th</sup> grade  <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Have Counselors hold group guidance classes to review the graduation requirements, and the importance of passing all classes in the 2<sup>nd</sup> and 3<sup>rd</sup> year</li> <li>• School aides to make phone calls to parents/guardians of all the lowest third in the 2<sup>nd</sup> &amp; 3<sup>rd</sup> year to invite them to Parent-Teacher conferences each term</li> <li>• Counselors to meet and discuss individual plans for each student on how they will attain 10+ credits for the year</li> <li>• SETTS students will benefit from a central SETTS room with several teachers available for diverse subject content support</li> <li>• Eligible students will make use of SES funded activities that will provide tutoring and/or small group instruction</li> <li>• Title I SINI funding will be used to provide remedial services for Hispanic and SWD students</li> </ul> <p><b>Responsible Staff:</b> Counselors, ISS Coordinator,</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<ul style="list-style-type: none"> <li>• Counselors will go to each English class during the 1<sup>st</sup> and 2<sup>nd</sup> marking periods each term ( Meeting to develop materials for class visits)</li> <li>• Create enrollment lists of lowest third in 10<sup>th</sup> and 11<sup>th</sup> grade for school aides to make phone calls</li> <li>• Meet with counselors to make template for Individual Action Plans for each student</li> <li>• Title I funding and SES funding</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1:40% will pass 5+ classes**

**Marking Period 2: 50% of will pass 5+classes**

**February 1, 2010: 65% will pass 5+ classes for the term**

**Marking Period 4:65 % will pass 5+ classes in the marking period**

**Marking Period 5: 66% will pass 5+ classes in the marking period**

**July 1, 2010: 66% will have attained 10+ credits for the school year**

**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.

**Subject/Area (where relevant):** Mathematics

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all students in math classes</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Student Goals as a means to motivate student and staff attendance</li> <li>• Continued parental outreach via mail, e-mail, and telephone contact</li> <li>• Increased use of ARIS to identify students with a history of poor attendance</li> <li>• Analyze and distribute weekly class attendance reports</li> <li>• Discussion of student attendance at all post observation conferences</li> <li>• Minimum of 4 individual conferences with teachers whose classes don't meet the minimum of 86% attendance.</li> <li>• Use of common time at least once every two weeks dedicated to sharing best practices to identify and implement instructional techniques or outreach techniques that may improve attendance</li> <li>• Use of Culinary Arts SLC Aide to provide up to date academic information to parents of SLC students in the target population.</li> <li>• Targeted subgroup students will be provided invitation to attend Regents prep classes, remedial services, credit accumulation classes for graduation credit and other academic intervention services</li> <li>• The CSI Discovery Center will provide targeted assistance to students in specific subgroups who historically fail to meet or barely meet AYP in mathematics</li> </ul> <p><b>Responsible Staff: Mathematics Teachers, Attendance Improvement staff, Parent Coordinator, Guidance Staff</b></p>

<b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b>	<b>Professional development on ARIS CBO Grant funding</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Marking Period 1: A minimum of 86% attendance in each mathematics class  Marking Period 2: A minimum of 86% attendance in each mathematics class  February 1, 2010: A minimum of 86% attendance in each mathematics class  Marking Period 4: A minimum of 86% attendance in each mathematics class  Marking Period 5: A minimum of 86% attendance in each mathematics class  July 1, 2010: A minimum of 86% attendance in each mathematics class</b>

**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.

**Subject/Area (where relevant):** Mathematics

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort who are off track due to being behind in mathematics graduation requirements.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Adjustment of student programs to meet the students immediate needs</li> <li>• Early notification to teachers of At Risk students</li> <li>• Monitoring of student achievement for students in the target population through student progress reports</li> <li>• Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</li> <li>• Continued use of the CSI/BMI program to provide assistance to targeted students</li> <li>• Continued work with the Advantage Program as a means to provide students with opportunities to recover course work in the mathematics classes</li> <li>• Use of Culinary Arts SLC Aide to provide up to date academic information to parents of SLC students in the target population.</li> <li>• Regular case management conferences including teaching staff and guidance staff to determine the status of students in the target population.</li> <li>• Organize and implement small classroom instruction outside of the school day for groups of students less than 10 in number.</li> <li>• Eligible students will make use of SES funded activities that will provide tutoring and/or small group instruction</li> </ul> <p><b>Responsible Staff: Mathematics Teachers of students in the 2010 cohort SLC support staff, Guidance staff, SES Funded staff, Parent Coordinator</b></p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>Professional Development on School Messenger  Professional Development on ARIS and the use of ARIS for tracking student progress  Use of Federal Funds to pay for tutoring sessions  SES funding  Title I SINI funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: 80% passing rate in scheduled mathematics classes of students in the 2010 cohort</b>  <b>Marking Period 2: 80% passing rate in scheduled mathematics classes of students in the 2010 cohort</b>  <b>February 1, 2010: 80% of the students in the 2010 cohort will have earned 5+ credits in mathematics</b>  <b>Marking Period 4: 80% passing rate in scheduled mathematics classes of students in the 2010 cohort</b>  <b>Marking Period 5: 80% passing rate in scheduled mathematics classes of students in the 2010 cohort</b>  <b>July 1, 2010: 80% of the students in the 2010 cohort will have earned 6+ credits in mathematics</b></p>

**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.

**Subject/Area (where relevant):** Mathematics

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students in Mathematics classes</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation of Student Goals as a means to motivate student academic success</b></li> <li>• <b>Implementation of conceptual teaching and learning in all Integrated Algebra classes</b></li> <li>• <b>Utilization of common time as an opportunity to analyze student data as a means to inform instruction and adjust course curriculum</b></li> <li>• <b>Implementation of targeted tutoring sessions during the Spring 2010 term</b></li> <li>• <b>Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</b></li> <li>• <b>Utilization of the Apperson scanning system to analyze uniform pre-assessments, midterms, finals, and course exams</b></li> <li>• <b>Continued use of the CSI/BMI program to provide assistance to targeted students</b></li> <li>• <b>Continued work with the Advantage Program as a means to provide students with opportunities to recover course work in the mathematics classes</b></li> <li>• <b>Organize and implement small classroom instruction outside of the school day for groups of students less than 10 in number.</b></li> <li>• <b>Use of Raider of Month and Student of Month as incentive for students</b></li> </ul> <p><b>Responsible Staff: Mathematics Teachers of 9<sup>th</sup> grade students</b></p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional development on each of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Goal setting</b></li> <li>• <b>Analyzing data to inform instruction</b></li> <li>• <b>School Messenger</b></li> <li>• <b>Apperson Scanning machine</b></li> <li>• <b>Datacation/ARIS</b></li> <li>• <b>SES Funding</b></li> <li>• <b>CBO grant funding</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: 70% passing rate in scheduled mathematics classes by 9<sup>th</sup> grade students</b>  <b>Marking Period 2: 70% passing rate in scheduled mathematics classes by 9<sup>th</sup> grade students</b>  <b>February 1, 2010: 70% of 9<sup>th</sup> grade students will have earned 1+ credits in mathematics</b>  <b>Marking Period 4: 70% passing rate in scheduled mathematics classes by 9<sup>th</sup> grade students</b>  <b>Marking Period 5: 70% passing rate in scheduled mathematics classes by 9<sup>th</sup> grade students</b>  <b>July 1, 2010: 70% of 9<sup>th</sup> grade students will have earned 2+ credits in mathematics</b></p>

**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.

**Subject/Area (where relevant):** Mathematics

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade  <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Student Goals as a means to motivate student academic success</li> <li>• Early notification to teachers of all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade</li> <li>• Implementation of targeted tutoring sessions during the Spring 2010 term</li> <li>• Increased use of School Messenger by identifying a lead teacher to oversee the weekly submission and input of messenger requests</li> <li>• Continued use of the CSI/BMI program to provide assistance to targeted students</li> <li>• Continued work with the Advantage Program as a means to provide students with opportunities to recover course work in the mathematics classes</li> <li>• Eligible students will make use of SES funded activities that will provide tutoring and/or small group instruction</li> </ul> <p><b>Responsible Staff:</b> Select Mathematics Teachers, Guidance Staff, SLC Staff, Parent Coordinator</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional development on each of the following:</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Apperson Scanning machine</li> <li>• SES funding</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1: 70% passing rate in mathematics classes with the targeted group of students**

**Marking Period 2: 70% passing rate in mathematics classes with the targeted group of students**

**February 1, 2010: 70% passing rate in mathematics classes with the targeted group of students**

**Marking Period 4: 70% passing rate in mathematics classes with the targeted group of students**

**Marking Period 5: : 70% passing rate in mathematics classes with the targeted group of students**

**July 1, 2010: 70% passing rate in mathematics classes with the targeted group of students**

**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.

**Subject/Area (where relevant):** Mathematics

<p><b>School Goal # 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The passing rate for the June, 2010 Geometry Regents shall be 65%</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><b>Target Population:</b> <b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Continued focus on mathematical vocabulary</li> <li>• Increased use of in-class manipulatives as a means to differentiate instruction and meet the needs of all students</li> <li>• Implementation of targeted tutoring sessions during the Spring 2010 term</li> <li>• Continue to provide Saturday Regents Preparation sessions prior to the Geometry Regents examination</li> <li>• Utilization of our Inquiry Team to identify the needs of or Geometry students and provide interventions.</li> <li>• Eligible students will make use of SES funded activities that will provide tutoring and/or small group instruction</li> <li>• Geometry teachers will engage in common time and inquiry work on a daily basis in order to improve student achievement</li> </ul> <p><b>Responsible Staff:</b> Regents Geometry mathematics teachers</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional Development on SmartBoard tools.</b> <b>SES funding</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1: 65% passing rate in Regents Geometry mathematics classes**  
**Marking Period 2: 65% passing rate in Regents Geometry mathematics classes**  
**February 1, 2010: 65% passing rate in Regents Geometry mathematics classes**  
**Marking Period 4: 65% passing rate in Regents Geometry mathematics classes**  
**Marking Period 5: 65% passing rate in Regents Geometry mathematics classes**  
**July 1, 2010: 65% passing rate for the June 2010 Geometry Regents**

**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.

**Subject/Area (where relevant):** Science

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: Students in science classes</b> <b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Provide opportunities during common time for discussion on the best practices and instructional strategies that address attendance improvement.</li> <li>2. Include attendance data and information as part of every observation report</li> <li>3. Have staff conference with absent students on their return to see what the attendance issues are and how they might best be addressed.</li> <li>4. Have teachers send out Phone Messenger, letters, Guidance referrals to parents regarding absent students</li> </ol> <p>Utilize student goals in all science classes as a means of setting attendance goals and attendance expectations for all science students.</p> <ol style="list-style-type: none"> <li>5. Have teachers check ARIS to see if there is a pattern for their students from previous years or Middle School.</li> <li>6. Have teachers check if frequently absent students are on school teams or clubs or in ROTC. The teachers may then contact coaches or leaders to speak to students regarding attendance.</li> <li>7. Include attendance and procedures followed by teachers for follow up on absentees in all observation reports, both formal and informal.</li> </ol> <p>Utilize the services of the SLC school aide to contact parents regarding the attendance of their child.</p> <ol style="list-style-type: none"> <li>8. Utilize incentive programs such as Raider of the Month or Student of the Month to reward students with strong attendance.</li> </ol>

	<b>Responsible Staff: All science teachers</b>
<b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b>	<ol style="list-style-type: none"> <li>1. Have best practices presented at Department Conferences</li> <li>2. Have science teachers meet with D. Yalango to see what strategies have worked in the past.</li> <li>3. Ask New Visions' L. Paoletti to check best practices and possibly present to staff.</li> <li>4. Periodically check period attendance and question teachers as to what procedures they are following.</li> <li>5. ARIS and Datacation training</li> </ol>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Marking Period 1: 86% attendance rate in all science classes</b> <b>Marking Period 2: 86% attendance rate in all science classes</b> <b>February 1, 2010: 86% attendance rate in all science classes</b> <b>Marking Period 4: 86% attendance rate in all science classes</b> <b>Marking Period 5: 86% attendance rate in all science classes</b> <b>July 1, 2010: 86% attendance rate in all science classes</b>

**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.

**Subject/Area (where relevant):** Science

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort who are behind in science credits or have yet to pass a science regents or RCT</b></p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Get list of targeted students, from ARIS, and filter to see those who need science credits and/or regents', or RCTS.</li> <li>2. Align any tutoring resources to meet targeted student needs.</li> <li>3. Early notification to teachers of cohort 2010 students who have not met science graduation requirements</li> <li>4. Work with Advantage afterschool program staff to provide remediation services to at risk science students</li> <li>5. All observation reports shall include a commendation or recommendation pertaining to the percentage of students who are up to date with lab reports.</li> <li>6. Use of Culinary Arts SLC aide to provide parents with up to date academic and attendance information on their child's progress in science class.</li> <li>7. Med tech and Gateway activities shall support "Kid Talk" and collaboration amongst common teachers.</li> </ol> <p><b>Responsible Staff: Inquiry Team members; Chris Coakley, Steve Leslierandal, Jack Romani, Lou Vignone, Teachers of targeted students</b></p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Professional Development on Inquiry strategies and methodology. Presented by Chris Coakley, Leslie Paoletti to identify students and the techniques necessary to assist. Students will be identified by teacher and class.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: passing rate for the 326 targeted students in science classes shall be a minimum of 80%</b>  <b>Marking Period 2: passing rate for the 326 targeted students in science classes shall be a minimum of 80%</b></p> <p><b>February 1, 2010: passing rate for the 326 targeted students in science classes shall be a minimum of 80%</b>  <b>Marking Period 4: passing rate for the 326 targeted students in science classes shall be a minimum of 80%</b></p> <p><b>Marking Period 5: For the targeted students, the passing rate for the 326 targeted students in science classes shall be a minimum of 80% and the Regents passing rate for science shall be a minimum of 85%</b></p> <p><b>August 31, 2010: The graduation rate shall be 65%</b></p>

**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.

**Subject/Area (where relevant):** Science

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: all new 9<sup>th</sup> grade students in Science classes</b></p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Consistently check with and monitor all 9<sup>th</sup> grade teachers for test scores, lab completion, class attendance records and any students of concern.</li> <li>2. As problems arise work with 9<sup>th</sup> grade teachers, as a group or individually, for strategies to bring students towards passing classes.</li> <li>3. Group non performers to track progress in their classes. Use phone calls, letters home, and Guidance referrals to improve progress.</li> <li>4. Work with Advantage afterschool program staff to provide remediation services to at risk 9<sup>th</sup> grade science students</li> <li>5. All observation reports shall include a commendation or recommendation pertaining to the percentage of students who are up to date with lab reports.</li> <li>6. Use of Culinary Arts SLC aide to provide parents with up to date academic and attendance information on their child’s progress in science class.</li> <li>7. Med tech and Gateway activities shall support 9<sup>th</sup> grade “Kid Talk” and collaboration amongst common teachers.</li> <li>8. There will be dedicated events specifically designed to engage ninth grade students in the gateway and Med Tech programs.</li> <li>9. Use of common time to discuss best practices and inter-visit in classrooms featuring the Living Environment curriculum</li> </ol> <p><b>Responsible Staff: 9<sup>th</sup> Grade science teachers</b></p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>ARIS training and practice Smartboard and SnapGrade training Common time resources</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: 70% passing rate in scheduled science classes by 9<sup>th</sup> grade students Marking Period 2: 70% passing rate in scheduled science classes by 9<sup>th</sup> grade students February 1, 2010: 70% of 9<sup>th</sup> grade students will have earned 1+ credits in science Marking Period 4: 70% passing rate in scheduled science classes by 9<sup>th</sup> grade students Marking Period 5: 70% passing rate in scheduled science classes by 9<sup>th</sup> grade students July 1, 2010: A minimum of 66% of 9<sup>th</sup> grade students will have earned 2+ credits in science</b></p>

**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.

**Subject/Area (where relevant):** Science

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> all “lowest third” students in 10<sup>th</sup> and 11<sup>th</sup> grade science classes</p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Using ARIS, have teachers identify and target students in their classes that are in the lowest third.</li> <li>2. Work on plans and strategies, during common time, to get lowest third students to succeed in both attendance and credit accumulation in science.</li> <li>3. Track results of Living Environment review class SL1PPR to see success rate for this targeted group and identify best instructional practices.</li> <li>4. Implementation of student goals as a means to motivate student academic success</li> <li>5. Use regents exam item analysis performed by teachers to inform instructional decisions pertaining to instructional strategies that yield positive results on Regents exams for this population.</li> <li>6. Work with Advantage afterschool program staff to provide remediation services to at risk 9<sup>th</sup> grade science students</li> <li>7. All observation reports shall include a commendation or recommendation pertaining to the percentage of students who are up to date with lab reports.</li> <li>8. Use of Culinary Arts SLC aide to provide parents with up to date academic and attendance information on their child’s progress in science class.</li> </ol> <p><b>Responsible Staff:</b> science teachers, support staff</p>

<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>ARIS training and practice Presentation of test taking skills by Lynn Wright to Department Smartboard training.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: 70% passing rate in mathematics classes with the targeted group of students</b>  <b>Marking Period 2: 70% passing rate in mathematics classes with the targeted group of students</b>  <b>February 1, 2010: 70% passing rate in mathematics classes with the targeted group of students</b>  <b>Marking Period 4: 70% passing rate in mathematics classes with the targeted group of students</b>  <b>Marking Period 5: : 70% passing rate in mathematics classes with the targeted group of students</b>  <b>July 1, 2010: 70% passing rate in mathematics classes with the targeted group of students</b></p>

**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.

**Subject/Area (where relevant):** Science

<p><b>School Goal # 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL: To improve enrollment qualification for Regents’ exams in science by completion of laboratory reports by 85% of students.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: All students in Regents ending science courses.</b></p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will collect labs after each lab period, and hand back for completion the following day.</li> <li>3. Teachers will work in common time to develop, implement and monitor strategies that yield high completion rates for successful completion of labs.</li> <li>4. AP Science will have one-on-one conferences with teachers pertaining to classes who do not meet the 85% completion rate for each marking period.</li> <li>5. Increase the number of lab activities given during the 1<sup>st</sup> and 2<sup>nd</sup> marking periods to front load lab minutes.</li> </ol> <p><b>Responsible Staff: All teachers of Regents ending courses</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Presentations given by teachers who have a high completion rate for labs .</b>  <b>Constant monitoring of lab completion rate by teacher</b>  <b>Have make-up labs sessions and make-up lab activities available to teachers.</b>  <b>Send letters home and utilize phone messenger in order to inform the parents of those students that fall behind in lab completion.</b></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><b>Marking Period 1: Students should have completed a minimum of 5 labs.</b>  <b>Marking Period 2: Students should have completed a minimum of 10 labs.</b>  <b>February 1, 2010: Target students who have not attained a minimum of 15 labs.</b>  <b>Marking Period 4: Students should have completed 1 minimum Of 20 labs</b>  <b>Marking Period 5: Target students who have not completed 20 labs with make-up</b></p>

**assignments**

**July 1, 2010: 85% of students enrolled in Regents lab courses shall be eligible for the June, 2010 science Regents exams.**



	<p>Teachers supplement their own efforts by writing Guidance and dean's referrals to address lateness and cutting. Teachers will be encouraged to utilize electronic progress reports to inform parents about individual student attendance issues.</p> <p>Teachers in the Culinary Arts SLC will utilize the services of the SLC aide to contact parents regularly on issues pertaining to student attendance.</p> <p>Teachers in the Culinary Arts SLC will use common time as a means of discussing individual student attendance (Kid Talk).</p> <p>Teaching staff will work with Parent coordinator to implement the use of the ARIS parent link in classes utilizing Snap Grades.</p> <p>Teachers utilizing Snap Grades provide training to implement the program for greater parental communication.</p> <p>Teachers will utilize motivational systems such as Raider of the Month or Student of the Month in order to reward and identify positive attendance records</p> <p>Responsible Staff: Assistant Principal Social Studies, A.P. Guidance, A. P. Data, Parent Coordinator, Social studies teachers, guidance staff, Deans office</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>September Department meeting  October department meeting revision of Attendance targets due to equalization changes. Using the resources of the school, post daily attendance on the teacher drive to check for cuts.  CBO Grant funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>SS teachers will check ARIS to see if targeted students have improved their attendance. Attendance reports on teacher drive. Checks after 4 weeks to see trends.</p> <p>Marking Period 1: All Social Studies classes will have a minimum attendance rate of 86%  Marking Period 2: All Social Studies classes will have a minimum attendance rate of 86%  February 1, 2010: All Social Studies classes will have a minimum attendance rate of 86%  Marking Period 4: All Social Studies classes will have a minimum attendance rate of 86%  Marking Period 5: All Social Studies classes will have a minimum attendance rate of 86%  July 1, 2010: All Social Studies classes will have a minimum attendance rate of 86%</p>



	<p>Provide coursework recovery opportunity for H7 students during January Regents week dependent on budget and proctoring needs.</p> <p>Provide students who passed H1-4 yet failed HXR\$ the opportunity to sit in a formalized class to prepare for the Global Regents.</p> <p>To provide credit recovery for students who fail H8 in the spring with coursework recovery during the last weeks of the term.</p> <p>To provide general regents review prior to regents exams in January and June.</p> <p>Responsible Staff: Assistant Principal supervision social studies, A.P. Data to compile target group, Academic Advantage staff, social studies teachers,</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>Allocation of funding for tutoring and credit recovery will be determined by the Principal.</p> <p>Creation of possible class for Global Regents prep will be determined by the Principal.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1: Passing rates in the HGP and H7P classes shall be a minimum of 80%.</b></p> <p><b>Marking Period 2: Passing rates in the HGP and H7P classes shall be a minimum of 80%.</b></p> <p><b>February 1, 2010: The passing rates for cohort 2010 students enrolled in Social Studies classes shall be a minimum of 85%</b></p> <p><b>Marking Period 4: The passing rates for cohort 2010 students enrolled in Social Studies classes shall be a minimum of 85%</b></p> <p><b>Marking Period 5: The passing rates for cohort 2010 students enrolled in Social Studies classes shall be a minimum of 85%</b></p> <p><b>July 1, 2010: The passing rates for Global Studies Regents (Target pop) shall be 60% and the passing rate for Global RCT (target pop) shall be 50% and the passing rate for US History Regents (target pop) shall be 60% and the passing rate for the Global RCT (target pop) shall be 50% .</b></p>



	<p>rewarding positive progress by students.</p> <p>Use of electronic progress reports as a means of communicating academic progress to ninth grade parents</p> <p>Responsible Staff: Assistant Principal Social Studies, A.P. Guidance, A. P. Data, Parent Coordinator, Social studies teachers, guidance staff, Deans office, 9<sup>th</sup> grade common time team</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>Allocation of funding for tutoring and credit recovery will be determined by the Principal.</p> <p>Provide staff development and resources on Apperson scanning machine for item analysis.</p> <p>CBO Grant funding</p> <p>Datacation, Smartboard, ARIS and New Visions Sorter training</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Marking Period 1: 55% of the 9<sup>th</sup> grade students sitting in H1 will have received a 65 or higher in the first report card..</p> <p>Marking Period 2: 60% of the 9<sup>th</sup> grade students sitting in H1 will have received a 65 or higher in the first report card..</p> <p>February 1, 2010: 66% of 9<sup>th</sup> grade students sitting in H1 will have received a 65 or higher.</p> <p>Marking Period 4: half of the students who received a 50-55 in H1 for the fall term will actively be involved in Academic Advantage. : 60% of the 9<sup>th</sup> grade students sitting in H2 will have received a 65 or higher in the first report card..</p> <p>Marking Period 5: 65% of the 9<sup>th</sup> grade students sitting in H2 will have received a 65 or higher in the first report card..</p> <p>July 1, 2010: 66% of the 9<sup>th</sup> grade students sitting in H2 will have received a 65 or higher in the first report card.</p>



<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>To provide general regents review prior to regents exams in January and June.</p> <p>Provide staff development on Apperson machine(item analysis) and goal setting</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking Period 1:</b> for students in their second or third year and in the lowest third, and sitting in one history class, 50% of the students will have received a 65 or higher on the first report card.</p> <p><b>Marking Period 2:</b> for targeted students sitting in one history class, 60% of the students will have received a 65 or higher on the report card.</p> <p><b>February 1, 2010:</b> for targeted students sitting in one history class, 66% of the students will have received a 65 or higher on the report card.</p> <p><b>Marking Period 4:</b> half of the targeted students who received a 50-55 sitting in one history class will actively be involved in Academic Advantage. : 50% of the targeted students sitting in one history will have received a 65 or higher in the report card.</p> <p><b>Marking Period 5:</b> for the targeted students sitting in one history class, 60% of the students will have received a 65 or higher on the report card.</p> <p><b>July 1, 2010:</b> 66% of the students sitting in the targeted group will have received a 65 or higher on the final report card.</p>

**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.

**Subject/Area (where relevant):** Technology, Inquiry and Programming Services

<p><b>School Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the daily school and period class attendance rate to 86%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: School</b> <b>Actions:</b> <b>School Goal</b></p> <ul style="list-style-type: none"> <li>• Meet with Joan before the end of the first marking period to learn how school attendance is currently calculated and monitored.</li> <li>• Increase use of School Messenger by 10% more teachers by the end of the first marking period.</li> </ul> <p><b>Daily Class Attendance</b></p> <ul style="list-style-type: none"> <li>• Implement a “Pilot” system with Ms. Gavioli to collect and analyze daily attendance for the Math Department by teacher and period. and communicate findings to math department on a weekly basis.</li> <li>• Work with AP’s to identify a departmental lead teacher to oversee the weekly submission and input of messenger requests</li> </ul> <p><b>Responsible Staff: Ms. Mancuso, Ms. DiDomenico, Ms. Rotundo, attendance personnel, AP’s</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>School goal:</b></p> <ul style="list-style-type: none"> <li>• Work with Joan and attendance staff on a weekly basis to implement a protocol to analyze September data in order to identify existing trends and patterns.</li> </ul> <p><b>Daily Class Attendance goal</b></p> <ul style="list-style-type: none"> <li>• Meet with Math Dept on weekly basis to communicate findings from “pilot system.”</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Marking Period 1: School and class attendance rate will hit 86%**

**Marking Period 2: School and class attendance rate will hit 86%**

**February 1, 2010: School and class attendance rate will hit 86%**

**Marking Period 4: School and class attendance rate will hit 86%**

**Marking Period 5 School and class attendance rate will hit 86%**

**July 1, 2010: Increase school and period class attendance rate to a minimum of 86%.**

**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.

**Subject/Area (where relevant):** Technology, Inquiry and Programming Services

<p><b>School Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The 4 year graduation rate for the 2010 Cohort shall be 65%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: 326 Off Track and Almost On Track students in the 2010 cohort</b> <b>Actions:</b>  <b>Provide Reports to each department by the middle of October identifying off track and almost on track students in the 2010 cohort.</b>  <b>Responsible Staff: Teachers, GC’s and AP’s and departmental staff</b></p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Provide training in use and interpretation of data accessible to various personnel in ARIS and NV Data Tools by Cohort by Department</b> <b>Dataation training</b></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><b>July 1, 2010: Four year graduation rate for 2010 Cohort will be 65%</b></p>

**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.

**Subject/Area (where relevant):** Technology, Inquiry and Programming Services

<p><b>School Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>66% of 9<sup>th</sup> grade students shall attain 10+ credits</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> all new 9<sup>th</sup> grade students  <b>Actions:</b>  <b>Using ARIS, 50% of teachers will be able to identify Literacy Levels for students in their classes by the end of the first marking period.</b></p> <p><b>Increase use of School Messenger by 10% more teachers by the end of the first marking period.</b></p> <p><b>Responsible Staff:</b> Teachers, AP's</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p><b>Identify one period per week (varying period throughout the day) for teachers to receive training in ARIS by the end of the first marking period.</b></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><b>Marking Period 1: 70% of 9<sup>th</sup> grade students will pass all their classes</b>  <b>Marking Period 2: 70% of 9<sup>th</sup> grade students will pass all their classes</b>  <b>February 1, 2010: 70% of 9<sup>th</sup> grade students will receive 5+ credits</b>  <b>Marking Period 4: 70% of 9<sup>th</sup> grade students will pass all their classes</b>  <b>Marking Period 5: 70% of 9<sup>th</sup> grade students will pass all their classes</b>  <b>July 1, 2010: 66% of 9<sup>th</sup> grade students will attain 10+ credits</b></p>

**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.

**Subject/Area (where relevant):** Technology, Inquiry and Programming Services

<p><b>School Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year of high school shall attain 10+ credits</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><b>Target Population:</b> Work with AP Ms. Pollari to identify and track “lowest third” students in 11<sup>th</sup> grade in Soc St</p> <p><b>Actions:</b> Identify to all teaching staff those students in their classes who comprise the “lowest third” Provide credit accumulation reports by the end of the first marking period to all AP’s identifying student’s in the lowest third</p> <p><b>Responsible Staff:</b> Teachers, AP’s, Ms. Mancuso</p>
<p><b>Aligning Resources: Implications for Staffing/Training and Schedule of implementation</b></p>	<p>Meet with Ms. Pollari after the first marking period to analyze passing percentages and identify trends and patterns that in scholarship for 11<sup>th</sup> grade students in Social Studies ARIS and Datacation training</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><b>Marking Period 1:</b> 65% of students in lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> yr of HS will pass all classes  <b>Marking Period 2:</b> 65% of students in lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> yr of HS will pass all classes  <b>February 1, 2010:</b> 65% of students in lowest third will earn 5+ credits  <b>Marking Period 4:</b> 65% of students in lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> yr of HS will pass all classes  <b>Marking Period 5:</b> 65% of students in lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> yr of HS will pass all classes  <b>July 1, 2010:</b> 65% of students in the lowest third in 2<sup>nd</sup> and 3<sup>rd</sup> year will attain 10+ credits</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	98	218	78	34	154	11	20	321
10	66	70	120	80	94	6	73	329
11	30	51	101	80	145	3	22	310
12	24	33	34	15	24	2	8	269

**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>• Remedial services will be provided after school and on Saturdays for Hispanic students.</li> <li>• Members of the 2010 Cohort will be targeted for assistance and enrolled in Regents prep classes on Saturdays or in PM school.</li> <li>• Members of the 2010 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes on Saturdays or in PM school.</li> <li>• Small group instruction for targeted subgroups (cohort 2010)</li> <li>• Tutoring available for at risk students as allowed by budget</li> <li>• Reduced class size in 9<sup>th</sup> grade classes as allowed by budget</li> <li>• Black Male Initiative conducted by College of Staten Island will support targeted students</li> <li>• Wilson Program used with Instructional Support Services students.</li> <li>• Achieve 3000 program available to targeted students for remediation</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• After school tutoring will be available for small groups of students by grade level.</li> <li>• Tutoring available for at risk students</li> <li>• Remedial services will be provided after school and on Saturdays for Hispanic students</li> <li>• Black Male Initiative conducted by College of Staten Island will support targeted students</li> <li>• Members of the 2009 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes on Saturdays.</li> <li>• College of Staten Island as well as Wagner College students will volunteer to tutor math students</li> <li>• SAT Prep classes will be offered on Saturdays throughout the year</li> <li>• Reduced class size in 9<sup>th</sup> grade classes depending on budget.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• After school tutoring will be available for small groups of students by grade level.</li> <li>• Students who miss lab exercises will be given the opportunity to attend make up sessions after school and on Saturdays.</li> <li>• Reduced class size in 9<sup>th</sup> grade level 1 and 2 classes as allowed by budget</li> <li>• Regents prep classes will be offered on Saturdays in the weeks prior to these exams.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• After school tutoring will be available for small groups of students by grade level.</li> <li>• Regents prep classes will be offered on Saturdays in the weeks prior to these exams.</li> <li>• Black Male Initiative conducted by College of Staten Island will support targeted students</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• At risk students will be targeted for parent conferences with school support staff on Thursday evenings throughout the school year.</li> <li>• Additional guidance services for at risk students.</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• At-risk counseling and crisis intervention</li> <li>• Development of behavior support plans for at-risk students for implementation by classroom teachers</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• At-risk counseling and crisis intervention</li> <li>• Provide supportive mental health services to at-risk students and families</li> <li>• Referrals to outside agencies when warranted</li> <li>• Crisis counseling</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• In service training for staff on health related issues (HIV Aids) and drug related risk behaviors</li> </ul>

**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.

**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: 131                      LEP X                      Non-LEP \_\_\_\_\_

Number of Teachers 2                      Other Staff (Specify) ESL Guidance Counselor/Social Worker; LAB/BESIS Coordinator; ESL Assistant  
Principal

**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.

We will service approximately 131 ELL students in grades 9 - 12. The language of instruction is English. In concert with the choices of our Port Richmond ELL parents, PRHS provides comprehensive Free-standing English as a Second Language Program. It offers courses for Beginners (who meet for three 45-minute classes per day), Intermediates (who meet for two 45-minute periods per day), and Advanced (who meet for one 45-minute ESL period per day and one 45-minute mainstream English class each day). ELLs are also grouped for their content area classes in math and social studies. Our teachers use various ESL methodologies and QTEL strategies, including balanced literacy, differentiated instruction, scaffolding, cooperative learning, portfolio assessment, accessing prior knowledge, oral language development and read aloud.

There are also support services in guidance with a dedicated bi-lingual ESL guidance counselor/social worker. There is an dedicated ESL office and a LAB/BESIS coordinator. There are after-school and Saturday enrichment, cultural awareness and tutoring programs and Regents, PSAT, SAT and NYSESLAT preparation courses. Port Richmond High School’s two ESL teachers are fully certified.

Parents are encouraged to participate in their children's educational experience. Parent meetings assist them in doing so. There is an orientation meeting held at the beginning of each school year for newcomers and existing LEP parents and students. Using CD Rom (video), booklets and translators, parents learn about orientation to high school, state standards, ESL programs, state assessment tests and support services. The parent coordinator actively participates along with ESL staff.

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

Professional Development opportunities will include workshops dealing with ESL methodologies, inter-visitations between ESL and General Education teachers and conferences to identify and discuss the needs of ELLs regarding increased achievement on state assessment exams, credit accumulation and graduation rate. Outside consultants will work with teachers to implement a new supplemental reading program and PSAT/SAT prep for ELLs. The DOE interim assessment team and New Visions will provide individual and group professional development to increase the academic success of ELLs. Workshops on ESL methodologies and strategies across the curriculum will be offered to ESL and content teachers. ESL teachers and content area teachers will be scheduled to meet during a common time period.

**PORT RICHMOND HIGH SCHOOL  
DEPARTMENT OF ENGLISH AND ESL  
Timothy M. Gannon, Principal  
Candace McNeece, Assistant Principal**

**Port Richmond Language Allocation Policy  
2009-2010**

**Part I: School ELL Profile**

Port Richmond High School is an academic comprehensive high school that serves the residents of Staten Island (students who select the school). The school consists of approximately 2307 students of widely diverse ethnicities: 26% white, 31% African American, 35% Hispanic, and 7% Asian and others. The school population includes 4% English Language Learners. The school is served by a faculty of 155 teachers and administrators. Fifty-four percent of the teachers have more than five years of teaching experience.

Port Richmond's Language Allocation Policy Team consists of Timothy M. Gannon, Principal, Candace McNeece, Assistant Principal of English and ESL, Donna Ryan, Literacy coach, Norma Gerard, ESL coordinator, Joseph Mudgett and Evroulla Shakola, certified ESL teachers, Mireya Molina, ESL social worker/guidance counselor, Linda Murphy, Spanish teacher, Sandra Ayala, Elaine DiAngelo, parent coordinator, Frances Riozzi-Gotto, related services provider, Leslie Paoletti, LDF, and Ron Chalusian, New Visions Network Leader.

All ESL classes at Port Richmond are taught by two ESL certified teachers.

**Part II: ELL Identification Process**

When a newcomer to the New York City school system enters PRHS, their parent/guardian completes the Home Language Identification Survey after being interviewed informally. Surveys are available in English and the other DOE supported languages. Other oral language support includes the DOE telephone translation unit and teacher volunteers who speak other languages. If it is determined that the student is eligible for ESL, the family then attends an orientation session at which they view the ESL video that describes the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) find out information about the Port Richmond ESL program, and complete the Parent Selection Form. The parent coordinator then directs them to the ESL guidance counselor/social worker for further informal student interviews and programming. Placement in ESL classes is determined by the score a student receives on the New York LAB-R placement test administered within ten days by the ESL coordinator. Students who test out on the LAB-R are not eligible for ESL classes and are programmed for mainstream classes. Students advance in or exit from the ESL program based on their performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered annually in accordance with the NYSESLAT Test Administrator's Manual and guidelines each spring.

Every ELL parent/guardian whose student was in the ESL program the previous year receives an entitlement letter at the beginning of the new fall term. Letters are mailed directly to the student's home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. The Parent Survey and Selection forms are completed in the school during intake.

Students are placed in the ESL instructional program based on the cutoff scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency; Beginner, Intermediate or Advanced ESL. The ESL guidance counselor, ESL coordinator, ESL assistant principal, and the assistant principal of Guidance collaborate when needed on the placement. Parents are involved in these conversations either in person or by telephone. Native language support is offered to the parents.

A review of Parent Selection Forms for the past two years indicates that the majority of PRHS parents select ESL for their children. In 2007, 16 new parents chose ESL; one chose Dual Language; 2 chose Transitional Bilingual and 1 defaulted to Bilingual. In 2008, 10 chose ESL; one chose Dual Language and 1 defaulted to Bilingual Education. In offering free-standing English as a Second Language Program, Port Richmond High School is directly aligned with parent requests.

### **Part III: ELL Demographics**

According to the BESIS report, there are 131 students eligible for the program: 47 are ninth grade students; 48 are tenth grade students; 17 are eleventh grade students; and 19 are twelfth grade students. Eighteen are SIFE, 56 are Newcomers, 40 are ELLs receiving service 4-6 years, 29 of whom receive Special Education, and 35 Long-Term ELLs. Of the 56 Newcomers, 10 are SIFE and 3 receive Special Education. Of the 40 ELLs receiving service 4-6 years, 4 are SIFE and 6 receive Special Education. Of the 35 Long-Term ELLs, 3 are SIFE and 20 receive Special Education.

The table below shows the distribution of the native languages spoken by our students by grade in each language group.

<u>Languages</u>	<u>Grade</u> <u>9</u>	<u>Grade</u> <u>10</u>	<u>Grade</u> <u>11</u>	<u>Grade</u> <u>12</u>	<u>Totals</u>
<b>Spanish</b>	<b>39</b>	<b>28</b>	<b>13</b>	<b>12</b>	<b>92</b>
<b>Chinese</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Russian</b>	-	-	-	-	-
<b>Bengali</b>	-	-	-	-	-
<b>Urdu</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>7</b>
<b>Arabic</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>10</b>
<b>Haitian Creole</b>	-	-	-	-	-
<b>French</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Korean</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Punjabi</b>	-	-	-	-	-
<b>Polish</b>	-	-	-	-	-
<b>Albanian</b>	-	<b>2</b>	-	-	<b>2</b>
<b>Other</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>14</b>
<b>Total</b>	<b>49</b>	<b>40</b>	<b>23</b>	<b>19</b>	<b>131</b>

## Programming and Scheduling

### Delivery of Instruction

Port Richmond provides free-standing English as a Second Language Program. The English as a Second Language program at Port Richmond provides courses that meet the state requirements for ESL. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination. The levels are Beginner, Intermediate, and Advanced. Each proficiency level contains students from grades 9-12. All beginners receive 135 minutes (three 45-minute class periods) of daily English/Language Arts instruction, for a total of 675 minutes per week. Classes consist of a double-period literacy block and a single period in which cultural awareness, skills and grammar are emphasized. Intermediate level students receive 90 minutes (two 45-minute class periods) of ESL instruction daily, for a total of 450 minutes per week. There is one period of balanced literacy instruction in which the four modalities of writing, speaking, listening and reading are emphasized. The second period emphasizes skills, grammar and vocabulary building. Advanced level students receive 90 minutes (two 45-minute class periods) of English/Language Arts instruction a day. They receive one class period of ESL instruction, and they are also programmed for their grade-appropriate mainstream English course, which meets 45 minutes a day, five days a week. There are two levels within the Advanced group, with one group focusing on skills that will assist them in transitioning to the mainstream. All ESL courses address the National and New York State English as a Second Language Learning Standards. Two certified ESL teachers service the ESL program. Native Language Arts instruction is supported through translated materials, dual-language materials, a new native language library in the classroom and a circulating native language library for both parents and students in the PRHS School Library. Native language arts is also supported at PRHS through a partnership with IBM, Inc., which funds a grant for *Traducelo Ahora!*, a website that instantly translates email and websites back and forth between English and Spanish.

ESL students are grouped in Social Studies and Mathematics courses according to the requirements of their individual programs. For the rest of their high school subjects, ELLs are encouraged to explore a wide variety of programs in a number of disciplines, including the performing arts, fine arts, culinary arts, communication and television production arts, Army JROTC, robotics, forensic science, civil and criminal law, Hospitality & Tourism and Virtual Enterprise. These programs are available to all ELL's. This year, a smaller learning community, the Culinary Arts House, was introduced, specifically concentrating on ensuring a smooth transition from middle school to high school for all incoming ninth grade students. Our small learning community structure will be realigned with several new smaller "Houses" that will provide students with opportunities to follow a specific course of study in areas such as television production, legal studies, communication arts, etc. These smaller learning communities will allow students to feel more connected to fellow students, teachers and support staff.

In addition to ESL and English teachers, content area teachers in Mathematics and Social Studies have attended QTEL training, Achieve 3000 training, and other school-sponsored and DOE-sponsored professional development to learn ESL strategies for use in their classrooms. Strategies include scaffolding, pre-reading strategies, development of academic vocabulary, differentiated instruction, repetition, read aloud, read along, making connections and inferences, using graphic organizers, summarizing, visualizing and predicting. Our ESL staff is on call through intervisitations and as support for the content area teacher. In these ways, the content area teacher is able to better understand the needs of ELLs in their classrooms, to make content comprehensible, and to enrich language development.

### Differentiated Instruction for ELL Subgroups

Newcomers and SIFE students are programmed according to the LAB-R or NYSESLAT and receive small group instruction within the classroom for basic reading and writing skills. Of the 56 ELLs with 0-3 years of service, there are 10 students who are SIFE. Teachers provide

differentiated instruction for SIFE and newcomers at every proficiency level. In addition, teaching scholars from local area colleges push-in to our ESL classrooms as teaching assistants and role models. Many of these scholars speak the native language of the students. SIFE students also receive adapted and enriched materials across the curriculum, such as text books, tests, projects, and assignments. They make use of the books and magazines in our new native language in-class library and in our school library. Research shows that speakers of other languages succeed more readily when reading in their native language while acquiring a new language. The native language library promotes continuous growth in reading and comprehension skills in the native language while students develop proficiency in English. Students also use *Traducelo Ahora!*, a web-based translation and email program. There are dedicated computers to enhance technology skills and specialized dictionaries to support vocabulary development at all levels. Headphones and cassettes are available for individualized instruction and aural language acquisition. These students also receive targeted tutoring in ESL and content area courses and to prepare them for the NYSESLAT and other grade-specific tests such as the PSAT. ELLs also participate in the DOE ELL Interim Assessment testing program so teachers can measure their success and design re-teaching opportunities. After-school and Saturday tutoring sessions and clubs assist with the acquisition of American culture. Newcomers and SIFE students who are eligible for the ELA Regents or Regents examinations in the content areas attend content-specific tutoring sessions for these examinations. All English/ESL Department mid-term and final examinations are modeled on ELA Regents reading and writing tasks. ESL teachers adapt these examinations to their students' proficiency levels. Newcomers and SIFE students are also paired with a more English-proficient school buddy.

There are 40 ELLs receiving service from 4-6 years. Five of these students are SIFE. The program offers many of the above services and presents the students in this group with more challenging text books and writing and research assignments. Differentiated instruction takes place within the classroom and at after school or Saturday enrichment and tutoring sessions. Students participate in literature circles utilizing books on tape, targeted small-group discussion, and reader response writing assignments. Students also use the Achieve3000 web-based individualized reading program to increase reading proficiency during school and after school for enrichment as well as *Traducelo Ahora!*, a web-based translation and email program. Students begin to set individual goals for achievement and take more responsibility for their own success. Special emphasis is placed on NYSESLAT, PSAT and SAT preparation. There is targeted tutoring for ELLs who are eligible for the ELA Regents Examination. ELLs participate in the Interim Assessment testing program. Mid-term and final examinations are modeled on ELA Regents reading and writing tasks. ESL teachers share a common planning period during which they analyze student work and outcomes from Achieve3000, NYSESLAT testing, mid-term and final examinations. They diagnose barriers to success and then plan instruction to meet those needs. ELLs at this level are encouraged to join one of the mainstream "house" programs or small learning communities and to participate in the many student-centered activities at Port Richmond, such as sports, SING, school play, band, service organizations, student government, or newspaper. High school graduation, credit accumulation and college readiness are stressed through the classroom teachers, ESL coordinator and assistant principal, and guidance counselor.

There are 35 Long-Term ELLs (completed 6 years). Three of them are SIFE. All of the previously mentioned strategies continue to be integrated into the instructional model. There is an increased emphasis on guidance and individualized programming in order to determine a plan for success in attaining proficiency and completing high school and its requirements. More emphasis is placed on college readiness. Ongoing individualized conferences with ELLs, their parents and ESL staff continue. Additional liaison takes place between ESL teachers and content area teachers to enhance success for these students across the curriculum. Targeted tutoring is provided for students who have not completed their graduation requirements or passed the required Regents examinations. Advanced level long-term ELLs who have not passed the appropriate Regents examinations in English or Math A are placed in corresponding Regents-ending preparation courses. Eligible students are also prepared for the Component Retests in ELA and Mathematics.

There are 29 ELLs identified as having special needs, three with 0-3 years of service, 5 with 4-6 years of service and 20 who have completed 6 years of service. These students are programmed according to their IEP in either self-contained classes or mainstream classes with SETSS support. Special programs for these ELLs include Achieve 3000 and Wilson Reading, both highly successful reading and language acquisition programs focusing on differentiated, individualized instruction. These programs also provide built in diagnostic and resource features. Special needs ELLs receive support from the Instructional Support Services Department, the School Based Support Team, Speech and Language related services, the transition linkage coordinator, and the ESL team. Bi-lingual paraprofessionals and/or speech and language push-in or pull-out support are provided according to the requirements of the child's IEP. Close contact is maintained with parents and guardians to promote student success.

### **Academic Intervention Services**

Academic Intervention Services are provided for all students who have a demonstrated need in a specific academic discipline or skill. Such activities include after/during school tutoring, reduced class size for more individualized instruction, Saturday school, and after-school tutoring. Intervention services include components to meet the specific needs of students in the graduating cohort who have not met the graduation requirements regarding the E.L.A. exam and the Math A Regents exam. For ELLs, PRHS offers after-school and Saturday enrichment in English Language Arts that addresses reading proficiency through the Achieve 3000 program, reading strategies, and reading comprehension. There is also targeted tutoring for ELLs for the NYSESLAT, ELA Regents and ELA Component Retest. There is also tutoring for ELLs for the Math A, Global History, American History, and Living Environment Regents examinations. ELLs eligible for Supplementary Educational Services (SES) receive skill-building tutoring in English and Mathematics. Specialized tutoring in English and Mathematics targeted to the subgroups of Hispanic ELLs and ELL students with disabilities who have not passed the ELA or Math A exam is also provided. Academic intervention services are offered in English with native language support according to budgetary restrictions and availability.

The 25 students who reached proficiency on the NYSESLAT examination are afforded continuing transitional support (2 years). They may receive testing accommodations as allowed by the State of New York for all Regents examinations. These include the use of glossaries, extended time and a separate location. In addition, PRHS former ELLs are still monitored by their bi-lingual guidance counselor and the ESL coordinator and are invited to participate in all ELL tutoring and academic intervention programs, cultural activities and functions. FELLs are encouraged to become a vital part of the mainstream life of Port Richmond High School, but are considered part of the ESL family as long as they are registered in the school.

For the 2009-2010 school year, Port Richmond ESL is considering adding the Reading Instructional Goals for Older Readers (RIGOR.) reading program as a supplemental program for pre-literate and SIFE older and long-term ELLs. The school is also reviewing the EMC Masterpiece Series textbooks for use with advanced level ELLs. Supplementary Educational Services (SES.) tutoring for eligible ELLs will be offered in English and Math, and targeted tutoring for Hispanic ELLs and ELLs with disabilities will be offered through a S.I.N.I grant. We are also expanding the native language library in the classroom and the ESL section of our school library through the addition of popular magazines such as *National Geographic*, *Reader's Digest*, and *People* in Spanish. An encyclopedia (*Enciclopedia Ilustrada Cumbre*) in Spanish has been added. Biographies, non-fiction, high-interest young adult novels and the classic novels taught in mainstream English classes have been added in Spanish, Polish, Chinese, Urdu, Albanian and Korean so that current language barriers do not exclude ELLs from experiencing challenging classic literature. We are planning a Hispanic Heritage celebration in the spring. The number of college visits for ELLs will be increased. A Spanish-speaking mailbox has been added to the PRHS telephone service.

Due to budget restrictions, the Title 1 Basic English course was discontinued.

ELLs have equal access to all school programs. All students, including ELLs, are eligible to participate in sports, musical, dramatic, and club activities that take place after school or on Saturdays. Notices and backpacked, school-specific communiqué's are simultaneously provided in English and in the most frequent Department of Education supported languages. The ESL office, a place that ELLs call their "home", also provides information in supported languages. ELLs are members of SING, the cheerleading football, basketball, volleyball, tennis, and soccer teams. They are also offered after-school and/or Saturday targeted Regents and NYSESLAT preparation in Math and English, SES Math and English skills tutoring (if eligible), and SINI ELA and Math A Regents tutoring (if identified). They are also offered after-school and/or supplemental ESL English tutoring and after-school cultural awareness and counseling sessions.

### **Instructional Materials and Native Language Support**

There are many instructional materials, including technology, to support ELLs in all content areas. The computer-based Achieve 3000 program is primarily used in ESL English classes, but is also used in Math, Social Studies and Science. ESL students utilize a number of supplemental texts to support learning, including the *Milestones* and *Visions* series. Books on tape, leveled classroom libraries in English, native language libraries in the classroom and the school library, and NYSESLAT preparation books all support ELL achievement. Smartboards are utilized extensively with ELLs in Social Studies and Mathematics classes. ELLs have access to a dedicated bank of laptop computers in the ESL classroom, to computers in any of the four computer laboratories and the multi-media resource room, and to computers in the school library. Overhead projectors are used at teacher discretion. ELLs also have access to video and audio technology in the classrooms. ELLs can also participate in the video production class held in Port Richmond's television studio and take part in producing the new online version of the Port Richmond newspaper.

Native language support is provided through the native language libraries, native language magazines and newspapers, the native language lending library for parents, native language translation glossaries, internet-based translation programs (*Traducelo Ahora!* and other free online translation websites), translations on the DOE homepage website, translated materials provided by the Department of Education, school-specific translated materials through the Department of Education Translation Unit, DOE supported telephone translations, contracted translation services for the Student Handbook and Parent Handbook, and in-school person-to-person translation through the bi-lingual guidance counselor, bi-lingual deans and other teacher and staff volunteers.

All required services support and correspond to our students, who are in grades 9-12 and who range in age from 13 – 21. The required services correspond to the requirements of the beginner, intermediate and advanced levels of ESL and to accumulating the appropriate credits and passing the required examinations for graduating from high school and the goal of attaining proficiency in English

Prior to the beginning of the school year there are two 9<sup>th</sup> grade orientation meetings for all incoming 9<sup>th</sup> grade students, including ELLs. There is a Freshman Orientation night in June and another Freshman Orientation night in September prior to the first day of classes. Both of these orientations feature presentations by the Principal, student representatives, and a breakout group meeting for ELLs and their parents at which they receive an overview of the high school program and particulars about the ESL program. They also meet their child's guidance counselor and the ESL staff and tour the school building. ELL parents and students also participate in the student-run club and activity orientation session. At the beginning of the school term, ninth grade ELLs receive student buddies. There are also parent orientation and PTA meetings in early September

at which there is another ELL parent breakout group session. All breakout sessions are conducted in English and Spanish. Arabic translation is also available.

ELL students may take advanced classes in Spanish and Italian as language electives.

## **Professional Development**

Professional development opportunities will be provided at the departmental and school levels to address the effective use of strategies for the teaching of reading, writing and literacy skills to all ELL personnel. Professional development sources include ESL teachers and staff, QTEL, BETAC, the Office of ELLs, and New Visions, Port Richmond's PSO.

Pupil Accounting Secretary Training offered by the Office of ELLs will be attended by PRHS personnel. ESL teachers and general education teachers of ELLs in the content areas, especially Math and Social Studies, will attend QTEL or BETAC training regarding teaching ELLs in the content areas as budget permits. ELL teachers will attend training to assist ELLs achieve on the ELA Regents examination. ESL teachers and general education content area teachers of ELLs will inter-visit and conference. School librarians are provided with ELL training through the Library List Service and at Chancellor's Day professional development meetings sponsored by School Library Services. ESL is a topic at several monthly New Visions Network librarian meetings. The school has instituted monthly ESL staff professional development meetings which are devoted to ELL achievement. Attendees include the principal, assistant principals of ESL and Pupil Personnel Services, the ESL coordinator and the ESL guidance counselor. ESL teachers also will receive professional development on Achieve 3000, any new instructional programs, interpreting ELL Interim Assessment data, and ARIS. ESL teachers share a common professional period. The ESL coordinator will attend numerous training sessions offered by the Office of ELL Compliance. The assistant principal of ESL attended recent LAP training offered by the Office of ELLs.

Ninth grade teachers attend a teacher focus group during professional development in early September to support staff in assisting all students as they transition from middle to high school. Teachers of ELLs attend this meeting and conference with the ESL teachers regarding the special needs of ELLs. ESL teachers remain a resource for all teachers of ELLs during the entire school year.

In order to address the minimum 7.5 career hours of ELL training for all staff per Jose P., the school offers an ESL-themed workshop on Chancellor's Professional Development Days in order to increase awareness of the needs of LEP students and to infuse ESL methodologies into general education classes. On Nov. 3, 2009, the ESL Department will offer a 2-hour workshop entitled, "Assisting the ESL Student in Your Classroom: ESL Strategies to Promote Student Achievement." Past workshops have included: "Culture and Cultural Diversity," "Differentiated Instruction for ELLs," "Second Language Acquisition," and "The Identification and Placement of ELLs." After every administration of the ELA Regents examination, all English teachers engage in data analysis of the performance of the subgroups, including the ELLs, on the examination. English and ESL teachers are utilizing a common period one day a week to form an inquiry team around long-term ELLs who are about to graduate but who have still not passed the ELA Regent's Examination.

## **Parent Involvement**

Parent involvement is encouraged and welcome at Port Richmond High School. All parents, including parents of ELLs are automatically members of the Parent Teacher Association (PTA) and are encouraged to attend activities and meetings. The Parent Center, staffed by the parent

coordinator is a welcoming place for ELL parents. The school produces a quarterly parent newsletter which contains an “ESL Corner” in both English and Spanish. There is a special ESL Parent meeting immediately preceding both the fall and spring Parent Teacher Conference evenings. There are special breakout groups for ESL parents and students at Freshman Orientations in June and September and at the 9<sup>th</sup> grade Parent Orientation meeting. A Spanish Parents Council was formed last year, and all Spanish-speaking parents, including ESL parents, are invited to special meetings that are informational and assist parents in setting up web email accounts in order to communicate with the school through *Traducelo Ahora!* and become more aware of and involved in their students’ high school education. Parents who do not have personal computers are invited to utilize the dedicated ESL computers in our school building after school hours. Our soccer/football field is offered to an ELL parent who was began a boys’ traveling soccer club. Parents are invited to accompany students and chaperone for ESL-sponsored trips to cultural events (Broadway plays; museum visits) and college tours. Parents are invited to the Saturday Morning Parent Education program at Port Richmond. Courses in art, cooking, computers and English for Speakers of Other Languages are offered.

Port Richmond partners with several other agencies and Community Based Organizations to provide workshops and services to ELLs, including Wagner College, which is the driving force behind the “Port Richmond [area] Initiative,” St. John’s University, the Office of Community Outreach of the College of Staten Island, the Staten Island YMCA, all of which provide various forms of educational support, and the Community Health Organization, which provides speakers for parent meetings.

Parent needs and interests are assessed through the Parent Survey of the School Progress Report, through informal interviews with teachers, the parent coordinator, and school administration in English and in the native languages whenever possible, and through questionnaires distributed at PTA meetings.

ELL parents have overwhelmingly asked for lessons in learning English, which is one of the priorities of the Saturday program which is staffed with a certified native language teacher.

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

An assessment was conducted of the results of the 2009 NYSESLAT examination. It showed that the greatest number of ELLs (60 students) showed evidence of scoring at the intermediate level of proficiency. The next largest group was advanced (41 students). An analysis of the modalities on the NYSESLAT shows that 64 percent of ninth and tenth grade ELLs in both the intermediate and advanced levels require intensified instruction in listening and speaking skills. The data also showed similar results for ninth and tenth grade intermediate and advanced students in the areas of reading and writing, with 60 percent of intermediates and 64 percent of advanced students requiring intensified instruction in reading and writing.

The data identified needs for ELLs in the following instructional areas: literacy for all ELL students, especially ninth and tenth grade intermediate level students. These students will also be identified for Academic Intervention services that will include, reading skills, writing skills, listening skills, note taking skills, and vocabulary skills. Instructional strategies that have contributed to overall improved student achievement in English, including interactive learning experiences, read aloud, shared reading, guided reading, literature circles, mini-lessons, cooperative learning, differentiated instruction, accountable talk, daily writing experiences, vocabulary building, and teacher modeling, will be continued.

A three-year study of results on the Regents examinations in ELA, Mathematics, Global History, American History and Science indicates a steady upward trend in the passing percentages for ELLs. The table below indicates the number of ELLs taking and passing these examinations. This data indicates that PRHS ELLs opt to complete their examinations in English. Regents exams translated into the supported native languages are available for students at the time of the examination administration.

<b>Exam</b>	<b>2007 taking/pass</b>	<b>2008 taking/pass</b>	<b>2009 taking/pass</b>
<b>ELA Regents</b>	<b>13/29 =45%</b>	<b>16/35=46%</b>	<b>17/27=63%</b>
<b>Math Regents</b>	<b>12/29=41%</b>	<b>17/35=49%</b>	<b>17/27=63%</b>
<b>Global Regents</b>	<b>11/29=38%</b>	<b>15/35=43%</b>	<b>15/27=56%</b>
<b>American History</b>	<b>11/29=38%</b>	<b>13/35=37%</b>	<b>13/27=48%</b>
<b>Science</b>	<b>10/29=34%</b>	<b>14/35=40%</b>	<b>12/27=44%</b>

The passing percentages for ELLs in the 2009 Cohort in ELA, Mathematics and Social Studies examinations were a minimum of 10 percentage points higher than in the previous year. In Science, there was a 4 percent increase. Although ELLs' performance is far higher than it was in the past, there are still additions to the instructional program that can assist more ELLs improve their performance. These will be addressed through increased rigor in the classroom, targeted tutoring and other academic interventions. Further alignment of literacy instruction and curriculum in ESL classes with State Standards in English will facilitate success for those students on New York State assessment examinations like the ELA Regents and the NYSESLAT.

School leadership is utilizing the results of the ELL Periodic Assessments to make instructional decisions regarding programming, academic intervention services, staffing for the ESL program, the identification of both at-risk and high-achieving ELLS, and the purchase of books, new reading and writing programs, and professional development for teachers and staff. Teachers are using the results of the ELL Periodic Assessments to plan curriculum, design lessons, formulate assessments, assist students with setting goals, and to differentiate instruction in order to promote success for all students in their classes.

Periodic Assessments have shown that ELLs continue to struggle with standardized tests, as they report to teachers that they often "guess" at or skip over the answers because a lack of vocabulary and reading fluency. The test results bear this out. The ESL staff is working diligently to instill in the students a sense that these tests are worthwhile and can assist a student in moving closer to the goal of graduating from high school.

The success of the ESL program is measured by increases in the passing percentages of ELLs in their courses, by increases in the passing rates on required Regents examinations, by increases in the number of ELL students who accumulate credits and who graduate from high school, and the number of ELLs and/or FELLs registered in college-bound, honors level courses like Chemistry, Physics, Math B and/or Calculus or Advanced Placement English and History,

**Form TIII – A (1)(b)**

**School:** Port Richmond High School **BEDS Code:** 353100011445

**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> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$2,520.00          \$5,000.00          \$3,120.00	Per Diem salaries for substitute teacher to allow ESL teachers to attend Professional Development Workshops(15 per diem days x \$167.66 = \$2520.00)  Per session hours for ESL teachers to support ELL students(100 hrs x \$50.00 = \$5000.00)  Per session hours for Assistant Principal, ESL to supervise and support ELL students and ESL teacher(60 hrs x \$52.00 = \$3120.00)
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$3420.00	Appropriate workshops and professional development to support curriculum development for ELL student success and increase the graduation rate
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$7,000.00 \$1,000.00	Textbooks and “RIGOR” supplementary reading program General Supplies
<b>Travel</b>	\$1,000.00 \$ 340.00	Trip admissions and transportation for students and parents Snacks for club and parent meetings
<b>TOTAL</b>	<b>\$23,400.00</b>	

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

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

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

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

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. Reviewed students' Home Language Survey Forms.
  - b. Utilized ARIS, ATS (RPOB, RADP, RLER) and Datacatation to determine home languages of all students.
  - c. Informal conversations with students and parents to assess the level of need for translation and interpretation.
  - d. Surveyed Assistant Principals, guidance counselors, ESL coordinator, parent coordinator, and School Leadership Team to determine documents requiring translation.
  - e. Investigated various sources in order to translate appropriate documents in a timely manner.
  - f. Investigated electronic means of transmitting information in various languages.
  - g. Surveyed staff to ascertain availability of in-house translators for oral interpretations.
  - h. Investigated contracted oral interpretation services.
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - Non-English speaking parents and guardians are in need of oral translation services when they contact the school and/or attend meetings in the building.
  - Non-English speaking parents and guardians are in need of translations for many written documents sent to the home.
  - Non-English speaking parents and guardians are in need of on-line translation services for the acquisition of information and/or contact with school personnel.
  - The major language requiring translation is Spanish. Arabic has a substantial enough population to warrant translation.
  - School Leadership Team members were apprised of findings and charged with the task of relating the information to their constituencies.

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

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

The school will utilize several options for translating written materials, including the DOE Translation Unit, Doe contracted vendors, in-house staff, and online translation services.

The following communications will be translated:

- Letters to parents regarding discipline, progress letters, graduation requirements, NCLB information, and notification of school events
- Interpretation and clarification of report cards, transcripts and permanent records
- Miscellaneous school-specific written documents as needed
- All communiqués will be mailed to the appropriate homes in the appropriate languages.
- Email from teachers, administrators and other staff will be sent to parents in the appropriate languages as needed.
- A translating school website will be implemented to allow for the dissemination of information in various languages.

The above stated written communiqués will enable non-English speaking parents to read, understand and participate in their children's academic life more fully. Translated written documents will be distributed simultaneously with the distribution of the English version.

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.

- Funds will be allocated to provide translation services through outside vendors as needed at parent conferences and planned events.
- In-house staff and parent volunteers will be made available as needed when parents and guardians attend meetings at PRHS during school hours.
- DOE telephone interpretation services will be made available as needed during school hours and at parent-teacher conferences.
- A Spanish-speaking option has been implemented on the school's telephone answering service.

The above stated oral interpretation services will enable non-English speaking parents to communicate more effectively with teachers, guidance counselors and other school personnel and help them participate in their children's academic life more fully. These services will make Port Richmond High School a more welcoming and comfortable place for our diverse population.

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>.

Attachment A of Chancellor's Regulation A-663, Section VII, is prominently posted in the main lobby, on the PTA bulletin board, in the Parent Coordinator's office and the Main Office. In addition, it will be posted on the school's website and reprinted in parent newsletters. Copies will be available at PTA meetings and in several key locations throughout the school building.

**The LAP Worksheet an attachment to the end of this file.**

### **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.
  - a. Reviewed students' Home Language Survey Forms
  - b. Surveyed Assistant Principals, guidance counselors, ESL coordinator, parent coordinator, and School Leadership Team
  - c. Reviewed ELL goals in the CEP and LAP
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The following findings were reported to the school community at both faculty and department conferences and PTA meetings.

- Parents of ELL's often do not understand written communications from the school.
- There is difficulty in providing written school communications to parents in their home languages.
- Parents of ELL's are in need of oral translation services over the telephone and when they come to school for meetings.

#### **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.

The DOE Translation Unit will be utilized to translate:

- Letters to parents regarding discipline, progress letters, graduation requirements, NCLB information, and notification of school events
- Interpretation and clarification of report cards, transcripts and permanent records
- Miscellaneous school-specific written documents as needed

- All communiqués will be mailed to the appropriate homes in the appropriate languages.

The above stated written communiqués will enable parents of ELLs to read, understand and participate in their children's academic life more fully. Based on HLIS, translated written documents will be distributed simultaneously with the distribution of the English version.

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.
  - Hours will be allocated to provide translation services as needed at parent conferences.
  - In-house staff and parent volunteers will be made available during school hours as needed. DOE telephone interpretation services will be made available as needed.

The above stated oral interpretation services will enable parents of ELLs to communicate more effectively with teachers, guidance counselors and other school personnel and support them in participating in their children's academic life more fully.

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>.

Attachment A of Chancellor's Regulation A-663, Section VII, will be prominently posted in the main lobby, on the PTA bulletin board, in the Parent Coordinator's office and the Main Office. In addition, it will be reprinted in parent newsletters. Copies will be available at PTA meetings and in several key locations throughout the school building.

**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:	\$789,649	\$182,131	\$971,800
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,896		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,821	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,480		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$9,105	
6. Enter the anticipated 10% set-aside for Professional Development:	\$78,965		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$18,213	

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

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

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

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

# SCHOOL PARENTAL INVOLVEMENT POLICY

## PART I GENERAL EXPECTATIONS

**NOTE:** Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Port Richmond High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section III-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [*Section 1118- Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA*] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Port Richmond High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
  - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
  - PTA Executive Board members will be involved with District personnel through the Staten Island Federation of PTA’s
  
2. Port Richmond High School will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - Parent members of the school leadership team will participate in the annual PASS Review of the School
  - Parents will be interviewed as part of the school’s Quality Review
  - Parent surveys will be a vital part of the School’s Progress Report process
  
3. Port Richmond High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
  - Liberty Partnership Program
  - Project Success Program
  - NY Junior Tennis League Program
  - St. John’s University Bridge-to-Success Program
  - New York Center for Interpersonal Development – After School Advantage Program

4. Port Richmond High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - An evaluation will be conducted at a Spring PTA meeting providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.
  
5. Port Richmond High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
    - the State's academic content standards;
    - the State's student academic achievement standards;
    - the State's and local academic assessments including alternate assessments;
    - the requirements of Title I, Part A
    - how to monitor their child's progress and
    - how to work with educators.
  
  - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - providing Assistant Principals at each PTA Meeting
    - Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
    - Special meeting with incoming parents of Special Education students
    - Two separate parent orientations for incoming ninth grade parents

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
  - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
  - Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner
  - New Teacher Institute provides professional development on parent discussions
  
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - Involving parents in the regular activities of the school
  - Involving parents in the Student of the Month breakfast assemblies
  - Involving parents in Raider of the Month ceremonies
  
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
  - school letters are translated and ELL students are provided with native language letters of school events
  - Translation services information are posted in the school lobby in the appropriate native languages

**Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

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

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students:
  - Catholic Youth Organization
  - United Activities Unlimited
  - Project Hospitality
  - St. John’s University Bridge Program
  - Wagner College Port Richmond Project
  - College of Staten Island Discovery Center
  - New York Center for Interpersonal Development

**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**

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

This School-Parent Compact is in effect during school year 2009-10.

**Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.**

### **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

**Port Richmond High School will:**

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually. Additional parent conferences held weekly on Thursday evenings.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 6 times a year and student promotion in doubt letters are sent home a minimum of twice a year.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment coordinated by Parent Coordinator. Counselors are available to parents daily.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA and Athletic Director host a number of events each year that allow parents the opportunity to be involved directly in school activities.

### **Parent Responsibilities**

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

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- Having regular conversations with my child on his/her individual goals (short term and long term) for each course
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;

- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The following measures and activities will be used to inform decisions pertaining to our school's education program.

- New Visions Student Tracker and Sorter
- New Visions School Review Process
- Results of NYS Regents exams
- Results of Advanced Placement exams
- School Progress Report
- School Leadership Team PASS Visit
- School Quality Review
- SAM / Inquiry Team assessments and action research
- Acuity formative assessments
- School-wide/Department scholarship reports
- Observation reports by supervisors
- Datacatation Data system reports
- Regents Item Analysis performed on all exams

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.

Students will continue to receive opportunity to work to their highest potential and academic level. Enrollment in Advanced placement classes will be offered to all students. After school courses will provide opportunities for students to focus on skill building in content areas in which they have not achieved proficiency on Regents exams needed for graduation. SWD students will be assigned to the least restricted environment as additional CTT classes are added to the school program providing additional opportunities for SWD students to attend these classes.

The school will develop a small learning community model for the Culinary Arts program. This model will feature SLC teachers using common time to develop interdisciplinary activities and discuss the learning needs of individual students.

Summer programs will be available to provide students with the opportunity to gain academic credits needed for graduation and to acquire the skills necessary to achieve at level 2 or level 3 on the NYS Regents and RCT exams in all 5 content areas.

PM school opportunities will be available for 2010 cohort students to acquire the academic skills necessary to pass graduation required state exams.

Double period classes will be offered in mathematics and ELA for level 1 and level 2 ninth grade students in both regular education as well as special education. The Wilson reading program will be used for SWD students with low reading levels and Achieve 3000 program will be used with ELL students and selected SWD students.

Various community based organizations (NYCID, SIEC, St. John's University, Liberty partnership, Wagner College, CSI) will provide staff to service the academic and social needs of our students.

### 3. Instruction by highly qualified staff.

- Highly qualified teachers are scheduled to teach Title I funded classes.
- Tuition reimbursement will be provided for any teacher of core subjects not highly qualified.

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

- Professional development services are provided for instructional support staff, teachers of math, ELA, Social Studies and Science. School leaders are provided with professional development through this funding as are support staff. Monthly department conferences, daily common time conferences, monthly faculty conferences and four full day professional development conferences all provide an opportunity for all staff members to receive professional development.

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

- Supervisory staff will attend job fairs for hiring needed positions and New Visions will provide additional personnel resources in terms of job fairs and recruiting events.

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

- Updated version of school messenger to provide access to more homes

- Parent workshops will be implemented
  - Present student awards at PTA meetings
  - Distribute report cards at P-T Conferences
  - Maintain a Spanish Parent council
  - Conduct House parent meetings for academic programs
  - Conduct Student of the Month breakfasts
  - Involve parents in all articulation events
  - Utilize Traducelo Ahora as a means of translating emails for Spanish speaking parents
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.
- School will be programmed to maximize use of teacher common time to encourage more decision making at the classroom level.
  - Culinary Arts small learning community and Gateway small learning community will provide those teachers with common time opportunities centered on individual students common to those teachers.
  - Department common time conferences will provide teachers in common academic areas to meet and discuss assessments, assessment results and curricular issues.
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.
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.
- NY Center for Interpersonal development grant programs will support educational strategies
  - Title III federal grant funds to support ESL program as cited previously
  - GED opportunities provided to students on campus
  - Staten Island Employment Corporation to work with at risk ninth graders
  - NY State antiviolence funding to provide educational services to at-risk youth
  - Parents offered opportunity to learn/improve English skills

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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



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

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

**NCLB/SED Status:** SINI **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.

Students with disabilities did not make AYP in math or ELA. Far too many students in this targeted subgroup attain a level 2 status (Via a passing grade on the RCT or a grade of 55-64 on the Regents exam) and do not sit for the Regents exam a second time since the graduation credit was met. Attendance issues also pose a challenge for many of these students.

Hispanic students did not make AYP in math or ELA. While many of these students struggle with reading and other literacy issues pertaining to the English language, they are often not eligible for ELL programs and services. The language issues pose a serious challenge for some of these students. Attendance issues also pose a challenge for this subgroup as well and often the parents struggle to communicate effectively with school staff members. The resulting poor communication between family members and school staff pose another set of challenges to strong achievement.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

The specific action plans to respond to school needs are found on the following pages:

ELA / ELL – pages 22-31

Students with disabilities – pages 56-63

Math - pages 64-73

Funding will be utilized to provide targeted academic services for students with disabilities. SWD students in the 2010 cohort will receive targeted instruction in Algebra and ELA literacy skills in order to support their goal of attaining a level 3 on the Regents exams. Some SWD students will also receive small group instruction in order to improve skills necessary to attain a passing grade on the RCT exam. After attaining that passing grade, the students will be transitioned to another after-school program that will support their skill building ultimately

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

leading to a level 3 grade on the Regents exam. Smartboards will be purchased and installed in ISS ELA classrooms in order to support instruction and motivate students.

SWD students will also receive after school academic services to support their work in passing all 5 RCTs necessary for a local diploma.

Hispanic students in the 2010 cohort will receive targeted instruction in Algebra and ELA. These services will provide students and teachers with individual student data (via formative assessment) that will inform teachers on academic strengths and weaknesses of individual students. Small group instruction will then provide students with the opportunity to address certain deficiencies and remedy them before the Regents exam.

The principal is establishing a Spanish Parents council to meet with Spanish speaking parents several times during the school year to hear their concerns about communication with the school.

Traducelo Ahora translation software from IBM is now available to all Spanish speaking students and parents through a special grant. This software will allow Spanish speaking students to translate instructional websites to Spanish and does the same for email communications.

#### **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.

Professional development funding will be utilized to provide training on effective classroom management techniques suitable for at risk students. Funding will also be used to provide training for ELA, Math and ISS teachers in areas pertaining to differentiation of instruction, and technology in the classroom.

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

Although our teachers do not qualify for a mentoring program due to the fact that we have no newly hired staff, we do use common time activities to provide daily opportunities for content area staff to co-plan lessons and share expertise.

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.

A letter informing parents of our SINI status will be sent home to all parents prior to October 23, 2009 and the letter will also be posted on the school website.

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

*All SURR schools must complete this appendix.*

SURR Area(s) of Identification: **N/A**

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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.

For the past few years our students have beaten the odds when achieving on the ELA Regents exam. We are confident that our curriculum has been aligned to NYS content and learning standards after years of collaboration on course offerings, course curricula and course assignments.

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?

Outstanding results on the ELA Regents exam by all students

Outstanding results in beating the odds with low achieving students performing above expectation on ELA exams

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.

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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.

The school engaged in the Agile Mind conceptual foundation algebra program and the results indicate strong growth in conceptual understanding by students. The weighted Regents passing rate for Algebra rose to 1.64.

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

Applicable    **Not Applicable**

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

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

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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.

Supervisor classroom observation reports, Principal walk through reports, PASS Review documents and teacher inter-visitation reports all serve to assess this characteristic.

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?

Supervisory reports tended to indicate a strong preference of whole group instruction on the part of ELA teachers. Double period classes featured greater diversity when it comes to instructional techniques and student centered activities during lessons.

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.

Professional development opportunities that address student writing will be featured in order to provide more opportunities for students to write in class. Teachers will also receive focused professional development pertaining to the use of the Smartboard in the ELA classroom.

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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.

Supervisor classroom observation reports, Principal walk through reports, PASS Review documents and teacher inter-visitation reports all serve to assess this characteristic. Level of student engagement was addressed in all observation reports.

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

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

Applicable  **Not Applicable**

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

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

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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.

A review of the table of organization indicates that independent of budget constraints, the staff is very stable and rarely transfers.

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?

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.

A review of the PD profile for each ESL teacher was conducted.

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. The ESL coordinator and ESL teaching staff met regularly to share and discuss the latest achievement data pertaining to our ELL students.

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?

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.

The scholarship report, specifically the RCT results, for SWD students was reviewed periodically.

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?

RCT results for this targeted student subgroup are too low and must be improved.

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.

Special Education teachers will participate in professional development opportunities provided by the content area supervisor. CTT teacher pairs will also use common time to share IEP expertise and teaching strategies.

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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.

Instructional Support Services coordinator and IEP specialist monitored each IEP for compliance with regulations.

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.) 15
2. Please describe the services you are planning to provide to the STH population.

Academic intervention services, Counseling services, transportation and basic supplies as needed, clothing as needed, emergency supplies as needed

### **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.