



PERFORMANCE CONSERVATORY HIGH SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (12/X/262)

ADDRESS: 1619 BOSTON ROAD, BRONX, NY 10460

TELEPHONE: 718-991-0860

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X262 **SCHOOL NAME:** Performance Conservatory HS

SCHOOL ADDRESS: 1619 Boston Road, Bronx, NY 10460

SCHOOL TELEPHONE: 718-991-0860 **FAX:** 718-991-5258

SCHOOL CONTACT PERSON: John P. Tornifolio **EMAIL ADDRESS:** jtornif@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ernesto Pinder

PRINCIPAL: John P. Tornifolio

UFT CHAPTER LEADER: Malcolm Menchin

PARENTS' ASSOCIATION PRESIDENT: Bertha Moore

STUDENT REPRESENTATIVE:
(Required for high schools) Keisha Brady

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

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
John P. Tornifolio	*Principal or Designee	
Malcolm Menchin	*UFT Chapter Chairperson or Designee	
Bertha Moore	*PA/PTA President or Designated Co-President	
Ernesto Pinder	Teacher/SLT Chair Person	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
Keisha Brady	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Denise Williams	Student Representative	
N/A	CBO Representative, if applicable	
Rashad Williams	Member/Parent	
Theresa Brady	Member/ Parent	
Caroline Davis	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.

School Philosophy of Education/Mission:

The personnel, students, parents and school community of Performance Conservatory High School are committed to working together to create a supportive and safe academic environment that challenges our students to realize their learning potential and abilities by promoting critical, abstract, strategic and creative thinking. By serving as role models, we work to foster mutual respect and the growth of meaningful relationships that inspire the love and appreciation of the performing arts and of lifelong learning.

Vision:

To graduate students who can think critically, abstractly, strategically, and creatively in order to be successful in post-secondary education and their chosen academic or performing arts career

School wide Goals:

1. Create a supportive and safe learning environment.
2. Challenge our students to realize their learning potential and abilities through rigorous academic and performing arts courses.
3. Promote critical, abstract, strategic and creative thinking.
4. Foster a learning environment and love of learning in students that encourages them to pursue college level education and performing arts training.
5. Foster the growth of meaningful and mutually respectful relationships that inspire the love and appreciation of lifelong learning and the performing arts.

School Overview

The Performance Conservatory High School is a small learning community of 433 students located in the New York City borough of the Bronx. The school was officially opened in September, 2004 on the Harry S. Truman Educational Campus. Performance and Stagecraft moved in the summer of 2006 and currently shares a building with JHS 98 [Herman Ridder Junior High School—1st and 2nd floors] and Explorations Academy [EA—3rd floor]. We are located on the top floor of the building. The schools share one auditorium, two gymnasiums, a student cafeteria and a nurse. All three Principals meet at monthly cabinet meetings working collaboratively to create a safe educational environment for all of our students. PCHS is partnered with the Leadership Learning Support Organization [LLSO] under the leadership of Jose Rodriguez, CEO, and Jose Ruiz, Deputy CEO.

The staff members at PCHS pride themselves in providing a challenging academic environment as well as opportunities for leadership, citizenship and service. Our instructional programs address all levels of performance. Currently, our school services grades 9-12, having graduated our first senior class in June, 2008. In reviewing the record of our anticipated incoming class, it appears that students' reading and mathematics scores are in the lower quartiles. In addition, our ELL population has increased to 103 and our special education population has grown to 91. Support programs for students include diversified special education services, inclusive ESL programs for ELLs and extra help session provided by our teachers. Students choose from an array of clubs and after-school

extra-curricular activities including fashion club, drama club, boys' basketball, girls' basketball, and guitar classes. Our drama, music and dance programs showcase the talent of our students and staff.

The guidance department, supported by College Summit, provides student and their families with information intended to aid students in making the best possible choices. We pride ourselves in assisting out students to gain acceptance to the college that can best meet their needs and interests. Finally, to ensure that our school provides a unique balance of classroom and world experiences, we encourage staff to schedule frequent field trips including theater performances and museums. In school, we have made improvements to the fabric of the building and have invested in additional classroom resources including overhead projectors, laptop computers and classroom libraries. A drama and dance studio has opened on the fifth floor and new science labs were opened in September 2009. Student experience does not stop at the exposure to arts forms. Visiting artists provide experiences to inform and enhance the school day curriculum.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Performance Conservatory High School								
District:	12	DBN:	12X262	School BEDS Code:	321200011262				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		√
	K		4		8		12		√
	1		5		9	√	Ungraded		√
	2		6		10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		75.1	79.3	79.8		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 3	0	0	0		93.1	95.4	96.0		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 7	0	0	0		77.0	67.4	80.6		
Grade 8	0	0	0						
Grade 9	130	145	168	Students in Temporary Housing - Total Number:					
Grade 10	118	129	140	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 11	65	64	50		6	5	17		
Grade 12	0	52	50						
Ungraded	0	1	1	Recent Immigrants - Total Number:					
Total	313	391	409	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					3	5	2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	10	20	28	Principal Suspensions	10	15	19		
# in Collaborative Team Teaching (CTT) Classes	5	13	22	Superintendent Suspensions	13	14	12		
Number all others	16	25	30						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
				CTE Program Participants	N/A	N/A	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
<i>(As of October 31)</i>	2006-07	2007-08	2008-09						
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	20	20	23	Number of Teachers	16	24	0		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	3	Number of Administrators and Other Professionals	4	9	2
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	6	14	18	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	18.8	33.3	0.0
				% more than 5 years teaching anywhere	31.3	25.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	81.0	75.0	0.0
American Indian or Alaska Native	0.0	0.3	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.0	100.0	90.5
Black or African American	49.2	49.1	46.0				
Hispanic or Latino	48.9	48.1	51.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.8	1.2				
White	0.6	0.8	0.7				
Male	20.8	24.3	18.8				
Female	79.2	75.7	81.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA: IGS			
Math:				Math: SRAP 5			
Science:				Graduation Rate: Pending			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√SH	√SH	-
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	4	4	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C	Overall Evaluation:		√			
Overall Score:	48.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:			
District:		DBN #:	
		School BEDS Code #:	

DEMOGRAPHICS

Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				Number of Staff: Includes all full-time staff					

DEMOGRAPHICS							
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):						
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2				
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____				
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.						
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:	In Good Standing	
	Math:			Math:	In Good Standing	
	Science:			Grad. Rate:	54%	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
All Students					
Ethnicity					
American Indian or Alaska Native					
Black or African American					
Hispanic or Latino					
Asian or Native Hawaiian/Other Pacific Islander					
White					
Multiracial					
Other Groups					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged					
Student groups making AYP in each subject					
Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

What student performance trends can you identify?

After a review of our educational program, data analysis from DOE and NYSED resources and a comprehensive needs assessment, we have identified five target areas. These are listed as follows:

- Student attendance
- Regents passing rate and credit accumulation
- Graduation rate
- Goal setting [both interim and long-term goals]
- Raising achievement in English Language Arts [ELA] and mathematics.

The average student attendance rate for 2006-07 was 75.1% and last year's rate was 79.3%. Currently, our average daily attendance rate [as of October 31, 2008] is 81.3%. Last year's attendance data placed our school at 37.4% relative to our Peer Horizon and at 27.0% relative to all city schools. Chronic absenteeism hinders student performance. This year's attendance shows lower rates on the day[s] prior to and after a mid-week holiday. Secondly, we have observed that students earn credits but often do not pass the Regents exam. Within our subgroups [ELLs, special education and bottom third], no proficiency gains have been noted for the school. This data directly impacts our [most recent] four-year graduation rate [48.2%]. Finally, student goal setting [as identified in the SQR] and the low performance levels on the ELA and mathematic levels for in-coming ninth grade students have been identified as targets.

What have been the greatest accomplishments over the last couple of years?

The School Quality Review in May 2008 indicated that the school has made good progress in addressing the issues identified in the previous Progress Report. The school was rated proficient. The review identified the following area that the school does well:

- As a result of a school-wide campaign, students recognize the importance of the school motto, "Are you graduating on time [G.O.T.]" and are working hard to improve their credit accumulation.
- Well-ordered binders and individual student portfolios provide all teachers with good information about the performance and progress of each student including student self-reflection.
- The wide curriculum provides students with the opportunities to develop their skills and talents as performers. Extracurricular activities have a positive impact on students' desire to attend school.
- The principal and his administrative team are highly respected by staff, students and parents. Many new systems have been implemented which positively impact the school community and a support a collaborative environment, which sustains capacity-building.

- Improved communication including the introduction of common planning time allows for collaboration and sharing of best practice. Shared learning walks with administration give teachers the opportunity to assess students' learning through focused questioning and observation.

Our Progress Report for score for 2007-2008 was a "C." The school environment section of the report showed strong indicators of high academic expectations and safety and respect but low attendance relative to our peer schools and the city schools. It should be noted however, that the student attendance rate is higher this school year and continues to climb, i.e., 75.1% [06-07], 79.3% [07-08] and currently 81.3% [as of October 31, 2008].

All staff members have created and utilize data binders which contain individualized student histories. We have placed an emphasis on the acquisition and use of data to drive instruction. The LSO and our Senior Achievement Facilitator [SAF] have assisted in creating and interpolating a school Data Tool. Other data is compiled from Scantron Performance Series tests in English and mathematics as well as Acuity Regents Predictive and Pre-Regents Predictive exams, individual student portfolios and other formal and informal assessment. All staff members have access, in their personal data binder, to individual student data and meet daily as a grade cohort. During this common planning time, student data is disseminated and discussed; plans of action [i.e., short and long-term goals] are created and, as necessary, follow-up sessions are planned.

Other accomplishments are reflected in our school tone, climate and culture. The school climate is improving dramatically and we are enhancing established procedures. Student passing between periods is monitored; students are urged to move to their next class quickly and quietly. After input from staff and analysis of our long-term goals, targeted professional development is currently focusing on our shared school vision and differentiating instruction. A large aspect of our vision is to understand each child holistically in our effort to build intellectual capacity and character. Some of our practices enable us to differentiate student instruction and support and equip them to succeed academically, emotionally and socially. We are focused on the needs of our students, especially the 2009 cohort in order to ensure a more than acceptable graduation rate. In addition, we have identified the specific needs of other cohorts [i.e., gender, ethnicity, bottom third, special needs, ELLs, etc.] in the school and have programmed student schedules to support identified needs and facilitate appropriate credit accumulation as well as an appropriate Regent's passing rate.

Clearer lines of communication have been established and information is communicated to all cohorts regularly via *The Stagecraft Weekly* and daily whiteboard announcements in the main office. In addition, the *Principal's Weekly* is disseminated to all members of the Administrative Cabinet who are scheduled to meet every Wednesday.

What are the most significant aids or barriers to the school's continuous improvement?

A significant aid to our continuous school improvement can be and is attributed to the Inquiry team process, which continues to develop and sustain a community of inquiry. Our school community accepts the responsibility to teach/learn, establish, maintain and assess high standards on a regular basis. As a result of the Inquiry Team process, our school community has learned that focused intervention strategies, along with adolescent developmental approaches can help students achieve. Classroom teachers have become more involved in sharing strategies and best practices. Teachers analyze, revise and reflect on student data, as well as recognize the impact of instructional programs on student learning. Throughout the school, teachers make instructional decisions based on the information compiled from student data, and plan activities to address the needs of their student population. Additional practices that are informed by the Inquiry Team process include the following:

- A target population of inquiry students has been established and the sub-skill, drawing conclusion, has been identified. Through teacher modeling, practice at making connections,

visualization and other strategies, students are becoming more astute at organizing their thoughts to effectively interpret more difficult text.

- Teachers work collaboratively to achieve both the long and short-term goals set at the beginning of the year.
- Team members work within their roles and responsibilities as they strive to increase their sense of ownership and accountability.
- A key learning of the Inquiry process is the ability to write a flexible action plan that addresses the needs of individual students, identifying specific instructional strategies that could positively impact the child's achievement.
- Teacher conferences [with both parents and students] are scheduled more frequently so that the students' strengths and weaknesses can be discussed regularly and together, short/long term student goals are written and facilitated.
- Students' began to self-monitor their progress in ELA based on their individual goals.
- Teamwork is encouraged by uniting talents and strengths toward a common goal, and utilizing resources effectively.

Several barriers have been identified that hinder school improvement. As a school we have remained optimistic and confident in the face of considerable adversity [two location changes since inception, three principals and limiting physical conditions. In addition, attendance and a lack of parent involvement has hindered our effort to make substantial gains. There is a systemic lack of support from students' families in securing a high school education and in even getting a diploma of any kind. Students are therefore confronted with barriers to completing school including financial and social pressures.

As identified by the SQR, our identified areas for improvement include the following:

- All staff must continue to share effective practices so that all teaching and learning is as good as the best. Daily common planning provides opportunities to refine these practices.
- All staff must continue to refine school plans to include timeframes and success measures such as short and long-term student goals. By equipping all staff with pertinent data we are providing the necessary tools so that they can begin to make instructional decisions and plan activities to address the needs of their student population.
- Ensure all teachers use assessment data to differentiate instruction and meet the needs of all students. On-going professional development by specialists from the LSO as well as in-house staff focuses on the continued development of differentiated strategies in the classroom.
- Extend the use of rubrics in order that students fully understand the assessment of their work and how they can improve. The use of rubrics will ensure that all teachers set consistently high expectations for students and clearly articulated benchmarks in terms of assessment of students' work. This will further facilitate and improve the goal setting process across subjects, grades and groups of students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

The Performance Conservatory High School has identified the following five instructional goals:

Attendance Improvement

- Our goal is to raise average student attendance by June 2009 to 82.0%. This reflects a gain of two and seven-tenths [2.7] percentage points over the average of last school year [79.3%] ending June 2008.
- Although average student attendance has risen for each of the last three years [see page 7], it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. Our existing attendance plan continues to be modified to reflect the on-going data collection. We have all staff check the absence and lateness logs [printed by 12 noon from ATS] to correct attendance/lateness errors. An additional attendance teacher has been added to the staff to provide daily outreach and facilitate the removal of long-term absences [LTAs]. A school aide makes morning wake-up calls to chronically late students and our auto dialer telephones parents/guardians daily to inform them of absences and/or lateness. In addition, we have personnel making phone calls and home visits to chronically at-risk students. Our goal is to raise average student attendance by June 2009, by three [3] percentage points to 82.0%.

Graduation Rate

- Our goal for June, 2010 is to increase the graduation rate from 55% [August 2009] to 95.0%. To facilitate a higher rate for the 2009-10 school year, we have programmed at-risk students into credit recovery and/or Regents preparation classes on an as needed basis. Individualized plans, which will be created in collaboration with guidance, teachers and students, will identify a timeline for credit accumulation and a Regents schedule that will allow the student to graduate in June or August, 2010. Our projected graduation rate by August 2010 will be 95%.

Credit Accumulation Across All Grades

- Our goal is to raise credit accumulation rates this academic school year across all cohorts and all grades so that each student will earn a minimum 11 credits per year per grade to be on track to graduate with their respective cohort. This goal will be achieved by June, 2010 as measured by student transcripts.
- The PR indicates that we are on the low end of the grade "C" category with a score of 36.3; the range for the grade is 34.3-43.4. Significant progress must be made in order to raise that grade and we understand that the bar for next year has been raised even further with a "B" grade target to meet a score of 44.0-53.9]. In assessing our current data, we have targeted student credit accumulation. Our student progress indicator, as reflected in the PR [19.7 out of 60], shows our school to be performing in the bottom third of our Peer Schools and in the bottom fifth when compared to all city schools. We are focused on proficiency gains for our high-need students, ELLs, Special Education and bottom third of Hispanic and bottom third of black students.

Raising Achievement in ELA

- We will raise the performance level by 10% of the students who scored a level 1 or level 2 on the grade 8 NYS ELA test. This 10% target will mean that students will achieve a minimum score of 65 on the Regents exam in ELA.
- An analysis of the data indicates that about 75% of students entering PCHS received either a level 1 [not meeting performance standards] or level 2 [partially meeting performance standards] on both the New York State English Language Arts Grade 8 Exam. To close this achievement gap, we are focused on providing intervention services for all students, but most especially for these students.

Raising Achievement in Mathematics

- We will raise the academic achievement of students in the area of Mathematics [with a special concentration on ELLs and students with disabilities] so that 95% of PCHS's students across all grades will pass all of their Mathematics classes. We will accomplish this goal by using assessment tools such as the Interim Assessments, Regents exams, projects and/or portfolios.
- All PCHS's 11th and 12th grade students who have not yet passed a Mathematics Regents Examination will pass either the Integrated Algebra or Geometry Regents Exams as needed in order to meet or exceed state mandated standards for graduation as measured by the Mathematics Regents exams.
- 95% of PCHS's freshman or sophomore students will pass either the Integrated Algebra or Geometry Regents Exams as needed by June 2010.

Global Regents Passing Rate

- Our goal is to raise the Global Regents passing rate for the school from 22% to 90.0% by August 2010. Our Regents passing rate for Global History is 22.4%. This rate reflects negatively on our Progress Report [PR]. The PR shows that this percentage is in the bottom quartile [22.4%] both for our Peer Schools and in the bottom one-tenth [10.0%] when compared to all city schools. We have identified the students who are testing in both January and June and are providing intensive preparation.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance Improvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to raise average student attendance by June 2010 to 95%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Although average student attendance has risen for each of the last three years, it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. Our existing attendance plan continues to be modified to reflect the on-going data collection. All staff check the absence and lateness logs [printed by 12 noon from ATS] to correct attendance/lateness errors. An additional attendance teacher has been added to the staff to provide daily outreach and facilitate the removal of long-term absences [LTAs] along with a family assistant who makes phone calls home as well as home visits. A school aide makes morning wake-up calls to chronically late students and our auto dialer telephones parents/guardians daily to inform them of absences and/or lateness. In addition, we have personnel making phone calls and home visits to chronically at-risk students. Our goal is to raise average student attendance by June 2010 to 95.0%.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator September 2008: Attendance average for 2009-09 was 79% based on ATS daily data. September and October attendance averaged 84%; daily review continues. Outreach by attendance teachers, school aides and auto dialer will continue. Midterm: Attendance team will review data to date and revise, refine the attendance plan as necessary to meet identified interim goal of 90.0% by January 31, 2010. End-term: Attendance will rise to an average of 95.0% by June, 2009.</p>

Subject/Area (Where Relevant): Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal for June, 2010 is to increase the graduation rate from 48.2% in August 2009 to 95.0% by June, 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our action plan for raising the graduation rate includes a focus on the Regents passing rate and credit accumulation. We have identified all students in the 2010 cohort and will have created individualized plans for each student by mid-term fall 2009. Students in danger of failing to graduate will be assigned to an Inquiry Team consisting of the students, their teachers, guidance counselors, and administrators who will meet regularly to plan for student success, to motivate the students, assess progress, and adapt/adjust strategies as necessary to support student graduation. Each student has received a copy his/her individualized data report with target dates for Regents testing and a program schedule that includes credit recovery classes, PM school classes and independent study projects that will allow the student to makeup missing credits. Each student’s schedule will be reassessed in December, 2009, and adjusted for the Spring semester [February 2010] as needed to keep the student on track for graduation by June, 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Initial indicator September 2009:</u> We have reviewed the transcripts of the 96 students in the 2010 cohort have customized programs for maximum credit and Regents accumulation. We expect the target rate for graduation to increase from last June’s 55% to 95.0% in January 2009. <u>Midterm:</u> We expect fifty-eight [58] additional students to be on track in January 2010, to graduate by June, 2010. <u>End-term:</u> We expect 95% of Cohort 2010 students to graduate by June 2010.</p>

**Credit Accumulation Across All
Grades**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to raise credit accumulation rates this academic school year across all cohorts and all grades so that each student will earn a minimum 11 credits per year per grade to be on track to graduate with their respective cohort. This goal will be achieved by June, 2010 as measured by student transcripts.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Each student will be monitored and supported by his teachers across disciplines as well as his guidance counselor who will meet with students regularly to plan for their academic success, assess their progress, and adjust the plan. Differentiated instructional practices, interim goal setting and targeted professional development for staff will be the components of the action plan. Data will show an increase in students earning 11 credits this year by June 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2009:</u> Targeted goals for individual students will be created and reviewed weekly by the guidance staff from the students' first report card to monitor and support credit accumulation <u>Midterm:</u> Data from report cards in January 2010 will determine the next steps for each student and allow us to track progress of credit accumulation. Expected gains in January, 2010 should be a 90% rate of all students earning a minimum of 6 credits earned per student. <u>End-term:</u> The rate of achievement is expected to be 95% by June, 2010.</p>

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be academic growth [with a special concentration on ELLs and students with disabilities] in the area of ELA through the use of assessment tools such as the Interim Assessments, Regents exams, essays, projects and/or portfolios as measured by 1 to 1½ years academic progress on the ELA Regents.</p> <ol style="list-style-type: none"> 1. 95% of PCHS’s 12th grade students will meet or exceed state mandated standards for graduation as measured by the ELA Regents exam &/or ELA RCT for reading and writing. 2. 95% of PCHS’s 11th grade students will meet or exceed grade level standards as measured by the ELA Regents exam &/or ELA RCT for reading and writing. 3. 95% of PCHS’s students across all grades will pass their ELA classes.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Professional Development</u> will be given in the areas of using the interim assessment, rubrics for evaluation of student products, use of student data for goal setting, and differentiation of instruction facilitated by data. Professional development will be facilitated by staff developers through hands-on activities and student case studies. Freshman students are programmed for double period block scheduled ELA classes to support them in developing their reading and writing skills. The use of this programming and scheduling will be revisited at mid-year and revised accordingly to meet student learning needs.</p> <p>The school Instructional team members will train teachers in the use of student data. This will include cross curriculum data focusing on SWD and ELL/at risk students, the monitoring of student progress, initial goals for students in ELA, midterm assessment of progress and follow-up assessments.</p> <p>Teachers will share, during professional development periods, student progress based on the triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback.</p> <p>Critical reading is a priority as we work to create a “culture of readers.” Selection of high-interest literature and relevant, real-world texts will help to engage and sustain student interest in reading. In support of freshman students the school will participate in a program called The Big Read, which is designed to improve student reading comprehension skills. Students will be prepared to take the English Regents Exam at the end of the 11th grade. Small group tutorials, one-on-one instruction, ELA Regents Review curriculum will be followed to prepare 11th</p>

	<p>graders to take the ELA Regents. 12th graders will be enrolled in the College Summit and follow their prescribed curriculum to prepare them for college entrance, including application process, college essay, and financial aid.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principals are funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2009:</u> The Scantron and Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual independent reading levels. This will enable teachers to differentiate instruction within the classroom. <u>Midterm:</u> Acuity Regents Predictive test will indicate which students are expected to meet the target of 65 on the English Regents. <u>End-term:</u> A 10% increase in the number of students who pass the English Regents [who entered with a level 1 or 2] with a score of 65 or greater.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be academic growth [with a special concentration on ELLs and students with disabilities] in the area of Mathematics through the use of assessment tools such as the Interim Assessments, Regents exams, projects and/or portfolios as measured by 1 to 1½ years academic progress on the 9th grade Integrated Algebra &/or 10th grade Geometry Regents Exams.</p> <ol style="list-style-type: none"> 1. All PCHS’s 10th, 11th and 12th grade students who have not yet passed a Mathematics Regents Examination will pass either the Integrated Algebra or Geometry Regents Exams as needed in order to meet or exceed state mandated standards for graduation as measured by the Mathematics Regents exams. 2. 95% of PCHS’s freshman students will pass the Integrated Algebra Regents Exams as needed by June 2010. 3. 95% of PCHS’s students across all grades will pass all of their Mathematics classes.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Professional Development</u> will be given in the areas of using the interim assessment, rubrics for evaluation of student products, use of student data for goal setting, and differentiation of instruction facilitated by data. Professional development will be facilitated by staff developers through hands-on activities and student case studies.</p> <p>The school Instructional team members will train teachers in the use of student data. This will include cross curriculum data focusing on SWD and ELL/at risk students, the monitoring of student progress, initial goals for students in Mathematics, midterm assessment of progress and follow-up assessments. Freshman students are programmed for double period block scheduled Math classes to support them in developing their computational skills. The use of this programming and scheduling will be revisited at mid-year and revised accordingly to meet student learning needs.</p> <p>Teachers will share, during professional development periods, student progress based on the triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback.</p> <p>Students will receive training in the use of graphing calculators in order to attain support for taking and passing Mathematics Regents examinations.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principals are funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2009:</u> The Scantron and Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual Mathematics learning needs. This will enable teachers to differentiate instruction within the classroom. <u>Midterm:</u> Scantron and Acuity Regents Predictive test will indicate which students are expected to meet the target of 65 on Mathematics Regents exams. <u>End-term:</u> A 10% increase in the number of students who pass a Mathematics Regents [who entered with a level 1 or 2] with a score of 65 or greater.</p>

Subject/Area (where relevant): Global Regents Passing Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to raise the Global Regents passing rate for the school from 22% to 90.0% by August 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We have identified all students who have not passed the Global Regents exam and therefore need remediation services. Students are scheduled for Regents remediation classes and scheduled for tutoring. Students receive intensive preparation during the school day, before and after school by teacher tutors and/or PM school classes. Additionally, 136 students in the tenth grade will take the Global Regents in June 2010. These students are being prepared by their subject area teachers to take and pass this Regents exam. Each student has received a copy his/her individualized data report with target dates for taking the Global Regents in either January or June. These students are given tutoring as needed to prepare them for the exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator September 2009: Fifty-eight (58) students in Cohort 2010 are scheduled to take the Global Regents in January, 2010. One hundred and thirty-six (136) sophomores will take the Global History & Geography Regents Examination in June 2010. Midterm: We will assess the passing rate after the January 2010 exam and make adjustments to prep classes for the Cohort 2010 students. All Cohort 2010 students not passing in January 2009 will retest in June 2009 with the sophomore students. An interim Global Regents Exam will be given to all sophomores by January 2010 to assess their preparation for the June administration of the Regents Examination. Necessary interventions will be implemented in the spring term to insure the sophomores are prepared to take and pass the June 2010 Global History & Geography Regents Examination. End-term: We expect all of the Cohort 2010 students and a minimum 90% passing rate for all current sophomores by June 2010.</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	30	40	None	17	None	None	16	None
10	15	17	16	19	None	None	25	None
11	14	16	17	18	None	None	17	None
12	14	None	19	16	None	None	7	None

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p>
<p>Mathematics:</p>	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p>
<p>Science:</p>	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p>
<p>Social Studies:</p>	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p> <p>Social Studies AIS services also include Regents Exam preparatory classes for both the Global History & Geography and US History and Government examinations.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>N/A</p>

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Small group and 1:1 counseling sessions are provided to these students.
At-risk Health-related Services:	N/A

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.

Language Allocation Policy, 2009-10

Performance Conservatory High School has a total of 38 ELL students. The breakdown by grade is as follows: 12 ELLs in the 9th grade, 10 ELLs in the 10th grade, 9 ELLs in the 11th grade and 5 ELL in the 12th grade. Five students are classified as special needs and are served according to their IEPs in Monolingual services only; 2 in 9th grade, 1 in 10th grade, 1 in 11th grade, and 1 in 12th grade.

Spanish and Twi are the languages spoken by our ELL students and our ELLs with special needs. Parent survey letters indicate the need to offer an ESL program at our school where beginning level students receive 540 minutes of ESL instruction, intermediate level students receive 360 minutes of ESL instruction and advanced level students receive 180 minutes of ESL instruction. The content area classes of math, science and social studies are offered in English. In addition to their mandated 360 minutes of ESL instruction, intermediate level students scheduled to take the ELA are programmed in an English Regents preparation class for ELL. In addition to 180 minutes of ESL instruction, all advanced level students receive ELA instruction every day as mandated by the state.

Students participating in the ESL program are programmed in ESL classes and content area ESL. To support them and prevent them from becoming at risk students, ELLs are mandated to attend our after-school tutoring program. If necessary, students are paired with a *buddy* ESL student to assist in content development. Students are programmed for classes according to their cohort and grade.

At all levels, progress in proficiency in the five skills is addressed (reading, writing, speaking, listening and critical thinking). At the end of the beginning level, students will use basic grammatical structure such as past tense, past progressive, future tense, modals and take notes on an eight minute passage, read 300-400 words passage, short stories and poems, analyze and write about critical lenses and are able to carry out a conversation of 5-minutes in and out of school. At the end of the intermediate level, students use more advance grammatical structure such as the passive voice, reported speech and hypothetical questions, take notes on a ten to fifteen minute passage and write a 4-paragraph essay. They will read 500-600 words non-fiction work with related chart or graph, interpreted critical lens and speak with near native fluency. At the end of the advanced level, students will refine their writing skills using a variety of styles. They will continue to listen to speeches and take notes, read novels, short stories, articles and poems. They will read 750+ words on non-fiction topics and write a 5-paragraph critical essay and speak with native fluency. The advanced level students will take ELA preparation classes where test taking skills are practiced.

Academic language is developed in all academic subjects. Technical and academic terms are an integral part of vocabulary building. It is used to describe features and systems of subjects within an ESL and ESL content area class. Teachers tap into prior knowledge and experiences to scaffold new material. All ELLs having difficulty understanding content area topics are encouraged to participate in the after school tutoring program. The

after school tutoring program provides help in all academic subjects. Students unable to participate in after school are assigned a teacher to provide tutoring during the school day. These teachers have chosen to provide small group instruction as their professional assignments.

ELLs who have fallen behind their cohort in credit accumulation are given the opportunity to participate in the Hallway Project Credit Recovery Program. They meet with their Advisor to review transcripts and create a plan that leads to sufficient credits accumulated to graduate on time. They are programmed for additional Regents prep classes if they are missing Regents exams.

Special Education ELL records are reviewed on an individual basis by the Guidance Counselor, the BESIS Coordinator and the IEP Coordinator. IEPs, transcripts and progress reports dictate the best educational program these students will receive to meet graduation requirement.

Our ESL teacher works collaboratively with other content area staff, revising and discussing curriculum and student progress. The ESL teacher holds a TESOL license. Various textbooks are used to teach all levels of ESL. Lap-tops and LCD projectors are used to enhance learning in most ESL classes. Multimedia equipment is also used to enhance instruction.

In house professional development is provided to content area teachers teaching ELLs. These teachers are strongly encouraged to attend workshops related to ELL techniques. Content area teachers selected to teach ELL students are strongly persuaded to obtain an ESL extension license.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 12	School 262
Principal John Tornifolio	Assistant Principal Stan Savant
Coach	Coach
Teacher/Subject Area Katie Donovan/ ESL	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	SAF
Network Leader Rosita Costas	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	433	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	8.78%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(50%-40% → 50%-50% → 75%-25%)</small>					0
Dual Language <small>(50%-50%)</small>					0
Freestanding ESL					
Self-Contained	1				1
Push-In	4				4
Total	5	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	14
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	21

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	0	1	14	0	3	21	1	10	38
Total	3	0	1	14	0	3	21	1	10	38

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT [®] PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	1	2	1		4
Intermediate(I)	3	3	3	3	12
Advanced (A)	3	3	4	1	11
Total	7	8	8	4	27

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0
	I	2	1	1	
	A	5	3	3	1
	P	4	4	5	4
READING/WRITING	B	2	1	1	0
	I	6	5	4	3
	A	4	2	3	2
	P	0	0	1	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	13		7	
US History and Government				
Foreign Language		15		15
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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

Form TIII – A (1) (a)

Grade Level(s) 9-12

Numbers of Students to be served: 38

LEP 38

Non-LEP _____

Number of Teachers 1

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The instruction provided by our ESL teacher to our ELL population is instruction based on student proficiency levels with an emphasis on building literacy skills ranging from vocabulary building to explicit grammar instruction, building reading strategies and note taking as they are used across content areas. The ESL teacher pushes into ELLs content area classes to support ELLs in content language skills acquisition. This includes collaborative planning among the ESL teacher and the content area teachers who provide instruction for the ELLs. The ESL teacher also conducts free standing ESL classes, which provides ELLs instruction in ELA and ESL state standards. This instruction also includes an emphasis on vocabulary building and explicit grammar instruction. The rationale for this process is based on the importance of integrating content into the ESL curriculum. The times per day/week that ESL students have ESL instruction is based on New York State mandates and student proficiency levels as determined by the NYSESLAT. The service provider is a highly qualified ESL teacher.

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 for the ELL teacher is provided through BTAC, which provides ESL professional development throughout the Bronx. Additional professional development is provided 1:1 by our SSO the Leadership Learning Support Organization in the areas of instruction, unit and

lesson planning and delivery, and consultation on administrative responsibilities. The ESL teacher then turn keys this information with the other teachers who service the ELL population of our school.

Form TIII – A (1) (b)

School: 12X262

BEDS Code: 32120011262

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

Allocation Amount: \$3000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$1000.00	Professional development
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$500.00	After school tutoring and test prep for ELLs before Regents Exams and NYSESLAT
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1000.00	One computer for use in the ESL classroom to facilitate differentiation of instruction
Educational Software (Object Code 199)	\$500.00	Rosetta Stone language development software packages for after school program
Travel	\$0.00	
Other	\$0.00	
TOTAL	\$3,000.00	

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.

The school conducts a home language survey and interviews with students and their families to determine needed translation and 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.

According to our findings, translation and oral interpretation needs were determined by the home language spoken by our students' families as per ATS and the home language survey, which is kept on record.

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.

All correspondence and other school records are translated into the home language of the ELLs parents by the school. The translations are completed prior to any dissemination of school information and/or documents so that these translated items are included in the information dissemination, which is sent to English Language speaking parents and families.

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.

Faculty members fluent in the home languages of ELLs' families are present at any and all meetings with ELLs' parents to insure on the spot translation of oral communication into the home languages of ELLs families.

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

The school translates all correspondence into students' home languages to insure that Section VII of A-663 is satisfied. In addition to correspondence translation, several faculty members are fluent speakers of ELLs' home languages and provide oral interpretation services to all ELL parents at all school functions.

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:	\$301,671.00	71,483.00	373,154.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,731.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$714.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,083.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,574.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$30,167.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$7,148.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 83%
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.

Performance Conservatory High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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 Responsibilities

Performance Conservatory High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Curriculum Maps and Units of Instructions are based on NYS Learning Standards and NYS Student Academic Standards.
2. Hold parent-teacher conferences (Fall, Spring) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held twice a year during parent-teacher conference and as needed
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: regular marking period report cards, students' transcripts and periodic teachers' letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at each school wide conferences and as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Teachers will invite parents to visit their classes.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

1. Monitoring attendance.
2. Make sure that homework is completed.
3. Monitor the amount of television our children watch.
4. Volunteer in my child's school.
5. Participate as appropriate, in decisions relating to my children's education.
6. Promote positive use of my child's extracurricular time.
7. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serve to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

Pages 10-12

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.

Pages 13-22

3. Instruction by highly qualified staff.

83% of the staff is highly qualified. The 17% who have not yet attained that status are currently pursuing graduate level courses of study, which will result in meeting state requirements for highly qualified licensed staff. Each of these teachers receives mentoring at the school a minimum of twice weekly.

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

High-quality and ongoing professional development for all administration, faculty, staff, and paraprofessionals is conducted by the administration and the support staff of the SSO, the Leadership Learning Support Organization. The professional development is given 1:1, small group, and whole group. Individuals also attend professional development offered by academic support organizations.

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

In order to attract high-quality highly qualified teachers, the administration maintains contact with colleges and universities, which graduate educators licensed by the state and who meet the criteria of highly qualified teachers.

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

The school through the Parent Coordinator and Parents Association provides literacy workshops to 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.

Teachers are integral members in the school's instructional team, which makes decisions regarding the use of academic assessments.

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

Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards have their needs identified by their respective teachers on an ongoing bases and are provided with 1:1 and small group tutoring before school four days weekly and attend PM school four days weekly.

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.

The school provides violence prevention programs, and peer and adult mediation services. Students are provided with free breakfast each school day and reduce &/or free lunch each school day depending upon students' Title 1 status.

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.

Pages 15-22

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

Pages 15-22

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;

Pages 15-22, and 27-30

4. Coordinate with and support the regular educational program;

Pages 15-22, and 27-30

5. Provide instruction by highly qualified teachers;

Pages 15-22, 37-38

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

Pages 37-38

7. Provide strategies to increase parental involvement; and

Pages 27-36

8. Coordinate and integrate Federal, State and local services and programs.

Pages 37-38

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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?

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

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

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

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

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

Applicable Not Applicable

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

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

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.

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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.

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.

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.

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.

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

Applicable Not Applicable

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

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

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.

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>

Part A: FOR TITLE I SCHOOLS

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

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

STH students receive academic programs and educational support services commensurate with all students in the school. Basic/emergency supplies are offered to students upon request. Guidance counselors identify the STH population and help them with issues presented by the STH. All library services and after school programs are afforded all STH including child care services during the school day to enable STH with small children to attend school without interruption to their formal education. Counseling services are provided to STH through the school's guidance counselors and school social worker. The Parent Coordinator reaches out to the parents of STH to offer support and to encourage their participation in the school's activities as well as to engage them actively in support of their children's education. All STH are provided with academic intervention programs to support academic success. Attendance outreach is conducted by the school's Attendance Teacher to insure student attendance in school.

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.