



KINGSBRIDGE INTERNATIONAL HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: KINGSBRIDGE INTERNATIONAL HIGH SCHOOL
ADDRESS: 2780 RESERVOIR AVENUE, BRONX, NY, 10468
TELEPHONE: 718-329-8580
FAX: 718-329-8582

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X268 **SCHOOL NAME:** Kingsbridge International High School

SCHOOL ADDRESS: 2780 RESERVOIR AVENUE, BRONX, NY, 10468

SCHOOL TELEPHONE: 718-329-8580 **FAX:** 718-329-8582

SCHOOL CONTACT PERSON: Ronald Newlon **EMAIL ADDRESS** RNewlon@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Eliseo Cedeno

PRINCIPAL: Ronald Newlon

UFT CHAPTER LEADER: Eliseo Cedeno

PARENTS' ASSOCIATION PRESIDENT: Ramona Alvarez

STUDENT REPRESENTATIVE:
(Required for high schools) Keldia Rodriguez

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Balaban, Sanda

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

Name	Position and Constituent Group Represented	Signature
Ronald Newlon	Principal	Electronic Signature Approved.
Eliseo Cedeno	UFT Chapter Leader	Electronic Signature Approved. Comments: Member approved original document
Andrew Pecunia	UFT Member	Electronic Signature Approved. Comments: Member approved as original document
Brian Mullen	UFT Member	Electronic Signature Approved. Comments: Member approved as original document
Karol Alfaro	DC 37 Representative	Electronic Signature Approved. Comments: Member approved as original document
Ramona Langlet	Parent	Electronic Signature Approved. Comments: Member approved as original document Yes
Keldia Rodriguez	Student Representative	Electronic Signature Approved. Comments: Member approved as original document Yes
Luz Soria	Parent	Electronic Signature Approved. Comments: Member approved as original document

Audoncia Martinez	Parent	Electronic Signature Approved. Comments: Member approved as original document
Mirna Diaz	Parent	Electronic Signature Approved. Comments: Member approved as original document
Phuongkhanh Nguyen	Parent	Electronic Signature Approved. Comments: Member approved as original document
Carmen Escobar	UFT Member	Electronic Signature Approved. Comments: Member approved

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

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our mission at Kingsbridge International High School is to serve recent immigrant English Language Learners and prepare them with the linguistic, academic, and cultural skills needed for success in college and beyond. We integrate language development and content using cooperative learning strategies. We are currently serving our SIFE, LTEs and regular ELLS through the following interventions:

- P.M. school, daily from 3:45 to 5:15 p.m.
- Saturday Academy, from 8:00 a.m. to 1:00 p.m.
- Summer program for Regents prep and credit recovery
- Enrichment programs embedded in the curriculum, such as Math-Wizard and Music and the Brain
- Daily professional development from 2:50pm to 3:20., including team planning twice a week
- Daily peer tutoring

Supplemental support is provided to our students through P.M. school, which meets daily from 3:45 to 5:15 p.m., and Saturday Academy, which meets from 8:00 a.m. to 1:00 p.m. In addition, we offer a summer Regents prep and credit recovery program that culminates in multiple Regents Exams, including Integrated Algebra and ELA.

We have embedded several programs in our curriculum to strengthen our students' resources and enrich their learning experience, such as Math-Wizard and Music and the Brain, which addresses the five reading strands.

In addition, we have been given the opportunity to continue Achieve3000 this year, which our 9th and 10th graders will be using in their regular instructional and P.M. English classes.

Our staff meets daily from 2:50 to 3:20pm. for professional development. Teachers break twice a week during this time to plan in grade teams to develop a Language Framework for each unit, which guides students with vocabulary needed for each lesson, along with language function and structure. In addition, teachers use the Teaching Matters Coach to create rubrics that align theory to practice. .

We address English language proficiency according to the NYSESLAT, LAB-R, and baseline writing samples by modifying the curriculum for multiple entry points. We adjust the curriculum with daily assessments, including student conferences. Our Inquiry Team has addressed Math proficiency by monitoring SIFE, LTEs and regular ELLS in their classrooms over the past three years.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Kingsbridge International High School									
District:	10	DBN:	10X268	School BEDS Code:	321000011268					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded			
	2		6		10	√				
Enrollment				Attendance - % of days students attended :						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		83.7	84.9	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment :						
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 2	0	0	0		81.7	91.5	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment :						
Grade 4	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 5	0	0	0		79.8	87.9	TBD			
Grade 6	0	0	0	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 8	0	0	0		3	47	TBD			
Grade 9	86	112	113	Recent Immigrants - Total Number :						
Grade 10	110	108	115	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 11	130	108	116		83	43	94			
Grade 12	0	109	115	Special Education Enrollment:						
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Total	326	437	459							
				Suspensions (OSYD Reporting) - Total Number:						
				<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
				# in Self-Contained Classes	Principal Suspensions	39	20	TBD		
				# in Collaborative Team Teaching (CTT) Classes	Superintendent Suspensions	11	1	TBD		
				Number all others						
				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
				These students are included in the enrollment information above.	CTE Program Participants	N/A	0	0		
				English Language Learners (ELL) Enrollment:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
				# in Transitional Bilingual Classes	Early College HS Program Participants	0	0	0		
				Number of Staff - Includes all full-time staff:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
				# in Dual Lang. Programs	Number of Teachers	17	24	TBD		
				# receiving ESL services only						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	5	Number of Administrators and Other Professionals	5	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	31	48	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	11.8	29.2	TBD
				% more than 5 years teaching anywhere	23.5	37.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	76.0	83.0	TBD
American Indian or Alaska Native	0.3	0.0	0.0		100.0	86.9	TBD
Black or African American	9.8	11.0	7.4				
Hispanic or Latino	82.2	81.7	85.0				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	3.7	4.8				
White			0.2				
Male	51.2	49.0	52.5				
Female	48.8	51.0	47.5				
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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:		ELA:	√
Math:		Math:	√
Science:		Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				√sh	√		
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-		
Hispanic or Latino				√sh	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities							
Limited English Proficient				√sh	√		
Economically Disadvantaged				√sh	√		
Student groups making AYP in each subject				4	4		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	76.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	11.3	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	19.2	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	40.7		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	5		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

The aids we have in our needs assessment are our common planning, daily professional development and our interdisciplinary units.

The barriers we face are our Sife students and our lowest thirds for all four grade levels. The lowest third earning 10+ credits has gradually declined from the first year to the third year. This has been addressed in our daily professional development meetings.

The greatest accomplishments have been our graduation rate, an A on our school report card, performance on our math and science regents, and our percentage of graduates receiving advanced regents diplomas.

Our departments have ongoing self-analysis and needs assessment. We have strong department teams that are always looking for ways to improve instruction. Our greatest barrier is to continue our efforts to improve the academic achievement of our lowest third, both credit accumulation and performance on regents exams.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>Based on the findings and implications from the comprehensive needs assessment (Section IV), we have determined our schools instructional goals for the school year 2009-10.</p>	
<ul style="list-style-type: none"> • Our first goal is to assure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2010, the bottom third will demonstrate progress toward passing their required regents as demonstrated by a 10% increase of the bottom third passing. 	<p>Goal 1: We will align our instruction and remediation so that 60% of bottom 1/3 students will receive 10+ credits in their second year of instruction. This is an increase of 6.7% over the previous year's credit accumulation among the bottom 1/3 in their second year.</p>
<ul style="list-style-type: none"> • Our second goal is to ensure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2010, the bottom third will acquire missing credits through PM school and Saturday Academy to be on track with their cohort. 	<p>Goal 2: We will align our instruction and remediation so that 50% of bottom 1/3 students will receive 10+ credits in their third year of instruction. This is an increase of 10% over the previous year's credit accumulation among the bottom 1/3 in their third year.</p>
<ul style="list-style-type: none"> • By June 2010, our third goal is to 50% of our second ELL cohort will graduate on time. 	<p>Goal 3: We will ensure that students receive appropriate instruction and support in all courses so that student's progress with their cohort and graduate from high school.</p>

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) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our first goal is to assure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2010, the bottom third will demonstrate progress toward passing their required regents as demonstrated by a 10% increase of the bottom third passing.</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>Our first goal is to assure that the bottom third students in the first year receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. Our action plan to address these items includes:</p> <ul style="list-style-type: none"> • School Report Card • Progress Report • Teachers will evaluate student Transcript Mid-Year to determine credit progress • Extended day program will be instituted to allow students to attain elective credits • Peer tutors will work with student in the core subject areas • Teacher tutorials will be offered after school and on Saturdays to help students • Teachers will meet on grade level teams to discuss and evaluate progress • Parents will be invited into the school to meet with teachers and discuss their child's progress • Parents will be invited to morning meeting to discuss academic intervention strategies • Students will set individual goals • Funding is needed for extended day and Saturday and morning meeting per session and peer tutors

<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>Implications exist for staffing, schedule and the budget. Staffing needs are created by the after school and Saturday programs. The extra staff creates implications for the budget. Scheduling requirements rise with the need of credit evaluation, teacher tutoring, and program monitoring.</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>We have identified the following evidence that will guide us in assuring that we have met our goals.</p> <p>Goal 1:</p> <ul style="list-style-type: none"> • Evaluation of the end of the year transcripts • Evaluation of the credit accumulation mid year via the transcript • Use of the spring term progress report • Conferencing with the teachers in the morning meetings

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our second goal is to ensure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2010, the bottom third will acquire missing credits through PM school and Saturday Academy to be on track with their cohort.</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>Our second goal is to ensure that the bottom third students in the second year receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. Our action plan to address these items includes:</p> <ul style="list-style-type: none"> • School Report Card • Progress Report • Teachers will evaluate student Transcript Mid-Year to determine credit progress • Extended day program will be instituted to allow students to attain elective credits • Peer tutors will work with student in the core subject areas • Teacher tutorials will be offered after school and on Saturdays to help students • Teachers will meet on grade level teams to discuss and evaluate progress

	<ul style="list-style-type: none"> • Parents will be invited into the school to meet with teachers and discuss their child's progress • Parents will be invited to morning meeting to discuss academic intervention strategies • Students will set individual goals • Funding is needed for extended day and Saturday and morning meeting per session and peer tutors
<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>Implications exist for staffing, schedule and the budget. Staffing needs are created by the after school and Saturday programs. The extra staff creates implications for the budget. Scheduling requirements rise with the need of credit evaluation, teacher tutoring, and program monitoring.</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>We have identified the following evidence that will guide us in assuring that we have met our goals.</p> <p>Goal 2:</p> <ul style="list-style-type: none"> • Evaluation of the end of the year transcripts • Evaluation of the credit accumulation mid year via the transcript • Use of the spring term progress report • Conferencing with the teachers in the morning meetings

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010,our third goal is to 50% of our second ELL cohort will graduate on time.</p>
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<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>Our third goal is to 50% of our second cohort will graduate. Our action plan to address these items includes:</p> <ul style="list-style-type: none"> • Teachers will evaluate student Transcript Mid-Year to determine credit progress • Extended day program will be instituted to allow students to attain elective credits • Peer tutors will work with student in the core subject areas • Teacher tutorials will be offered after school and on Saturdays to help students • Teachers will meet on grade level teams to discuss and evaluate progress • Parents will be invited into the school to meet with teachers and discuss their child's progress • Parents will be invited to morning meeting to discuss academic intervention strategies • Students will set individual goals • Funding is needed for extended day and Saturday and morning meeting per session and peer tutors
<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>Implications exist for staffing, schedule and the budget. Staffing needs are created by the after school and Saturday programs. The extra staff creates implications for the budget. Scheduling requirements rise with the need of credit evaluation, teacher tutoring, and program monitoring.</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>We have identified the following evidence that will guide us in assuring that we have met our goals.</p> <p>Goal 3:</p> <ul style="list-style-type: none"> • Evaluation of the end of the year transcripts • Evaluation of the credit accumulation mid year via the transcript • Use of the spring term progress report • Conferencing with the teachers in the morning meetings • Final 2009 Cohort Graduation Rate

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	116	116	116	116	22	2	67	6
10	46	65	56	49	35	5	55	11
11	52	58	63	92	22	8	45	4
12	78	22	38	63	18	6	31	3

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Academic Intervention Includes the following: • Our regular reduced-size classes in Global History also focus on English reading, writing, speaking and listening skills using Social Studies content to target language acquisition using the four modalities. • Our regular program also includes Advanced Placement English for students to improve reading and writing skills using rubrics for each assignment so that students monitor themselves for progress. The teacher provides feedback during conferences with students in class or the internet • Regents Prep before school in small groups and conferences with students • The use of Achieve 3000 for reading is used to increase student’s reading comprehension during school hours, after school and
Mathematics:	<ul style="list-style-type: none"> • The Math Wizard program gives students additional support and enriches their learning experiences. • Several YABC students who have passed the Regents assist teachers during regular school hours. There is peer tutoring after school and during school hours • Destination Math • Reduced Class Size
Science:	<ul style="list-style-type: none"> • 4 years of Science. • Extra period of Science for Seniors to make up Regents requirements. • Saturday academy is weekly to address students’ individual needs. • Technology, worksheets, Regents Prep and one on one conferences are conducted to assist students in meeting standards and monitoring themselves
Social Studies:	<ul style="list-style-type: none"> • Our regular instructional program includes four reduced-size classes that target language acquisition through Global History and U.S History. Students do research, presentations, and write skits to internalize history. • Reduced Class Size

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Students are provided with individual conferences to plan how to improve their overall achievement • Students review transcripts with counselor and are informed/ made aware graduations requirements and first steps for college applications counseling • Peer Mediation, Group Counseling, Referral to Social Worker
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • School Based Support Team on Campus
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Provides Crisis Intervention for students on demand • Conduct Peer Mediation • Ninth grade group sessions to assist with the transition into the school community • Referral services for students and families for example on issues such as child care, mental health services, domestic violence, Planned Parenthood for sexual health • Provide girls with a girls' club{ GLOW} to enhance self-esteem and leadership skills • Parent teacher conferences to assist students with behavior and academic challenges • Provide individual and family counseling • Students with special needs and provide counseling with I.E Ps • Linkages to the school community which includes ACS, Safe Horizon, Good Shepherd, Montefiore, Cardinal McClosky Services and others Group Counseling • Individual Counseling, Referrals to outside agencies,
At-risk Health-related Services:	<ul style="list-style-type: none"> • School Based Support Team- Meeting the I.E.P's [of special education students • Good Shepherd –Provides us with YABC students who passed their Regents to assist teachers with students in the classrooms. • Montefiore Clinic- Mental Health and immunization

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.

Kingsbridge International Language Allocation Policy

Our LAP team members reflects the composition of the school community by including administration, teachers, parents and students.

Teacher Qualifications- See Worksheet

School Demographics- We have 468 students in our school and 100% of our students are ELLs.

Part II – ELL Identification Process-

All of our students enter KIHS as an ELL. They are all subsequently given an HLIS. Qualifying students are administered the LAB-R by Andres Perez, who is a licensed pedagogue. All qualifying students (100% of the students currently enrolled) are also administered the NYSESLAT annually. This test is organized by our testing coordinator, Andres Perez and administered by all licensed ESL teachers. Our Social Worker and Guidance Counselor send home letters and make phone calls, to ensure that parents are made aware of program choices. Parents attend a meeting facilitated by intake evaluator, guidance counselor and Parent coordinator to receive Information concerning Entitlement Letters and Parent Surveys. Copies are also sent home and social workers and guidance counselors follow up for the return of such documents with their logs anecdotal, and phone calls. The Social Worker, Parent Coordinator and Guidance Counselor then will follow up with parent suggestions by having parent meetings to discuss strategies for implementing parent ideas and feedback. Parents choose KIHS because they want their children to learn English as quickly as possible, graduate KIHS, and go on to college. This is best accomplished through the ESL model.

Part III – Demographics –

A) Programs- 100% of our students are in ESL self-contained classes. We do not have any TBE, Dual Language or push-in/pull-out by grade.

B) ELL Years of Service and Programs and ELLs by subgroups

468 ELLs

54 ELLs in 4-6 years of service

225 Sife

C) See Worksheet

Programming and Scheduling Information –

KIHS has all students in a self contained ESL program. All Our teaching teams are departmentalized and work collaboratively in grade and subject teams. All instruction is delivered collaboratively, in an interdisciplinary method. Teachers meet daily to create instructional strategies for our ELLs and SIFE students. The teachers create differentiated materials for all subgroups. The classes are in block format and are heterogeneous. All staff has received at least 40 hours or ESL Professional Development to ensure all core subject areas staff incorporate the best ESL teaching strategies. All core subject instruction is delivered in English and the workshop model is used to enrich language development. Reading, writing, listening and speaking are incorporated into all lessons. All students receive more than the minimum time

requirements of 540, 360 and 180 minutes of ESL instruction for beginner, intermediate and advanced levels, respectively. Students are regrouped for Native Language Arts one period a day.

For newcomers to the U.S., we have staff support in the form of small group mentoring. Peer support is also available to all new students through pairing children of the same country to help the assimilation process.

For our students with 4 to 6 years of service we have created a differentiated curriculum in order to expedite their learning process in English. Teachers meet in their grade teams to discuss strategies and create a plan to meet the students' specific needs. For our long terms ELLs our teachers again meet in their grade teams to scaffold and differentiate lessons. For our 5 students with special needs, teachers review their IEPs, develop a plan to align IEP goals, grade appropriate curriculum and language goals in order to create the best possible teaching plan to met the needs of those students. There are varying degrees of scaffolding and differentiated lessons for these students.

Long Term ELLs are grouped heterogeneously with international students making the common language English. English development is supported in all classes by training all core teachers in ESL strategies.

SIFE Students are supported socially and emotionally through the Montefiore on site, the guidance counselor and social worker, through small group work, college prep, and enrichment clubs such as the fitness program, movie review club, and cooking club. Academically SIFE students are supported by Destination Math, Achieve 3000, daily PM classes and a Saturday Academy. All of our ESL students are invited to use these programs.

We also target our ELLs who are preparing for upcoming regents. For our ELLs reaching proficiency on the NYSESLAT we offer enrichment courses in history in AM/PM (early morning and after-school programs) as well as AP English for Seniors. We also offer Opening Act, which is a program run by aspiring actors to teach the students drama. A new program being considered for the upcoming year is The Constitution Works, in which the students role play different positions within the Three Branches of Government. Our ELL students are afforded every opportunity to participate in every program through signage, student created posters, letters to the home to inform parents of school programs. Our students are offered regents prep courses after school in all subject areas. A fitness program is offered am/pm on a daily basis, focusing on exercise and nutrition. All programs will continue in the next year.

Teachers are equipped with a variety of instructional materials including classroom libraries, department libraries, teacher created materials, DVDs, computers and smart boards. Every classroom is equipped with varying levels of class books and texts to accommodate the different levels of ability.

Each content area teacher can choose their own books based upon student needs. Each content area has a variety of PowerPoints, technological lessons, with a great deal of visuals.

Native language support is given through a student support system. Newer students are matched with those who speak the same language but are more advanced with English.

Our resources and required services support correspond to ELLs' ages and grade levels are monitored by administration as well as guidance and the school social worker. We conduct orientations before the school year for both new students and parents in order to help assimilate the family to both the school and the country. All of our children are ELLs, and we have 13 languages spoken we offer the Rosetta Stone package to all students, parents and staff. We do not have Dual Language programs.

Professional Development and Support for School Staff –

All staff attend daily professional development meetings from 2:50 to 3:20, including administration, ESL teachers, Core Teachers, and bilingual teachers. In the meetings the needs of ELLs are discussed and appropriate strategies are created. Staff is provided with support to assist ELLs as they transition from one school level to another in our daily PD sessions. Again, the ELL training of 7.5 hours is administered through our daily PD sessions.

Parental Involvement

Our parent coordinator organizes a parent association to increase parental involvement. Meetings are held monthly to inform the parents of the happenings in the school. The needs of the parents are evaluated through surveys and with the staff in our daily PD meetings. Our meetings with the parents always have translators to address the language needs, as well as for our parent teacher conferences.

Assessment Analysis

Through assessments, statistical data of the exams we learned that our students struggle with vocabulary, specifically process words such as analyze, compare and contrast, describe, evaluate, cause and effect, and fact and opinion to name a few. We are working on this in our inquiry teams. We also noticed upon reflection on the RNMR NYSESLAT Modality Report, that our students are much stronger in listening and speaking than reading and writing. To meet these needs, in our grade team we decided to incorporate these words into our daily lessons in all subject areas. To support the reading and writing of our ELLs, the share portion of our lessons is focused on writing a coherent paragraph with a topic sentence and supporting details. The manner in which we evaluate the success of our programs is through ongoing reflection at our grade team and content team meetings, and through analysis completed during inquiry work. The teams design their interdisciplinary curriculums to meet the needs of their students for English development and meeting graduation requirements and future scholastic and employment endeavors.

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, 10, 11, 12

Number of Students to be Served:

LEP 446

Non-LEP 0

Number of Teachers 23

Other Staff (Specify) 1 Social Worker, 1 Guidance Counselor, 6 School Aides, 1 Parent Coordinator

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.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2009-10: _____ 446 _____

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

- All students are served in a free standing content embed ESL program
- Transitional Classes (preparation for NYSESLAT)
- SIFE (focus on reading and writing skills)
- Teacher Collaboration (articulation between ESL teachers and Content Area teachers)

II. Parent/community involvement:

- Parents attend monthly PA/PTA/SLT meeting and are informed of the schools' progress towards the goals.
- The parent coordinator will arrange classes and workshops for the parents. Help parents acquire English Language Skills.
- Orientation sessions (help parents help their children)
- The Social Worker will arrange workshops on the college application process.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

- All students are served in a free standing content embed ESL program
- Transitional Classes (preparation for NYSESLAT)
- SIFE (FOCUS ON

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.

Teaching Matters consultant will work with new teachers to help them learn and use ESL teaching strategies

Teachers will meet in Grade and Subject teams to discuss ELS strategies

Teachers will attend PD outside of the School

Form TIII – A (1)(b)

School: 10X268

BEDS Code: 321000011268

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,000	(Paid for out of other funding)
Purchased services - High quality staff and curriculum development contracts	\$2,000	Teaching Matters (Paid for out of other funding)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$240	Supplies for After School Program and Saturday Program Computers for the classrooms
Educational Software (Object Code 199)	\$2,000	Rosetta Stone (Paid for out of other funding)
Travel	0	none
Other	0	none
TOTAL	\$12,240	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We determine the primary language through home language surveys, student interviews and social worker phone calls. All of our students are immigrant children, therefore the staff knows our children are ELLs and that extraordinary measures must be taken to communicate with parents. We have full translation available for our students and all letters to the house are written in English and the other native languages. Our staff discusses the language barriers that exist in our daily professional development meetings.

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.

100% of our school community and parents needs translation services. All of our students are immigrant children and their are multiple languages spoken in iur school, with Spanish being 90% of the speaking population. All of our home letters are translated into the native languages.

Part B: Strategies and Activities

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

We have created a parents Bill of Rights and responsibilities in Spanish and other languages are under construction. All the forms that need to be signed is available in the students' and parents' native language. We use the NYCDOE translation services for all letters to be sent home to our ELL families. We have in-house staff available for translation, as well as parent volunteers and students who have developed a certain level of mastery of English.

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.

For all translation needs, we have in-house staff, parent volunteers as well as a students who have a certain level of masery of English for parent conferences and events. We also use the NYCDOE translation services for documents.

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>.

Our documents and plans are distributed through mail and in-class deliveries. Of parents do not respond to requests, phone calls are made by the social worker and guidance counselor for follow up.

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:	\$488,746	\$75,950	\$564,696
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,888		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$759	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,438		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,797	
6. Enter the anticipated 10% set-aside for Professional Development:	\$48,875		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$7,59	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
80%

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.

I will work to get teachers full certified

Pay teachers to take college classes that will allow them to be fully certified

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

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

Kingsbridge International 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.

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

1. Kingsbridge International High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. Kingsbridge International High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Kingsbridge International High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. Kingsbridge International High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. Kingsbridge International High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. Kingsbridge International High School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Parents Association creating the policy. This policy was adopted by the Kingsbridge International High School Parents Association and will be in effect for the period of the academic school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the end of the academic school year.

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.

Kingsbridge International High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

Kingsbridge International 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.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows.
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 Schoolwide 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. Making sure that homework is completed.
3. Monitoring amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying 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. Serving, 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.

Annual Goal (From Part C): To increase the English Language Arts and Math achievement levels of all students at Kingsbridge International High School by June 2010.

Related objective: By June 2010, there will be an increase of 20 % of parent involvement school wide.

WHAT needs to be done to accomplish objection?

- Schedule workshops focusing on parenting skills, resume writing, computer skills and reading with children.
- Invite parents to Parent-child activities such as Social Events, College Fairs, Health Workshops, etc
- A parent involvement committee will be formed for ongoing parent involvement planning.
- Recruit parent to participate in various volunteer programs at Kingsbridge International High School
- Parents will attend workshop in the content areas to support efforts at home.
- Parents will be involved in the planning, reviewing, and improving of our parent involvement program.
- Parents will be part of the decision-making group that improve our school curriculum, instructional program, and staff development.
- Schedule content area workshops at times that are convenient for maximum parental participation.

FOR WHOM?

Parents of students in 9, 10, 11 and 12th grades.

WHEN?

Beginning of September 2009 and ongoing through the school year.

BY WHOM?

Parent Coordinator, Administrators, Teachers.

SUPPORT

- Classroom Teachers
- Region One Staff
- Office of Parent and Family Involvement
- In-house Staff
- Parent Coordinator
- Community Based Organizations

INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENT –HOW WILL WE KNOW OUR STRATEGIES ARE WORKING?

- Interval of Periodic Review
- Instruments(s)/Projected Gains
- Statistically significant increase in parental attendance at school function from September 2009
- Increased Parent Association-sponsored activities
- Increased attendance at Parent –Teacher conferences
- Increased parent volunteers

Part A: Analysis of the Current Status of Program Effectiveness

1. The Current level of parent and community engagement in 5 % per activity /event. Largest participation will include all activities prior to the holiday breaks and during the first three months of semesters year. Due to the statue of Kingsbridge International High School a none-zone school it is believed that parents have a difficult time in transportation (distance).

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

School-Parent Compact

The Parent/Guardian Agrees

Kingsbridge International High School is:

To convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

To actively involve parents in planning, reviewing, and creating activities in order to meet the Title I program guidelines.

To provide parents with information on their children's progress through: Quarterly reports, Semi-annual parent- teacher conferences, open door policy access to administrative staff standard test results home reporting, and teacher evaluation reports.

To deal with communication issues between teachers and parents through:

- Parent-Teacher conferences
- Report to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

To encourage parents to attend workshops such as: Literacy, Mathematics, Technologies issues.

Parent/Guardian is:

To monitor their children's academics progress and attendance.

To become involved in the strategies designed to encourage my participation in parent involvement activities.

To participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

To work with my child on schoolwork; read with my child on a daily basis and encourage my child to read to me each day.

To monitor my child's:

- Attendance at school
- Homework & School Work
- Television watching, Video Games, etc.
- Health needs
- Free Time

To share responsibility for my child's teachers about his/her educational needs.

To ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

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.

Our biggest need is to monitor the credit accumulation and regents performance for our lower third. There is a continuous drop in the percentage of the lowest third earning 10 credits from the first year to the third year. We need to provide opportunities for this segment of our population to meet state academic standards and student academic content. The students need to be identified earlier in the first year in order to successfully monitor academic progress and success

2. Schoolwide reform strategies that:

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

Opportunities are provided on a daily basis with our PM school. Students are in small group settings which allows teachers to provide individual attention for some of our needier students. A Saturday academy is also operational to provide students with more opportunities for credit recovery and regents preparation.

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

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

Teachers meet daily for professional development compare and contrast different strategies for our students. There is PM school daily and a Saturday academy to increase the amount and quality of learning. We also have a Summer School that runs for 5 weeks that provides students with an opportunity for credit recovery and regents preparation.

o Help provide an enriched and accelerated curriculum.

Our daily professional development meetings enable teachers to work on planning their individual and team curriculums. Teachers are afforded the opportunity to work in grade and subject teams, which allows the teams to enrich the curriculum based upon the needs of their classes and their students

o Meet the educational needs of historically underserved populations.

Daily professional development allows the staff to really target the weakest areas for our students and to devise appropriate strategies. Our student population has been under served and these meetings provide time and opportunity to deal with the unique challenges our students present.

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

Counseling and mentoring are provided by the social worker, guidance departments and teachers. Trip clubs are made available to our more challenging students in order to help the get focused and motivated to perform academically. There are constant school trips to the local college campuses to expose the students to college life.

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

N/A

3. Instruction by highly qualified staff.

We have approximately 80% of four classes being taught by highly qualified staff

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.

In addition to the daily professional development already in place, all teachers will participate in the following programs:

- • Teacher Book Clubs, once a week
- • Teacher inter-visitations, once a week during individual prep periods
- • Looking at Student Work Three-Day Workshop provided by the Office of ELLs
- • Lehman College Art Gallery Professional Development
- • Achieve3000, general staff training every other week
- • Achieve3000, Needs Analysis: Classroom Support and Modeling Workshop
- • Destination Math, eight days of professional development
- • Destination Math, general staff training once a month

- All teachers will attend weekly Book Clubs from to discuss professional texts such as
- Transformative Assessment by W. James Popham and Fifty Strategies for Teaching English Language
- Learners by Adrienne Herrell and Michael Jordan. Collaborating across content areas will give them the
- opportunity to grow professionally in their practice and meet the needs of individual SIFE and LTEs.
- We will send three teachers to the Looking at Student Work Three-Day Workshop provided by the Office of
- ELLs. Participants will present what they have learned to their grade teams and departments, and meet
- every other week for one period to assess the progress of SIFE students in Math and Literacy.
- Our entire staff will attend a professional development workshop at Lehman College Art Gallery to learn collaborative strategies for integrating the arts into regular program instruction. Topics such

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

Show a supportive environment.

Allow prospective teachers the opportunity to interview and converse with current staff.

Provide staff with resources and materials needed to deal with our population.

Daily opportunities for professional growth.

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

- Journalism class
- Student presentations during Parent Teacher Conferences, four times a year on Achieve3000 and Destination Math
- Adult Literacy and Algebra refresher courses using Achieve3000 and Destination Math
- International Week, April 2010 during P.M. school, our Parent Coordinator, will offer parents the opportunity to engage in direct classroom involvement by inviting parents to participate in the weekly Journalism class. Parents will have the opportunity to work together with their student on conducting team interviews, writing articles, and assist with translation.
- Students will present what they are learning to parents through Achieve3000 and Destination Math during Parent Teacher Conferences, which take place over two days at the end of each marking period. The presentations will include training on the parent component of each program so that parents can utilize the necessary tools to assist and maintain involvement in their student's learning.
- We will offer Adult Literacy and Math
- Depending on the parents' needs, courses will be offered in both English and Spanish.
- International Week will take place in April 2010 during P.M. school. We will increase cultural awareness and community bonds among our students and parents through intercultural events such as an art exhibit, music and dance performances, and a fashion show. Students will collaborate with their parents on presentations on their home countries and the travel guides they are preparing in their English classes.
- We will also include our annual food festival, which will coincide with our 9th grade cookbook, A Taste of Culture.

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.

Daily Professional Development

Grade and subject team meetings to discuss the achievement of individual students.

Leadership team of teachers that is involved in the administrative decision making process.

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' difficulties are identified by teams of teachers. The daily professional development meetings allows teachers to identify the students who experience difficulties in academic achievement and create strategies. These meetings begin in September, which allows teachers to identify needy students in a timely fashion.

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.

Daily fitness class, both in a.m and p.m, in which students are exposed to various forms of exercise. Proper diet and nutrition are a major component of the program.

Students are afforded the opportunity to be student workers in the school. Students serve as tutors for struggling students.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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:

#N/A

SURR 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.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

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

The administration surveyed the syllabi and curricular resources being used by our teachers.

Teachers meet in both grade and subject teams to discuss the quality of our ELL instruction.

A daily PM school and weekly Saturday academy is provided to ensure proper ELL instructions.

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?

Teachers are collaborating to ensure that standards based units of instruction are in order with the NYS standards

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.

The administration surveyed the syllabi and curricular resources being used by our teachers.

The math team meets during our daily professional development meetings to discuss strategy and align the curriculum with the state standards.

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

- Applicable Not Applicable

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

Teachers are using the NYS Process Strands and Content Strands.

In professional development meetings, the math team has alligned the curriculum with the state standards.

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.

The administration conducted surveys to determine the extent to which teachers incorporate best practices such as scaffolding, differentiated instruction and workshop model into daily routines.

Teachers meet in both grade and subject teams to discuss the implementation of best practices into daily instruction.

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?

The surveys and the teacher discussions indicate that there is room for improvement by teachers in terms of the extent to which best practices are incorporated into daily instruction.

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

The school is addressing the issue with daily Professional Development meetings, with administrative monitoring, peer coaching, and by increasing accountability. We do not feel we need additional support from central.

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.

Learning Walks, informal and formal observations were conducted.

There is a great emphasis on the workshop model to ensure student engagement.

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?

Our observations and teacher visitations which were used to assess the relevance of Finding 2b indicated that students in our math classes are engaged at a higher rate than 45%

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.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The school maintains personnel records.

Peer coaching and mentoring is administered to help the new staff adjust.

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?

Our personnel history shows that our school does not have a high turnover rate in terms of personnel.

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.

The school maintains records of all professional development opportunities to teachers.

The staff has a daily professional development meeting in which curriculum, instruction, and monitoring progress for our ELL's are discussed.

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?

Professional development for teachers is offered on a daily basis with staff and team meetings.

Those teachers that attend off-site training are required to turnkey such training to their colleagues.

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.

The school monitors the academic progress of ELL's.

The staff has access to all student data in our staff and team meetings.

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?

The academic progress of ELL's is reported in our database.

Teachers are aware and continuously discuss the progress of our ELL's.

The school has many initiatives which are geared to specifically address the academic issues of our ELL's. (Daily PM School and Saturday academy with small group instruction)

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.

Administration meets with the teachers of students with IEPs to discuss history and strategies.

The students with IEPs are discussed in grade team meetings during our daily professional development opportunities.

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?

Plan 408 is being followed.

All teachers received copies of students IEPs.

Professional Development time has been dedicated to familiarize the staff with the needs of its Special Education students.

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

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.

The school analyzed its programs and delivery systems for the meeting the needs of its Special Education students.

Strategies for our students with IEPs are discussed in grade team meetings.

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?

The school provides extended time and other accommodations to IEP students.

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 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: For Title I Schools

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

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

Counseling and Social Worker Services.

After school and Saturday Tutoring

When appropriate students will be given work study to assist them with expenses.

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.