



**COLLEGIATE INSTITUTE FOR MATH & SCIENCE**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 11X288**  
**ADDRESS: 925 ASTOR AVENUE**  
**TELEPHONE: 718-944-3631**  
**FAX: 718-652-3525**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11x288      **SCHOOL NAME:** Collegiate Institute for Math & Science

**DISTRICT:** 11      **SSO NAME/NETWORK #:** New Visions for Public Schools

**SCHOOL ADDRESS:** 925 Astor Avenue, Bronx, NY 10469

**SCHOOL TELEPHONE:** 718-944-3631      **FAX:** 718-652-3525

**SCHOOL CONTACT PERSON:** Eve Rittle      **EMAIL ADDRESS:** Erittle@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Roque Bonilla

Parent Association President

Estelle Hans

**PRINCIPAL**

David Griffin

**UFT CHAPTER LEADER**

**PARENTS' ASSOCIATION  
PRESIDENT**

Roque Bonilla Jr.

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

Stephanie George

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Elena Papaloberios

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position/Constituency Represented	Signature
Estelle Hans	*Principal or Designee	
David Griffin	*UFT Chapter Chairperson or Designee	
Roque Bonilla	*PA/PTA President or Designated Co-President	
Camille Nanton	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Theresa Munford</b>	DC 37 Representative, if applicable	
Yvonne Dormer	<i>Parent Association Secretary</i>	
Stephanie George	Student Representative, if applicable	
Roque Bonilla III	Student Representative	
Vincent Rodriguez	Assistant Principal, Organization	
Carmen Bonilla	Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Collegiate Institute for Math & Science (CIMS) is an academically rigorous high school established in 2003 under the auspices of the New Century High Schools Initiative by New Visions for Public Schools and the New York City Department of Education. The Bill and Melinda Gates Foundation, the Carnegie Corporation, and the Open Society Institute provide funding to support our efforts. Our goal is to prepare our students for college. We are required to educate children of all capabilities but we *mandate all* of our students to take four years each of math and science rather than just the three required by New York State. Instead of one year of a foreign language required by the State, we *encourage* our students to complete three years, with many going beyond.

CIMS' population of approximately 500 culturally diverse students living in the Bronx, New York, comes *primarily* from several groups: Black (American, the Islands and West African), Latino (American, Puerto Rican, Dominican, and other Caribbean areas), Asian and Caucasian. Most of our students qualify for free or reduced lunch, as they come from economically disadvantaged environments. Many are children of immigrants or immigrants themselves. Most will be the first in their families to attend college. A large percentage lives in single-parent, female –headed homes.

### **Curriculum:**

All students study Living Environment (Biology), Chemistry, and Physics. For the fourth year, some take AP Chemistry while the rest take both Food Science and Genetics. Math progresses from Algebra, Geometry, and Trigonometry through to Pre-Calculus or Statistics.

We offer additional courses in science research, law, yearbook and Advanced Placement courses in English, social studies, science and foreign language. Additionally, some students take advantage of the City University of New York's "College Now" program, taking college courses at Lehman College.

### **Partnerships and Special Programs:**

CIMS has established relationships with various organizations to augment our students' exposure and experience to the world beyond high school. Many of these partnerships emphasize our mission, to open the doors to higher education and careers for our students.

- ◆ New Visions for Public Schools
- ◆ College for Every Student (CFES), formerly known as Foundation for Excellent Schools (FES)
- ◆ University of Vermont
- ◆ Vassar, Smith, Union, Skidmore and Williams Colleges (auxiliary partnerships)
- ◆ Lehman College ("College Now" and Serrano Leadership programs)
- ◆ Bronx Community College (Science programs)

- ◆ Wilson Prep for SAT Preparation
- ◆ CUNY Collaborative Programs at Home in College
- ◆ Urban Teachers Residency – Affiliated with Hunter College (our teachers assist in the training of new teachers.)
- ◆ Consortium for Educational Excellence through Partnerships (CEEP)
- ◆ Albert Einstein Medical Center and STEP Program
- ◆ Weill-Cornell Medical Center and HPREP (Health Professionals Recruitment and Exposure Program)
- ◆ Wildlife Conservation Society/ Bronx Zoo (After School Adventures in Wildlife Science)
- ◆ Wave Hill - A Public Garden & Cultural Center – Forest Project Summer Collaborative: Internships
- ◆ Chappaqua Summer Scholarship Program
- ◆ Roads to Success – an Early College and Career Awareness Program

### **College Successes**

We are proud to report that our first graduating class (2007) was offered a total of \$4,299,783 in financial aid. All were accepted to a post-secondary school.

Our second graduating class was offered \$8,378,456 in financial aid and once again, all were accepted to a post-secondary school. Last year, our third graduating class was offered 7.5 million in financial aid and 3.4 million in scholarships.

### **Extracurricular Activities:**

While we encourage extra-curricular activities, many of our students may not be able to participate because they need to care for younger siblings, cook and clean, or work part-time to assist their parents/guardians who might well have two or three jobs. However, for those who can partake, we offer a range of activities, some quite new as we are still a very young school.

- ◆ National Honor Society
- ◆ Robotics
- ◆ Yearbook
- ◆ Bands – Concert, Jazz, Pep (with the Columbus Campus)
- ◆ Chess Club
- ◆ Sports teams and Cheerleaders (with the Columbus Campus)
- ◆ Student Government
- ◆ Senior Council
- ◆ Young Men and Young Ladies Leadership Clubs
- ◆ Community Service
- ◆ Environmental Club
- ◆ Drama Club
- ◆ Humane Teens

These are just a few of the activities and we are adding to the list as we mature.

**SECTION III – Cont'D**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Collegiate Institute for Math & Science				
<b>District:</b>	11	<b>DBN #:</b>	11x288	<b>School BEDS Code #:</b>	321100011288

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					88.2	86.1	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					94.1	94.7	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					64.4	80.0	66.1		
Grade 8									
Grade 9	160	158	154	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	113	147	140	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	79	83	91		3	2	TBD		
Grade 12	92	76	78						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	444	464	463		4	3	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	2	5	12						
No. in Collaborative Team Teaching (CTT) Classes	37	35	30	Principal Suspensions	28	21	TBD		

DEMOGRAPHICS							
Number all others	5	10	16	Superintendent Suspensions	6	5	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	1
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	15	18	15	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	26	25
				Number of Administrators and Other Professionals	7	10	10
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	Na	0	0
(As of October 31)	2006-07	2007-08	2008-09				
	6	13	12				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.2	.2	.6	Percent more than two years teaching in this school	30.4	50.0	72.0
Black or African American	41.7	41.0	38.4	Percent more than five years teaching anywhere	43.5	46.2	60
Hispanic or Latino	46.0	44.8	47.1				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	6.2	6.5	Percent Masters Degree or higher	96.0	96.0	92.0
White	6.3	7.8	6.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	96.5	95.5
Multi-racial							
<b>Male</b>	55.2	52.8	53.8				
<b>Female</b>	44.8	47.8	46.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

#### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

√	In Good Standing	<input type="checkbox"/>	Improvement – Year 1	<input type="checkbox"/>	Improvement – Year 2
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2	<input type="checkbox"/>	Restructured – Year ____

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				√	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>	0	0	0	4	4	1

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD

Student Progress (Comprises 55% of the Overall Score)	TBD		Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD		Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

## SECTION IV: NEEDS ASSESSMENT

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

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

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

After reviewing the data from the following sources:

- **School report Card 2006/07 and School report Card 2007/08**
- **Quality Review 2007/08 we were exempt from receiving a Quality Review in 2008/09**
- **Student Transcripts**
- **Learning Environment Survey**

We received a "B" on our Progress report for 2007 – 2008. Upon analysis the following needs have been determined so that we will again rise to an "A".

- Credit Accumulation to ensure that years 1, 2 & 3 attain 10+ credits each year with particular attention to the lowest third.
- Special Education students need to be given the opportunity to take and pass 10 or more credits per term.
- The need for Professional Development for Collaborative Team Teaching incompatibility between pairs. So that differentiation is used on all levels.
- Our graduation rate dropped to 73%. Students have been trained since 9<sup>th</sup> grade to "be prepared for college." However, may not be moving toward an Advanced Regents diploma with all grades of 75 or higher and 9 Regents exams.
- Attendance dropped below 90% for the first time. More follow up with families is needed.
- Individual Teacher Professional Development Plans for each teacher in the school, with particular attention to strengthening teachers' capacity for differentiating instruction.

Our school has achieved several accomplishments in the past couple of years. These accomplishments are as follows:

June 2009 regents results:

Course	Passed 55% and above	Passed 65% and above
Spanish	100%	97%
Global	87%	79%
US Hist	91%	83%

Math B	77%	60%
Algebra	97%	90%
Geometry	94%	79%
Physics	96%	78%
Liv Env	97%	87%

- *Learning Environment Survey* – Parents and Students are more aware of opportunities for curricular and extra-curricular activities in the school.
- Successfully created, developed and implemented a summer credit recovery program 2008 in which 90% of our students gained credit.
- Once again, 100% of our graduating students were accepted to a post-secondary school, with the following results:.

	2007	2008	2009
Financial Aid	\$4,029,178.00	\$8,378,456.00	7.5 million
Scholarships	\$1,922,980.00	\$2,807,188.00	3.4 million

- Our Quality reviews for both 2006 – 2007 and 2007 – 2008 were rated Well Developed. We were exempted from a Quality Review in the 2008 – 2009 school year.
- Our graduation requirements exceed the requirements for a NYC High School diploma. Along with the standard NYC requirements, we demand that our students meet the following graduation criteria:
  - Four years of Math (Including Calculus)
  - Four years of Science (Including Chemistry and Physics and Genetics)
  - Three/Four years of Foreign Language
  - Community Service

We also provide our students with an opportunity to go beyond the high school curriculum by offering the following special programs:

- AP Spanish Literature and Spanish Language
- AP U.S. History
- AP English Literature
- AP Chemistry
- Prep For Success – Early College and Career Awareness Program
- College Now at Lehman College
- Wilson Prep for SAT Preparation
- CUNY Collaborative Programs at Home in College
- Urban Teachers Residency – Affiliated with Hunter College (our teachers assist in the training of new teachers.)
- Consortium for Educational Excellence through Partnerships (CEEP)
- Albert Einstein Medical Center and STEP Program
- Weill-Cornell Medical Center and HPREP (Health Professionals Recruitment and Exposure Program)
- Wildlife Conservation Society/ Bronx Zoo (After School Adventures in Wildlife Science)
- Wave Hill - A Public Garden & Cultural Center – Forest Project Summer Collaborative: Internships
- Chappaqua Summer Scholarship Program
- Roads to Success – an Early College and Career Awareness Program

With the collaboration of a Community Based Organization, Henkels & McCoy Training Services, we were able to secure a multi-million dollar program at no cost to the school through a federally funded grant with the Department of Youth and Community Development. This program offers our school the following services:

- Academic Enrichment (English and Mathematics)
- Obtain skills in how to assemble a desktop computer from scratch
- Provided the opportunity to obtain I.T. Certification which is Nationally recognized:
  - A-Plus (A+) Certification and MOUSE Certification
- Each student gets to keep a State-of-the-Art Desktop computer that they built from scratch
- Summer Youth Employment
- Job Readiness Skills
- Resume Writing Skills
- Job Interviewing Skills
  
- **Significant aids**
- The teachers and other staff members of the Collegiate Institute for Math & Science are a dedicated, creative and enthusiastic group of educators who go above and beyond their contractual obligations every day. In all cases, they are willing to take on another challenge to improve the outcomes for the students. They work individually and as a team to brainstorm new and innovative experiences to expand and enrich the curriculum.
- Our PSO, New Visions for Public Schools is an endless fount of knowledge and assistance. Our assigned Leadership Development Facilitator is always available to locate resources and support all of our needs.
  
- **Significant barriers**
- We are an “under-funded” school with significantly less funding than the “hold harmless” schools. We are unable to hire as many teachers as others in our peer group. In addition, the funding does not support the needs of students at both ends of the spectrum. To meet our small school mandate as described in our proposal to the Gates Foundation, we are focused on giving our students “high” academic courses such as Physics, Genetics, Calculus, Statistics, AP U.S. History, AP English, AP Chemistry and two AP Spanish courses. To this end we have hired a physics teacher and a chemistry teacher to fulfill our science mandate. In addition, we have hired a 4<sup>th</sup> Special Education teacher to meet the needs of our Special Education population. Funds are very low and this will not be possible.
  
- To support our minimum requirement of 2 years of a second language, (many students take 3 years,) we have hired additional Spanish teachers. As the budget continues to decrease, there is a concern that AP programs will have to be dropped.
  
- Although we proposed a 4<sup>th</sup> year of math for every student, we were forced to excess a math teacher due to reduced funding. This means that only a select group of students are permitted to take a 4<sup>th</sup> year of math – calculus.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

---

### **Goal #1**

To increase the opportunity for students to accumulate 10 or more credits each year.

- By June 2010, there will be an increase in students in years 1, 2 and 3 who accumulate 10 or more credits.

### **Goal #2**

To increase the number of special education students who successfully complete courses and pass assessments required for promotion and graduation.

- By June 2010, there will be a further increase in the number of special education students achieving 11 or more credits per year.

### **Goal #3**

To prepare all students to be College and Career ready.

- By June 2010, there will be an increase in the percent of students receiving Advanced Regents and/or participating in Advanced Placement courses.

### **Goal #4**

To increase student attendance.

- By June 2010, there will be an increase in average daily attendance.

### **Goal #5**

To continue to utilize the outcomes of classroom observations and student progress data to develop and refine individualized teacher professional development plans.

- By June 2010, each teacher will have an ITP (Individual Teaching Plan) developed in consultation with the principal and/or assistant principals.



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding – Title I, Fair Student Funding, C4E</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ol style="list-style-type: none"> <li>1. Student progress reports are generated by the PLATO system and are reviewed each marking period by the Principal, APs and guidance counselor. Conferences are conducted with students who are not making adequate progress. Student files are maintained.</li> <li>2. Completed teacher surveys of expertise and interest are on file.</li> <li>3. Academic mentors and faculty advisors will document interactions with target students.</li> <li>4. Marking period grade reviews and a mid-year transcript review will provide interim data on progress toward the 10+ credit per year goal. Courses will be added as needed.</li> <li>5. June 2010, a review of student transcripts will document student participation in new courses, credit recovery and guided study opportunities leading to an increase in students in years 1, 2 and 3 who accumulate 10 or more credits.</li> </ol>

Subject/Area (where relevant):

**Special Education Credit Accumulation**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of special education students who successfully complete courses and pass assessments required for promotion and graduation</p> <ul style="list-style-type: none"> <li>By June 2010, there will be a further increase in the number of special education students achieving 11 or more credits per year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>Special education and general education teachers will participate in a series of staff development sessions in differentiated instructional techniques facilitated by a New Visions consultant.</li> <li>Teacher schedules for 2009-2010 have been organized to allow for a common preparation period for paired CTT and general education teachers to case conference about the progress of the special education students.</li> <li>Special education teachers will assist their general education colleagues in understanding the implication of each student’s IEP goals as it relates to content area expectations.</li> <li>Special education teachers will share effective instructional strategies and provide alternate instructional materials to their general education colleagues to scaffold and support the learning of their special education students.</li> <li>An additional special education teacher was hired to complement the content area expertise of the existing team to ensure that special education students receive instruction in the four core subjects by a highly qualified teacher.</li> <li>Marking period grade reviews and a mid-year transcript review will provide interim data on progress toward the 11 credit per year goal. Academic interventions will be provided as needed.</li> <li>New Visions Individual Student Trackers will be used to set goals and monitor special education students’ progress toward graduation.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding – Title I &amp; Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>Observations of CTT and self-contained special education classes by Principal and/or assistant principals will document evidence of differentiation of tasks, materials and products.</li> <li>Agendas and materials from professional development sessions will be maintained.</li> <li>Teacher schedules will document common planning time.</li> <li>Case Conference notes will document progress and/or areas of concern.</li> <li>By June 2010, a transcript analysis will document the increase in special education students achieving 11 credits per year.</li> </ol>

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

**College and Career Readiness**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To prepare all students to be career and college ready.</p> <ul style="list-style-type: none"> <li>By June 2010, there will be an increase in the percent of students receiving Advanced Regents and/or participating in Advanced Placement courses.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>Guidance counselors and college advisors will participate in monthly New Visions College Career Awareness and Access workshops.</li> <li>Beginning in grade 9, students and parents will be introduced to the New Visions College Ready metrics which are designed to lead to students on a path to college/career readiness which includes meeting the academic requirements for the Advanced Regents diploma.</li> <li>All faculty and students will be introduced to the <i>Three Components of Career and College Readiness</i>.</li> <li>Teachers across all content areas will integrate the interdisciplinary writing &amp; communication skills, analytic skills, learning habits and character &amp; life skills necessary for success in careers and college.</li> <li>Grade 9 teachers will adopt and/or integrate the New Visions grade 9 curricula in the four content areas. Each standards-based curriculum is designed to raise the level of rigor and integrate the interdisciplinary skills outlined in the <i>Three Components of Career and College Readiness</i>.</li> <li>Participation in <i>College for Every Student (CFES)</i>, <i>CUNY at Home in College</i>, the South Bronx <i>GEAR UP</i> program and <i>Roads to Success</i> will support the CIMS college awareness/college access program for students beginning in grade 9 and continuing through grade 12.</li> <li>Supplemental tutoring and Regents prep classes will be offered to support students in meeting the additional requirements of the Advanced Regents Diploma.</li> <li>Guidance counselors and teachers will identify eligible students to expand the pool of students enrolled in Advanced Placement courses.</li> </ol> <p>New Visions Individual Student Trackers will be used to monitor students' progress toward Advanced Regents Diplomas</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding – Title I, Fair Student Funding and ARRA</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Records of workshops and meetings will be maintained for all faculty and parent sessions.</li> <li>2. Classroom observations by Principal and Assistant Principal will provide evidence of implementation of interdisciplinary skills across the content areas and implementation/adaptation of the New Visions grade 9 curricula.</li> <li>3. Activities conducted by CFES, CUNY @ Home in College, GEAR-UP will be documented. Files containing student essays, resumes &amp; college application support materials will be maintained in the College Office. A CUNY College Access Plan will be developed. Records of college visits and college fair participation will be maintained.</li> <li>4. Transcript reviews at the end of each marking period will identify students in need of supplemental tutoring and Regents Prep classes for higher level math, science and Spanish courses.</li> <li>5. By June 2010, a transcript analysis will document students achieving an Advanced Regents Diploma.</li> <li>6. By June 2010, there will be an increase in students enrolled in Advanced Placement courses for the 2010-2011 school year.</li> </ol>
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Subject/Area (where relevant):

**Student Attendance**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student attendance.</p> <ul style="list-style-type: none"> <li>By June 2010, there will be an increase in average daily attendance.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>A campaign will be established to “put attendance on the map.”</li> <li>A program of incentives will be developed and implemented to reward individual students and classes for best attendance and most improved attendance.</li> <li>Bulletin boards will prominently display attendance data.</li> <li>Weekly attendance team meetings to review current attendance data will continue, and will include the principal.</li> <li>An improved system for capturing daily attendance and period attendance will be established.</li> <li>Targeted home visits by the attendance teacher will continue.</li> <li>Classroom teachers will be assigned a target group of students with 80%-90% attendance and be responsible for parent outreach, which will include, daily phone calls and conferences.</li> <li>Guidance counselors, social worker and parent coordinator will be assigned a target group of students with 70%-80% range for regular parental contact and conferences with the principal.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding – Title I and Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>Records of awards and incentives will be maintained.</li> <li>Bulletin board displays will be updated and photographed.</li> <li>Notes from weekly attendance team meetings will be maintained.</li> <li>Record of home visits will be maintained.</li> <li>Logs of parent contact with families of target students will be maintained by teachers, guidance counselors, social worker and parent coordinator.</li> <li>By June 2010, there will be an increase in average daily attendance.</li> </ol>

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

***Teacher ITP***

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to utilize the outcomes of classroom observations and student progress data to develop and refine individualized teacher professional development plans.</p> <ul style="list-style-type: none"><li>• By June 2010, each teacher will have an ITP (Individual Teaching Plan) developed in consultation with the principal and/or assistant principals..</li></ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A schedule of observations has been developed for each semester which prioritizes non-tenured teachers. Using New Visions observation tools, the principal and assistant principals will:</p> <ol style="list-style-type: none"><li>1. Conduct a series of classroom walkthroughs to identify patterns and trends.</li><li>2. Conduct pre-observation conferences during which time student progress data from Engrade and/or periodic assessments will be reviewed.</li><li>3. Observe and document the lesson.</li><li>4. Meet with the teacher after the observation to assess needs and plan interventions including inter-visitation, assign workshops, pair with an experienced teacher and provide resource materials as needed.</li><li>5. After the first observation, the formal ITPs developed during the 2008-2009 school year will be updated.</li><li>6. This cycle will be repeated three times annually for untenured teachers.</li><li>7. Tenured teachers, in consultation with the Principal and/or assistant principals, will be asked to update their ITPs outlining three topics they would like to focus on for the school year.</li></ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding – Title I &amp; Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"><li>1. Using data collected during the walkthroughs, New Visions will provide computer-based analysis of patterns and trends.</li><li>2. Reports from formal and informal observations conducted by administration will be maintained.</li><li>3. After each observation and review of student progress data, ITPs will be updated and/or modified as needed.</li><li>4. By June 2010, each teacher will have an ITP which has been approved by administration.</li></ol>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>For all students (Special Education, English Language Learners and General Population) in need of services the following is provided: Small group instruction; before and after school tutoring; one-to-one peer tutoring; computerized, self-paced programs and SETSS</b>
<b>Mathematics:</b>	<b>For all students (Special Education, English Language Learners and General Population) in need of services the following is provided: Small group instruction; before and after school tutoring; one-to-one peer tutoring; computerized, self-paced programs and SETSS</b>
<b>Science:</b>	<b>For all students (Special Education, English Language Learners and General Population) in need of services the following is provided: Small group instruction; before and after school tutoring; one-to-one peer tutoring; computerized, self-paced programs and SETSS</b>
<b>Social Studies:</b>	<b>For all students (Special Education, English Language Learners and General Population) in need of services the following is provided: Small group instruction; before and after school tutoring; one-to-one peer tutoring; computerized, self-paced programs and SETSS</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>At two-day a week advisory class along with the social worker for students who are at-risk.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<b>Small group counseling, one-to-one counseling, during the school day, before the school day and on Saturdays</b>
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

**LAP Committee Members:**

- Estelle Hans, Principal
- Vincent Rodriguez, Assistant Principal
- Yvonne Torrente, ESL Teacher
- Vilma Martinez, Content Area Teacher

**LANGUAGE ALLOCATION POLICY (LAP)**

In accordance with the New York State Commissioner’s Regulations, Part 154, New York City’s Mayor Michael Bloomberg and the Department of Education Chancellor’s Children First reforms, Collegiate Institute for Math and Science (CIMS) has developed its Language Allocation Policy (LAP). This LAP is a comprehensive and systematic plan for our English Language Learners (ELLs). It is understood and adhered to by all members of our community administrators, teachers, parents, and students. It is implemented with the goal of enabling our ELLs to meet and exceed New York State English language requirements. The academic rigor which is implemented and our curriculum will empower our ELLs to become sufficiently proficient in English and to be as competitive as our native born students when applying to colleges and competing in the work force.

The program model employed by CIMS is the Freestanding English as a Second Language (ESL) program. CIMS has in place a highly qualified, licensed ESL teacher, who provides instructions for all of our ESL students (beginner, intermediate and advance as per CR Part 154).

CIMS’ student population currently consists of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students from all over the globe. We have 8% Caucasian, 41 % African American, 45% Hispanic, 6% Asian, of which 4% are ELLs and 14% special education. Thirty-seven percent of our ELL students reached near native proficiency. The table below indicates proficiency levels within each grade.

	Beginner	Intermediate	Advanced
9 <sup>th</sup> Grade	0	4	3
10 <sup>th</sup> Grade	0	1	2
11 <sup>th</sup> Grade	0	0	2
12 <sup>th</sup> Grade	0	0	2

Leveled readings and interactive materials are used by content area and ESL teachers to provide differentiated instruction. Department conferences are used by content area teachers to infuse ELL strategies in all classes.

When a new student is assigned to our school by the Enrollment Office, our BESIS coordinator interviews the parent and student informing them of the choices available to them.

In our Free Standing setting we employ ESL methodology, and the five New York State ESL Standards. The implications are that we are striving to meet (and exceed) the educational needs of our English Language Learners while we simultaneously transition them to becoming completely competent in the reading, writing, listening, and speaking of the English language.

All of our ELLs have the ability to speak English and are receiving instruction in English for all their subjects. However, when their specific levels of literacy in their native language impedes their ability to comprehend the content of a particular subject, bridges are provided. This is especially true in our intermediate classes, where the class sizes are small enough to provide one-to-one direct instruction. Our content area teachers will also be providing a glossary of key terms in the future and we will see about purchasing related content area books in the native languages of our ELLs for our classroom libraries. When this alone does not suffice, Academic Intervention Services (AIS) are available in tutoring after school and on Saturdays, including PM school. It is our hope that this additional infusion of all content matter and skills will help move our ELLs along the path towards complete literacy in English.

As previously mentioned, we are employing a freestanding, self-contained ESL model with only ELLs, combined with a full day of instruction conducted in English with the other CIMS students in all content areas (English, Social Studies, Math, Science, Foreign Language-Spanish, Advisory, and Physical Education). The allotted instruction time mandated by New York State for ESL/ELA is met by our ESL program on Saturdays by our own CIMS teachers.

We are making every effort for our English teachers to meet and collaborate with our ESL teacher both in a formal and informal setting. Additionally, we shall be requiring professional development of all our teachers in order for them to become proficient in the ESL strategies. The Professional Development (PD) opportunities offered to the teachers are: faculty conferences, study groups, New York City writing consortium, and any ESL teacher "On Call". Teachers are also invited to attend PD through outside organizations such as the Bronx BETAC and New Visions, to include the Integrated Service Center (ISC). Hopefully, when all content instruction is infused with the many activities provided by the ESL scaffolding framework, our English Language Learners will acquire academic proficiency in English and be fully able to compete in an English language world.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual  X  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2008 - 09:  14   
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Upon entry, our BESIS coordinator meets with parents and students for Parent Orientation and the following identification procedures:

(a) Placement of student through LAB-R testing

(b) Program Choice (our school has a Free Standing ESL Program. Therefore if the parent chooses a different type of program, they are referred back to the enrollment center.)

The highly qualified, licensed ESL teacher provides instruction for seven ESL classes. In addition to their regular classes, beginning students receive 3 periods of ESL per day, Intermediate students receive 2 periods and Advanced receive 1. The language of instruction is English. The strategies used in the classroom are readings and interactions of materials from the content area teachers. The instructional materials being used are: periodicals, newspapers, internet, North Star (reading and writing, content based), literature-based books, workbooks that target a skills approach for grammar. Students will be taking Scantron and Acuity exams to help with data collection for the Inquiry Team.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

CIMS has a rigorous content-based curriculum, in which students will be engaged in intermediate to advanced level classes in all subjects. All students (including ELLs) are given the opportunity to participate in tutoring before and after the school day and on Saturdays. There is also the opportunity for test preparation classes for Regents exams.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Our school is situated on a 5-school campus. All students can take advantage of sports programs, music programs, cheerleading/step dancing and chess clubs among others.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

A Parent Association and a School Leadership Team are in place. Both committees are open to all parents, meet monthly throughout the school year, and translation into Spanish is provided.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Although in the past a Bridge Program for all incoming students was available in the summer, budget constraints have made this program defunct.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

CIMS offers our ESL teacher appropriate staff development as needed and available. Much of the staff development comes from external sources such as Bronx BETAC, The Instructional Support Center and New Visions. Administrators meet with the ESL Teacher to discuss the options for possible staff development based on student needs.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

CIMS provides support services in the form of ordering state mandated exams in the student's home language. Tutoring in all subjects is provided.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

We do not have a bilingual program.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: CIMS (11X288) District 11

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1		0		0	1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

## SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:  Free-Standing

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 7:35 To: 8:21					SCI Chemistry Lab
2	From: 8:25 To: 9:11					SCI Chemistry Lab
3	From: 9:15 To: 10:05	P.E. GYM	Elective Art	P.E. GYM	Elective Art	P.E. GYM
4	From: 10:09 To: 10:55	Math Geometry				
5	From: 10:59 To: 11:45	Science Chemistry				
6	From: 11:49 To: 12:35	ESL 5				
7	From: 12:39 To: 1:25	FBE 5				
8	From: 1:29 To: 2:15	L	U	N	C	H
9	From: 2:19 To: 3:05	Social Studies Global History				
10	From: To:					

## SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:  Free-standing

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:			Science Chemistry Lab		
2	From: To:		PE - GYM	Science Chemistry Lab	PE - GYM	
3	From: To:	Math Integrated Algebra				
4	From: To:	Science Chemistry	Science Chemistry	Science Chemistry	Science Chemistry	Science Chemistry
5	From: To:	Social Studies U.S. History				
6	From: To:	Social Studies Global Prep				
7	From: To:	L	U	N	C	H
8	From: To:	ESL 9				
9	From: To:	English 5				

**Form TIII – A (1)(b)**

We do not receive Title III funds

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

Upon admission, Home Language Surveys are completed by parents. In addition, teachers report any language difficulties for either students or with parent or guardian.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the Home Language Survey, Spanish is the only language that more than 10% of our population speaks. Our Faculty is aware of our many adults who are proficient in Spanish. Families are referred to these Staff members for assistance. We use them for translating both written and orally.

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

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

All documents are translated into Spanish. When necessary, other languages are translated with the assistance of the DOE and outside agencies.

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

Oral translation into Spanish is available through the administration and staff. Other languages are translated with the assistance of the DOE and outside agencies where necessary.

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>.

We fulfill Section VII of Chancellor's Regulation A-663 by posting notices in the covered languages. In addition, all school notices are sent home both in English and Spanish.

**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:	\$366,245	\$116,159	\$482404
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,662.45		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,161.59	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,312.25		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		5807.95	
6. Enter the anticipated 10% set-aside for Professional Development:	36,624.50		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,615.90	

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

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

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

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

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

relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

This school policy has been developed in consultation with the parents/guardians of students participating in Title I programs at the Collegiate Institute for Math & Science. It includes a “School Parent Compact” that outlines the manner in which parents, school staff and students will share the responsibility for improved student academic achievement. The principal or her designee will be responsible for distributing this policy to parents/guardians of students participating in the school’s Title I programs.

#### 1. PARENT INVOLVEMENT MEETINGS

The school shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend in order to inform them of the school’s participation under Title I, explain the right of parents to be involved, and to encourage their involvement in the planning, review and improvement of the school’s Title I programs and parent involvement policy.

The school will offer at least four other meetings during the school year, held at various times in the morning or evening for parents/guardians of students participating in Title I programs.

The building principal/designee will:

- a. Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
- b. Introduce the representatives on the Parent Advisory Committee;
- c. Provide an overview of Title I and the programs the school provides under Title I;
- d. Explain the rights of parents/guardians to be involved in developing and reviewing the school’s parent involvement policy, including the School-Parent Compact;
- e. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels are expected to meet;
- f. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- g. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
- h. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title I committees;
- i. Invite parents/guardians to participate in the planning, review and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;

- j. Establish a process by which an adequate representation of parents/guardians can be assured with the input of parents/guardians;
- k. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title I program;
- l. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I; and
  - i. Arrange for childcare so that parents/guardians who would otherwise be unable to attend may do so.

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

**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 at the NYCDOE website link provided above.

### **School/Parent Compact**

The Collegiate Institute for math & Science 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), 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.

The school parent compact is in effect during school year 2008 – 2009.

### **School Responsibilities**

The Collegiate Institute for Math & Science will:

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

The school will ensure that all teachers are permanently certified and that all teachers are teaching in their correct licensing areas. The school will provide weekly professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning and meeting the needs of all students including ELL and special need students. Teachers will also meet on a monthly basis to collaborate and ensure that all lessons meet city and state standards.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held twice a year in both the fall

and the spring terms.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports 6 times a year, after each marking period is completed, as well as after weekly case conferencing meetings if the situation determines the need to do so. These reports will contain academic, social and behavioral anecdotal, detailing student progress and specific needs. Parents whose children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during parent-teacher conference days and nights. Staff will also be available before and after school as well as during a common period during the day, to meet with parents by appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:  
Parents will have the opportunity to schedule appointments to visit all classrooms and participate in all school activities.

### **Parent Responsibilities**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in my child's classroom.
- Participating as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Serving to the extent possible, on policy advisory groups, such as being 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.

### **Student Responsibilities**

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.

### **Additional Required School Responsibilities**

**The Collegiate Institute for Math & Science will:**

1. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.

2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.
3. 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, and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, an, to the extent practicable, in a language that parents can understand.
5. 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.
6. 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.
7. 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.
8. 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Collegiate Institute for Math & Science will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
3. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal Statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

<b>School</b>	<b>Parent(s)</b>	<b>Student</b>
<b>Date</b>	<b>Date</b>	<b>Date</b>

## 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.

For answers to all questions in this section, please refer to Part V and part VI pages 11 – 22.

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

In addition to the activities described in pages 11 – 22 above, we also provide

- a. 7 Advanced Placement Classes
  - b. Saturday School
  - c. Before and after school tutoring by teachers
  - d. One-to-one academic student mentoring.
  - e. Summer School
  - f. An Independent Study Curriculum which includes basic and enriched material
  - g. Plato class devoted to students with IEPs
  - h. Specific staff member to assist Special Needs students with their post-secondary needs. (TLC and VESID)
  - i. An additional staff member in the College Office to assist students with their post-secondary needs.
3. Instruction by highly qualified staff. All teachers including those who were not considered Highly Qualified were offered a variety of Professional Development activities both on and off campus. In addition, peer mentors were assigned.

All CIMS teachers are rated Highly Qualified.

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

Additional staff trainers have been hired to provide by staff trainers in Mathematics and Early College Awareness. New Visions our PSO has provided staff development in Academic Literacy and differentiation.

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

See pages 11 - 22

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

See page 21

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.
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.

Staff meets twice weekly. These meetings include:

- Creating school policy as a whole school team regarding the use of academic assessments.
- Case conferencing by grade to discuss individual students with guidance staff and social worker.
- Subject teams by department to create, evaluate and correct overall instructional programs.

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.

In addition to class-based assessments, students are given Scantron and Acuity tests to determine what individual assistance is needed to move that student forward. This assistance is provided through.

- Before and after school tutoring with classroom teachers
- One-to one mentoring with student mentors
- Computerized self-paced programs

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.

Based upon formalized classroom and standardized exams (acuity tests), teachers differentiate their lessons in the classroom, set up tutoring schedules both during the week and on Saturdays. At mid-year, additional prep/support classes are added based on academic success.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

A social worker has been hired to deal with children and families in crisis (violence prevention programs,

nutrition programs, housing programs,) Along with the guidance counselor, a staff member is dedicated to assist students in seeking out and obtaining vocational and technical education.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

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

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

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

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

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

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<sup>1</sup> School Under Registration Review (SURR)  
Comprehensive Educational Plan  
January 26, 2010

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a

grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

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

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

to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Please note the Collegiate Institute for Math & Science did not participate in the audit which led to Appendix 7.**

- Gaps in the Written Curriculum The English Department met to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. They determined that the standards are in place.
- Curriculum Maps – The English Department will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained.
- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials – The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners – All classroom teachers and service providers will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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

Applicable  Not Applicable

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

The teachers of the Collegiate Institute for Math & Science demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Students meet graduation requirements by earning at least 8 English credits. High school students who score at least 65 on the ELA Regents exam fulfill the English requirement toward the Regents diploma. After the fifth term of English all of our Juniors are required to take the ELA Regents Exam. The result of this exam was 92% passing.

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.

NA

## **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The Math Department has reviewed the High School curriculum, which is a Regents-based curriculum already, to ensure complete alignment to the 2005 NYS Standards and make any necessary adjustments. Professional development will be provided to teachers in the Math department by a math mentor. 97% of the student taking the Integrated Algebra exam passed.

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

Applicable     Not Applicable

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

Based upon the results of our State regents Exams, our coursework is aligned to the state standards. Below is a list of the courses:

9<sup>th</sup> grade Integrated Algebra – Regents result 97% passing

10<sup>th</sup> grade Geometry (first year this is taught) – Following state curriculum

11<sup>th</sup> grade Intermediate Algebra or Math B (contingent on individual student needs)

12<sup>th</sup> grade Pre-calculus, Calculus or statistics (contingent on individual student needs.)

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.

NA

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## KEY FINDING 2: INSTRUCTION

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

### *2A – ELA Instruction*

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

Informal observation will be used to assess student engagement.

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?

Teacher directed mini lesson	10-12 minutes
Active engagement	5-8 minutes
Share	5 minutes
Independent practice	20 - 25 minutes (depending on grade level)
or working with groups of	During this time, teachers are either conferring with individual students
	students for guided practice and/or small group strategy 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.

As stated, The Collegiate Institute for Math 7 Science employs a workshop model of instruction for English Language Arts instruction.

NA

### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

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?

Teacher directed mini lesson	10-12 minutes
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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Active engagement	5-8 minutes
Share	5 minutes
Independent practice	20 - 25 minutes (depending on grade level)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction.

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.  
NA

**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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

Year-to-year teacher turnover rate is evaluated by the school’s administration. To date, this school does not have a high turnover rate with a minimal number of new teachers joining the school’s organization each year.

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?

Since our inception in 2003 our teacher retention rate is as follows:

2003 – 2004	100%
2004 – 2005	90% (1 teacher maternity leave)
2005 – 2006	87% (1 teacher lost license 1 teacher moved to west coast)
2006 – 2007	95% (1 teacher left country)
2007 – 2008	78% (3 retired 1 excessed due to budget reduction 1 moved to west coast)

For all years combined 90% retention rate – no teacher left to continue teaching in this part of the country

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.  
NA

**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

This school engages in teacher goal setting. Each teacher has an Individual Teaching plan. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

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?

Administration makes the following opportunities available to teachers (classes are covered). All teachers are sent invitations via emails.

ISC Trainings and workshops

New York State Bronx BETAC at Fordham University

UFT Teacher Center Workshops

Experienced ESL Teacher on staff does mentoring and training

New Visions workshops

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.

NA

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

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school will use Quality Statement 1 from its most recent Quality Review to determine whether or not this finding is relevant.

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 Collegiate Institute For math & Science received an overall score of well-developed for SQ1: “School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students’ progress over time.” and a score of well-developed 1.3: “School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners.”

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.

NA

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

The school will use formal and informal observation to assess the teacher’s understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent Quality Review to determine whether or not this finding is relevant.

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?

The Collegiate institute For Math & Science received an overall score of well-developed for SQ3: “The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed.

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.

NA

**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's Administration, along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administration Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administration and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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?

Collegiate Institute for Math & Science teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by PSO, New Visions for Public Schools, Assistant Principal whose license is in Special Education and the ISC. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics. The ultimate goal is for these students to be decertified and graduate on time with a Regents Diploma.

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.

NA

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

- 1 Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
8
- 2 Please describe the services you are planning to provide to the STH population.  
Children are interviewed to determine the level of need and are assisted accordingly.
  - Trips fees are covered
  - Supplies requested by teachers are purchased.
  - Lunch is provided.
  - Where possible, college fees waivers are distributed.
  - Senior activities are funded.

### **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.