



Department of  
Education



**MORRIS ACADEMY FOR COLLABORATIVE STUDIES**

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

**SCHOOL: (09/x/297)**

**ADDRESS: 1100 BOSTON ROAD**

**TELEPHONE: (718) 542-3700 EXTENSION 1056 OR (718)617-5312**

**FAX: (718) 542-3958**

**TABLE OF CONTENTS**

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

**SECTION I: SCHOOL INFORMATION PAGE ..... 3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4**

**SECTION III: SCHOOL PROFILE..... 5**

**Part A. Narrative Description ..... 5**

**Part B. School Demographics and Accountability Snapshot ..... 7**

**SECTION IV: NEEDS ASSESSMENT ..... 11**

**SECTION V: ANNUAL SCHOOL GOALS ..... 15**

**SECTION VI: ACTION PLAN ..... 17**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 20**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM** Error! Bookmark not defined.**13**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 24**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION ..... 17**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS ..... 18**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT ..... 23**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)..... Error!**  
    Bookmark not defined.**24**

**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.....25**Error! Bookmark not defined.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10** Error!  
    Bookmark not defined.**35**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) ..... Error!**  
    Bookmark not defined.**36**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 09x297      **SCHOOL NAME:** Morris Academy for Collaborative Studies

**SCHOOL ADDRESS:** 1100 Boston Road Bronx NY 10456

**SCHOOL TELEPHONE:** (718) 542-3700 ext. 1056  
or (718) 617-5312      **FAX:** (718) 542-3958

**SCHOOL CONTACT PERSON:** Charles Osewalt      **EMAIL ADDRESS:** cosewal@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Zuleika Carrion</u>
<b>PRINCIPAL:</b>	<u>Charles Osewalt</u>
<b>UFT CHAPTER LEADER:</b>	<u>Lauren Ardizzone</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Brenda Moore</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Daniel Medina &amp; Noel Torres</u>

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

**DISTRICT:** 09      **SSO NAME:** New Visions

**SSO NETWORK LEADER:** Iris Zucker

**SUPERINTENDENT:** Elena Papaliberios

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Charles Osewalt	*Principal or Designee	
Lauren Ardizzone	*UFT Chapter Chairperson or Designee	
Brenda Moore	*PA/PTA President or Designated Co-President	
Esther Hyatt	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ray Garcia	DC 37 Representative, if applicable	
Naya Gary	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Steve Tennen- Arts Connection	CBO Representative, if applicable	
Daniel Medina	Member/ Student	
Noel Torres	Member/ Student	
Lucy Becerril	Member/ Community Associate	
Dave Boehm	Member/ Teacher	
Rosalyn Prunty	Member/ Parent	
Hyacinth Moncrieffe	Member/ Parent	
Daniel Medina	Member/ Student	

***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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#### **Vision:**

Our vision at Morris Academy for Collaborative Studies is to involve all of our students in their own learning process so that they become self-motivated, creative problem solvers who are prepared to meet the challenges of College and the job market of the new century.

#### **Mission:**

It is our mission at Morris Academy for Collaborative Studies to build student leaders who serve their community with character. Our small inclusive classes and advisory program are designed to help all students navigate their way through the many academic and social challenges before them. Morris Academy for Collaborative Studies focuses on collaborative team work. We have two over arching sets of expectations for our students. The first involves a set of rubrics for our school-wide project based student work. These rubrics encompass as a foundation New York State's ELA standards. Each academic discipline is encompassing speaking, reporting, writing for analysis and persuasion. The second set of expectations for our students involves the school-wide objective of an 80% passing rate in all regents and RCT exams. These expectations can be summed up in the 3 R's:

- Academic **Rigor**
- **Relevant** student inquiry based project learning
- Authentic school-wide community based **relationships**

Please note there were some areas on our school demographics and accountability shot below that has not yet been updated with current information you will find the current information listed on this page.

Paraprofessionals: we have two as opposed to one

### **Progress Report Results- 2008-2009**

Overall Letter Grade – A

Overall Score – 83.4

Category Scores:

School Environment: A/ 11.9

School Performance: A / 18.9

Student Progress: A / 44.6

Additional Credit: 8

### **Quality Review Results – 2008-09**

Overall Evaluation: Proficient

Quality Statement Scores:

Quality Statement 1: Gather Data- Proficient

Quality Statement 2: Plan and Set Goals - Proficient

Quality Statement 3: Align instructional strategy to goals – Proficient

Quality Statement 4: Align Capacity Building to Goals – Well developed

Quality Statement 5: Monitor and Revise – Proficient

### **Demographics**

Attendance: 84.3

Student Stability: 93.7

Students in Temporary Housing: 16

### **Suspensions**

Suspensions: 45

Superintendent Suspensions: 4

Principal Suspensions: 29

## **SECTION III – Cont’d**

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

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

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Morris Academy for Collaborative Studies								
<b>District:</b>	9	<b>DBN:</b>	09X297	<b>School BEDS Code:</b>	320900011297				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K			0				TBD		
Kindergarten			0	<b>Student Stability - % of Enrollment :</b>					
Grade 1			0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2			0				TBD		
Grade 3			0	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4			0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5			0				TBD		
Grade 6			0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7			0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8			0				TBD		
Grade 9			108	<b>Recent Immigrants - Total Number :</b>					
Grade 10			128	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11			109				0		
Grade 12			83	<b>Special Education Enrollment:</b>					
Ungraded			0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total			428						
				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes			0	Principal Suspensions			TBD		
# in Collaborative Team Teaching (CTT) Classes			98	Superintendent Suspensions			TBD		
Number all others			7	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants			0		
				Early College HS Program Participants			0		
<b>English Language Learners (ELL) Enrollment:</b>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes			0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Dual Lang. Programs			0	Number of Teachers			TBD		
# receiving ESL services only			79						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs			22	Number of Administrators and Other Professionals			TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
				% more than 5 years teaching anywhere			TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)			TBD
American Indian or Alaska Native			0.7				TBD
Black or African American			32.5				
Hispanic or Latino			65.2				
Asian or Native Hawaiian/Other Pacific Isl.			0.5				
White			0.2				
<b>Male</b>			52.3				
<b>Female</b>			47.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<u>Phase</u>				<u>Category</u>		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				√	√	√	71
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander						-	
White				-	-		
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				3	3	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

**KEY: AYP STATUS**

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

**KEY: QUALITY REVIEW SCORE**

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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

Morris Academy for Collaborative Studies opened its door in 2003 as a college preparatory program. The new standards implemented at the state and city levels have increased this focus even further. At the start of this past year we implemented intensive staff development work to help teachers to understand the new standards, and to work on ways to implement them effectively. The Point of Entry Model was introduced during a summer teacher orientation and became an integral part of the development of lesson development. In their first year, the Assistant Principals organized instructional strategy meetings for teachers to share practices and concerns. There has been a particular focus on looking at students work as a window to understand what it means to "meet the standard" and what student responses indicate about the effectiveness of the prompt or assignment. Other areas of focus included using the standards to make informed choices regarding classroom instruction, scaffolding concepts and skills, creating student-centered classrooms, and on effective lesson structure. In addition, they work one-on-one with teachers in all departments (in both formal and informal classroom visits and in department meetings), to improve pedagogy and to continuously critique methodologies. Staff development continues to be a major focus area; we have focused on the **principles of clear expectations, academic rigor, project based learning and accountable talks** and their demonstrations in the classroom through the use of the Point of Entry model.

**Clear Expectations in our school has been focusing on having teachers:**

- **Rubrics before any assignments projects or exams**
- **5 pt system where attendance affects grades and serves as an indicator of student behavior**
- **Provides students with course guidelines project and hw assignments**
- **In addition we have asked students what they want and expect from the class if they understand their own self expectations and asked students to work on a schedule to complete task. Letter shave been sent home to parents with progress reports and progress of student's work.**
- **Adhere to our three foci of learning-literacy, differentiation – state standards**

**Student Performance Trends** - Our data from the June 2009 regents, all subject areas indicates a trend from the January 2009 regents exams and, internal DY0 (design your own assessment work to project based planning throughout the school) our students need **more content area support** in meeting New York State standards. An example of this trend in looking at our data is a pass rate of

approximately **76%** for cohort 2010 on the ELA regents in June. After an approximate 42 percent pass rate in ELA Regents in January 2009 extra support was provided for ELA Regents MACS students in spring semester 2009. As ELA and literacy skills are foundational in state achievements in all content areas, we have addressed this trend by:

- A. We have hired two ELA teachers for every classroom who work in collaborative team planning for each lesson
- B. We have used Title 1 money to hire an ELL teacher who has a specific focus on regents prep
- C. We have been re-designing the academic rigor in our project-based initiatives so that students do a panel defense for their projects before they move to an end of the semester portfolio roundtables presentation. This means that students will have an opportunity to practice literacy and ELA skills of reading, writing, reporting and researching to a body of their peers and outside community members.

Our greatest accomplishment has been our school progress report which indicates that we have received extra credit for the past three years in dealing with the lower 3<sup>rd</sup> of our students sent to our school (special education students) and this year we received credit for our ELL students. As a small school, this data indicates that we are handling a diverse population in an effective manner.

**Accomplishments - In our rigorous instructional program** Practices that characterize an effective school are in place, and all members of the school community are participating in systems that support reflection, learning, and improvement. We have mechanisms that allow teachers to observe one another's work and participate in collegial interaction, feedback, problem-solving, and sharing. We have methods in place that enable teachers to receive support from colleagues as they experiment with reasonable, evidence-based approaches. Our school community analyzes student work and other outcomes to refine the instructional program. This is done twice a week in school time during team grade meetings and twice per month in department meetings and school wide PD.

**Accomplishments -** Our school has been focusing on **Differentiated Instruction, literacy and state standards through project design** across the curriculum in the classroom both last school year 2008-2009 and 2009-2010 school-wide. (Here we have teachers that ask key specific guiding questions concerning student work.) We want our students to support their answers with evidence that is appropriate and have small group interactions. These interactions can be in terms of journal sharing, group presentations, student reflections, student centered presentations, and presenting their own materials to their group. Our goal is a student population that generates their own questions of a text.

**Accomplishments -** As a school we have also taken part in the region two network project of understanding how the work of study groups improves instructional practice, school culture and student outcome. Our entire teaching staff utilizes Understanding by Design by Grant Wiggins and Jay McTighe to investigate and experiment with designing standards based instruction through performance based assessments tasks through project and unit planning. The preferred avenues of staff development have been the common period professional development session and the series of Learning Walks that have been conducted, through the incorporation of rubrics, model papers, and peer editing and grading in alignment with Regents evaluations we have been preparing our students for the upcoming regents examinations. An example of this is the pre-regents testing for all 9<sup>th</sup> grade Living Environment students before sitting for the Regents exam.

**Accomplishments -** Our tutoring programs help us address the needs of those students who are falling behind, or those students who just need help with a particular concept. We offer tutoring everyday after school (except Fridays) as well as a Saturday school. Selected teachers also offer a lunch and learn time

during student lunch. We continue to seek ways to help students with low-skills meet the new standards.

Morris Academy for Collaborative Studies for school year 2009-2010 will have one lead instructional teacher (Ms. Laura Geary) who will be mentoring and supporting new teachers in their practice in developing literacy skills across the curriculum. In addition we have added a part time math coach, Ms. Mary Lou Davis, and teacher support. That literacy includes but is not limited to:

- Graphic organizers
- Vocabulary word walls
- Student interdisciplinary projects

We continue to discuss other means of helping students with mastery of content. Our new focus on D.B.Q. has helped Social Studies teachers to infuse more primary documents into their curricula, and students seem to enjoy being historians, rather than memorizing history. We are in the process of infusing literature into the Global curriculum. Currently ELA teachers work to infuse literacy strategies into their curriculum (such as strategies, graphic organizers, and vocabulary word walls). ELA teachers utilize shared reading, read a-loud, and the habits of proficient readers in their daily practice. Teachers then assist students in formulating activities for essay writing.

Those students in Special Education or who are English Language Learners are mainstreamed and part of the general student population, are offered specific services to meet their needs. Continued research of our own students and continued study of current research will help us to find new ways of addressing the needs of all students to achieve higher standards. We are sharing the services of our Campus Community on a weekly basis to assist in surviving the needs of our students and to fine-tune our instruction in the skills and resource classes.

**Challenges** - Technology continues to be an area of **challenge** and need. We have portable PC labs with laptops for 75 students. This past year we hired a technology support specialist. Additionally, teachers have been able to use Internet technologies to diversify classroom lessons. This year we will offer computer elective courses to students where they will be able to work on word processing, Power Point and design programs. This past year we formed a technology support team to maintain computers. Mr. David Boehm leads this team. All rooms at the school have Smart Boards except one. Four Smart Boards were added this past 2008-2009 school year.

**Student Performance Trends** - Many students begin high school with tremendous math deficits and fail to make the math connection. We implemented the mandated Algebra program in fall of 2007-2008. We found it necessary in the spring of this year to decrease class size for the ninth grade math classes. Math classes were reduced from 28 students to 24 students per class. We have seen tremendous increase in student engagement and teacher created assessment scores (final exams, roundtable projects). In addition, we have scheduled core academic subjects (Math, ELA, SS, and Science 1<sup>st</sup> – 4<sup>th</sup> periods, 8:40 am – 12:15 pm) with prep and elective courses in the afternoon. Math coach Mary Lou Davis has been added to assist with teaching project design two days a week.

**Accomplishments** - As a small school, we have the ability to constantly critique our educational program. We have worked tirelessly; over the course of the last two years to examine what we teach and how we teach and examine the experiences of students, staff and parents, and work to address needs as they arise. We do this through: team leader meetings, teacher surveys, grade-level team meetings, and school- wide meetings.

Block scheduling is a holistic approach that suits so many of Morris Academy's educational and community needs. For the past two years, teachers have voted to adopt block scheduling by a large majority, exhibiting both staff support and enthusiasm for this plan (see Attachment 1 for an example of the schedule). Block scheduling has allowed for quality over quantity; fewer classes per day allow both teachers and students to be more passionate and more prepared. Longer prep periods allow for more discussion among teachers-this extended time is critical for more inter-curricular connections, as well as for the development of more project-based, student-centered work. We are looking at ways to reintroduce block scheduling and/or longer class periods this year and still meet city mandates. This year 2009-2010 we have moved to a flexible blocking schedule. Thus, students who need a Regents prep class will be assigned to such a class with mixed grade level students.

**Barriers** - With school violence, teen pregnancy, college fears and regular teen angst plaguing our young people, staff and students have also expressed a need for advisory periods. Advisories allow students to meet in small groups with a counselor to discuss relevant issues in their lives. These groups, held in a non-academic, supportive environment, help us to know our students better, and to offer support where we see the need. It will further our sense of community as students and staff connect on a more personal level. Our goal is for advisory mentor to follow their advisory group throughout the course of their high school experience. The advisory will play an integral role in the students' college selection process, having developed a relationship over the course of four years; advisors will be able to assist students in making decisions for their future academic careers. This year we have pulled back on Advisory in the fall semester (2009) period due to the demand to increase academic core classes and Regents prep. We are planning to refocus Advisory in spring 2010 on felt student/community needs.

**Greatest Accomplishment** - Communication with parents and families has been positive this year. Although report cards and letters were sent home, some parents complained that they were not receiving the information. Thus, our Parents Association devotes the first Saturday of every month for meeting and fellowship. Our primary objective is to develop a school wide community that presses school values into the outside community. There has been an increase in the number of parents at the Parent Association meeting. These are among the many topics discussed at our Parent Association meetings:

- Technology/Computers
- Social Worker
- Special Education
- ELL
- Professional Development Instruction
- Graduation requirements
  - Language
  - Health
  - Art
  - Music
  - Physical Education

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**SMART Goal number 1:** To continue to enhance structures that supports an effective review of data to plan and set goals at each level of learning in the school on a monthly basis (with a focus on cohort 2009/ 2010 students of project work of content state standard.)

**Specific** – Enhancement of lead structure to review school-wide data

**Measurable** – Twice a month Doctor Norman Wechsler will come in and sit with the leaders of the data team to review cohort data to ensure that students are correctly programmed and tracked by attendance, and Regents scores, and credit accumulation so they can move toward graduation.

**Achievable** – As our January 2009, and June 2009 ELA, U. S. History, Global History, Science, and Math scores indicate, along with alignment of credit recovery program from PM school and Saturday school, cohort 2009 students are moving toward a 75% graduation rate.

**Realistic** - We are having teams meet on a twice per week basis and have an accountability meeting to check in on action plans.

**Time** – They are time bound by Team Leaders meeting twice a month and two full day retreats - one in December and one in March.

**SMART Goal Number 2:** To refine all Morris Academy for Collaborative Studies project work by aligning skills and strategies with the content standards of the New York State Regents exams. The foundational standard of all projects will be New York State ELA standards to build a framework for project work at MACS.

**Specific** - The alignment of skills and structure with content from New York City exams

**Measurable** – We have an assessment unit team plan that we have re-designed (attached)

**Achievable** – We put aside every Thursday morning as a meeting time from 9:35 – 10:27 am to discuss coaching, logistics, planning of the alignment of classroom projects with New York State content standards. Our Election Professional Development Day was spent all day on this school – wide planning.

**Realistic** – We start out with 12 data groups of teachers doing projects out of a cohort of 33 classroom teachers so that we have success on a small scale and we plan upon doing a larger group.

**Time** – Our roundtable dates (project / portfolio presentations) are for the spring - May 9<sup>th</sup> and May 16<sup>th</sup>. We also will have roundtables in February.



**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** structures that supports an effective review of data

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to enhance structures that supports an effective review of data to plan and set goals at each level of learning in the school on a monthly basis (With a focus on cohort 2009/2010 students of project work of content state standard.)</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We have made bi-monthly meetings with the guidance team and the Lead Instructional teachers to discuss with Mr. Norman Wechsler from the Leadership Academy about our data by cohort 2009-2010. What this has done for our school is bring our community and staff members from different teams together to be responsible for looking at target population by cohort with a special focus on level 1 and level 2 students, SPED students, ELA students, and student on lower 3<sup>rd</sup> level. By tracking these students our school is moving toward implementing our goal of forming an action plan to each one of our students beginning with student of special needs and working through our teams. We form our data planning. There are 3 needs: need to learn in different ways (differentiated instruction), the need to align content to meet State standards through project work, and the need to develop literacy skills. We will achieve these goals through project based work assigned in class.</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>Our own budget resources we have developed time for retreat planning for team leaders in December 2008 and we have our data team retreat on March 17<sup>th</sup> 2009 so that our school-wide data will be able to make an informed decision for re-formation of blocks, hiring In additional staff to support departments needs, we have added a F status instructor who still need Math A as well as our 12<sup>th</sup> grade students to prepare them for college success. We have also we have also brought in a facilitator Ms. Roberta Kang from NAFET to help facilitate our meetings. And across teams (Guidance, Social Studies, Science, Special Education, Math, and English), we will choose at least one of these core instructional needs to develop a plan for success.</p>

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

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

Our three main time periods are July & August 2009 and July & August of 2010, December 2009, April & May 2010. At these times we will review the needs from our summer data team meetings. We will look at our gage in terms of scholarship and moving 2009 /2010 toward success in a career toward college. We will measure this goal through our graduation rate and our school progress report. We have added one special education support staff and one ESL teacher to our staff this year to support content area learning through our focus on ELA structures.

- Through learning walks
- Scholarship meeting with teachers
- Teacher surveys
- Team leader meetings
- Team meeting
- PBIS meetings
- Attendance team meetings
- SBST meetings
- ESL meetings
- We are using ELA January Regents scores and cohort pass rate to evaluate students. In addition, we hired a third guidance counselor last year to focus in on the emotional and social development of our students.

Recommendations were made from members of the SLT team in making budgetary allocations.

**Subject/Area (where relevant):** Project based work & ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To refine all Morris Academy for Collaborative Studies project work by aligning skills and strategies with the content standards of the New York State Regents exams. The foundational standard of all projects will be New York State ELA standards to build a framework for project work at MACS.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In departments across the curriculum: Social Studies, Special Education, Math, Science, and English as a foundational content area subject we will ask teacher to refine their project based work so that it aligns with state content standards. This will be accomplished by having a panel defense and roundtables in the month of January 2009 and May 9<sup>th</sup> and 16<sup>th</sup> 2009. In addition, our target population of level1 and level 2 students with team leaders being responsible for this monthly implementation by focusing in on meetings, ongoing instructional meetings, on the first Monday of the month.</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>Our school budget has focused on hiring two ELA content teachers for each 9<sup>th</sup> grade ELA calls as well as two additional SPED teachers and two ESL teachers to support students with special needs. This alignment of both budgetary and human resources indicates how focused we are on Level 1 and Level 2 students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of our interim progress will be bi-monthly learning walks , scholarship meetings, weekly team leader meeting two times a week Team Leaders meet with administrative there are also the PBIS meeting, SLT meetings once a week a, and ESL once a week. We have decided on one assessment in our working with NAFET as we focus in on Math and ELA assessments six times a year to look at specific progress of our students by these assessments and how well their skills reach our focus on school-wide project based work (see template attached.)</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	27	22	24	14	68		11	17
10	29	30	32	35	101		10	21
11	30	31	27	24	66		18	20
12	64	22	17	60	60		20	20

**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>	AIS includes but is not limited to: <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• Use of the NCEE model to build literacy across the curriculum but especially in ELA classes</li> <li>• “Lunch and Learn” - <b>a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</b></li> </ul>
<b>Mathematics:</b>	AIS includes but is not limited to: <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• “Lunch and learn” - <b>a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</b></li> </ul>
<b>Science:</b>	AIS includes but is not limited to: <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• “Lunch and learn” - <b>a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</b></li> </ul>
<b>Social Studies:</b>	AIS includes but is not limited to: <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• “Lunch and learn” - <b>a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	Services include but are not limited to students receiving: <ul style="list-style-type: none"> <li>• an inside and outside referral</li> <li>• group counseling</li> <li>• Individual counseling</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	Services are available on a need and request basis.

<b>At-risk Services Provided by the Social Worker:</b>	Services are available on a need and request basis.
<b>At-risk Health-related Services:</b>	Development through Social Studies classes and ELA lessons.

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

*NCLB/SED requirement for all schools*

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

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### **Language Allocation Policy**

#### **Our English Language Learners**

Currently we have 80 ELLs; they range in skill levels from beginner to advance. All but one comes from Spanish-speaking households. Based on the results of the spring 2007 NYSESLAT Exam most of the ESL students at MACS scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the large majorities of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more year. They are orally proficient in reading but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect we have implemented an ESL instructional program is a hybrid push-in/pull out model. We have three teams that serve ELLs: a split 9<sup>th</sup>/10<sup>th</sup> team, with the idea that ELLs benefit from having the same teachers for multiple years, the 11<sup>th</sup> grade team, and the 12<sup>th</sup> grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

#### **Principle One: A Coherent Language Policy**

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ELLs come from a Spanish-speaking background and all 3 ESL teachers are bilingual we have mapped out how to

strategically use both English and the native language to best support our students. The ESL teachers in conjunction with content teachers and the administration have developed a language policy that we feel takes into account the individual needs of all of our students.

### **Principle Two: Academic Rigor**

Through the push-in model we ensure that all ELLs at MACS participate in instructional programs that are aligned with ESL, ELA, and content learning standards as well as have access to a regents prep curriculum. Through the push-in model, teachers use ESL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

### **Principle Three: Use of Two Languages**

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class.

### **Principle Four: Explicit ESL and ELA Instruction**

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

### **Principle Five: Literacy Instruction in TBE/DL programs**

This principle is not applicable to our school as we do not have a TBE or DL program. However, this year we are piloting Spanish for heritage speaker's class for our Long Term ELLs in the 9<sup>th</sup> and 10<sup>th</sup> grade. We are using the latest research on this population of students that indicates that lack of academic literacy in both languages is a barrier to their academic success to inform this pilot study. If it is successful, we will expand this program to all ELLs at our school.

### **Principle Six: Content Area Instruction**

In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

### **Principle Seven: Assessment in Two Languages**

Newcomer ELLs are provided with testing accommodations including:

- English and Spanish language versions of both in-class and regents assessments in the content area.
- Bilingual dictionaries for ELA class and the ELA regents.

Long Term ELLs in the 9<sup>th</sup> and 10<sup>th</sup> grade, as part of our pilot program for a program designed to meet their needs have received the following assessments

- ALLD reading comprehension in English and Spanish.
- Holistic writing assessment in English and Spanish.

These assessments were given at the beginning of the year and will be given again at the end of the year to measure their growth in reading and writing in English and Spanish to assess the English language programming we have for them as well as the Spanish for heritage speakers program we have for them.

### **Principle Eight: High Quality Teachers of ELLs**

All three of our ESL teachers are fully certified in TESOL. In addition, two of them have attended QTEL workshops. One ELA teacher has also attended QTEL workshops. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions.

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12                      **Number of Students to be served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ 3                      **Other Staff (Specify)** \_\_\_\_\_ 1- Support Staff / Community Associate

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**Parental engagement is vital to the success of students. It is imperative to have parent involvement to ensure student success and graduation. We are, therefore, piloting a new parental engagement program. Starting on January 9th, we will have bi-literacy workshops for parents and students on Saturdays. The program will meet on January 9<sup>th</sup>, January 23<sup>rd</sup>, February 6<sup>th</sup>, February 27<sup>th</sup>, March 6<sup>th</sup> and March 13<sup>th</sup> from 9:00 A.M. – 12:30 P.M.**

**They will come to understand the importance of being bi-literate and begin to understand ways they can make their homes more literacy rich. The Saturday program will acculturate parents and students into the school and neighborhood community. After 7 weeks of participation the families will then be offered the opportunity to take a computer literacy class. Approximately seventy five students and their families in all grade levels 9-12 will be eligible to participate. Classes will be available in Spanish and English. Instruction will be conducted by certified ESL teachers. In addition, throughout the year, we will offer translated editions of all school correspondence.**

**After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After school tutoring began October 1, 2009, and will run through June 2010.**

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

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**As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development opportunities include everything from inter-visitations to conferences for example a several of teachers attended the National Conference of Teachers of English (NCTE). Our teachers will also conduct workshops on how to meet the needs of ESL students**

**In addition, teachers have received professional development from the Research Institute for the study of language in Urban Society housed at the CUNY Graduate Center on how to infuse literacy throughout the curriculum and the importance of bi-literacy in the successful academic development of ELLs. Based on this PD, teachers are conducting inter-visitations to assist each other in better infusing literacy throughout the curriculum to better meet the needs of ELLs.**

**Form TIII – A (1)(b)**

**School: Morris Academy for Collaborative Studies**

**BEDS Code: 321200011297**

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

<b>Allocation Summary</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>
Professional Salaries (Parent Engagement)	\$3000	Per session for ESL teachers for parent engagement program instructional planning for literacy across the curriculum, academic intervention services, translation services for correspondence
Professional Salaries (After school and Saturday School)	\$7,500	Per session for teachers for after school and Saturday tutoring
Supplies and Materials	\$4,000	Dictionaries  Computer software  Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment regents review books for ELL students.  Breakfast & refreshments for parent engagement program
Professional Development	\$500	ESL professional development

### **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.

**Students and families are identified through the Parent Coordinator outreach and Community Associate outreach as well as ATS data and reconciliation. Letters are sent out on bi-weekly basis to all community members.**

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.

**Through email each teacher in our school has been provided with a laptop and receives information forwarded from the school office with daily reflections and information as well as during weekly professional development. ELL teams throughout the school community provide services that include but are not limited to;**

- a. Vocabulary word walls,
- b. Project based work,
- c. Essay writing.

## **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.

**Letters are given to our ELL team to be translated. At Parent Teacher Night the Parent Coordinator and Community Associate are available for translation and communication. Communication is also sent out via mail and through the campus website.**

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.

**Our Parent Coordinator and Community Associate provide oral translation on a need requested basis for both students and parents.**

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

**The attendance team meets weekly on Tuesdays at 9:15 a.m. to discuss all issues related to student attendance and parental involvement. Our school's three core values are:**

- a. **Communication**
- b. **Collaboration**
- c. **Commitment**

**Translation is a communication issue that aligns with our school's mission and vision.**

**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:	<b>\$ 412,914.00</b>	<b>\$ 89,353.00</b>	<b>\$502,267.00</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 502.27		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 502.27	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 25,113.35		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 251,133.50	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 50,226.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 50,226.70	

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

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

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

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

### **Morris Academy for Collaborative Studies HS PARENTAL INVOLVEMENT POLICY**

Parents and families of students in **Morris Academy for Collaborative Studies (MACS)**, will be provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources. This Parent Involvement Policy & School – Parent Compact will be distributed at our upcoming Parent Association Meeting & SLT Meeting on Saturday, January 23<sup>rd</sup>

To encourage parent involvement at **MACS** we will:

- > conduct yearly Parent’s Association elections for Executive Board members;
- > conduct monthly Parent’s Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher’s ability to effectively involve parents in their children’s education;
- > holding orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conducting outreach activities and training parents;

- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs.

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

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

**SCHOOL – PARENT COMPACT**

School Name: Morris Academy for Collaborative Studies

The school and parents working cooperatively to provide for the successful education of the children agree:

<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
<p><b>To convene</b> an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p>	<p><b>To become</b> involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p>
<p><b>To offer</b> a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.</p>	<p><b>To work</b> with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.</p>
<p><b>To actively</b> involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p>	<p><b>To share</b> the responsibility for improved student achievement.</p>
<p><b>To provide</b> parents with timely information about all programs.</p>	<p><b>To communicate</b> with his/her child's/children's teachers about their educational needs.</p>
<p><b>To provide</b> performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p>	<p><b>To ask</b> parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them</p>

<p><b>To provide</b> high quality curriculum and instruction.</p> <p><b>To</b> deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>- parent-teacher conferences at least twice annually</li> <li>- frequent reports to parents on their children's progress</li> <li>- reasonable access to staff</li> <li>- opportunities to volunteer and participate in their child's class</li> <li>- observation of classroom activities</li> </ul> <p><b>To</b> assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes and workshops.</p>	<p>be more effective in assisting their child/children in the educational process.</p> <p><b>To</b> increase parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:</p> <ul style="list-style-type: none"> <li>B. attending PA Meetings</li> <li>C. their involvement in parental workshops</li> <li>D. participating in any school events</li> <li>E. serving as a PA or SLT member</li> <li>F. attending Community Based Organization meetings</li> </ul>
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## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - **To refine all Morris Academy for Collaborative Studies project work by aligning skills and strategies with the content standards of the New York State Regents exams. The foundational standard of all projects will be New York State ELA standards to build a framework. The measurable target is to develop, refine student and teachers in the classroom, and re-focus MACS project content work along specific NY State Regents standards. Our school received an “A” grade in both the Environment and performance sections of the school progress report card. We need to re-focus on student progress. All teachers will continue to be required to use projects as a vehicle for learning, gradual development of instructional capacity should inform the level of expectation of what projects will look like. In essence, a differentiated project design plan will be set for each teacher.**
  - **The school currently requires that teachers submit unit plans. In the future, these unit plans should also include a description of the project(s) that will develop within that unit. By submitting this level of detail, the administrative team can remain aware of each teacher’s comfort level with project design and provide support appropriately.**
  - **Within these project descriptions, there will also be an explicit outline as to how the schools’ learning goals will be included. The extent and efficiency of this inclusion would depend on the experience level of the teacher. For example, a 1<sup>st</sup> or 2<sup>nd</sup> year teacher might be expected to include only one of the schools’ three goals while a 4<sup>th</sup> or 5<sup>th</sup> year teacher might be expected to include two or more of the schools’ goals. (school-wide goals will be in alignment of project work with NY state standards)**
  - **Essentially, project work will become part of everyday instruction with differing expectations for teachers depending on their level of expertise.**
  - **Differentiated instruction by individual, student, group, and school teams will be a project requirement.**
  - **Unit plans for each project would be evaluated by Ms. Geary who is our Lead Instructional Teacher. These unit plans will be designated vocabulary word walls in a project rubric framework that will be developed collaboratively in the school.**
  - **Literacy in all subject areas from read aloud, silent substantial reading to vocabulary word walls will be a school-wide focus.**

2. School wide 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.

**The following opportunities for all children to meet the state's proficient and advanced level of student academic achievement include but are not limited to the following;**

- **Electives that include regents prep**
- **Saturday school**
- **PM school**
- **Project based work / School wide roundtables**
- **Vocabulary word walls**

3. Instruction by highly qualified staff.

**Our teachers are getting master degrees. We have decided on setting aside monies to help teachers with their professional Development to move forward in finishing their master degrees to enable them as a Highly Qualified Teacher in the spring of 2009. We anticipate 10 of our teachers will finish and receive their master degrees and two of our three guidance counselors will finish their program.**

**Therefore going forward in 2009 we anticipate most of our staff for the Highly Qualified mandate.**

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.

- a. **Weekly professional development**
- b. **Team meetings**
- c. **Team leader meetings**

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

**We attend job fairs, post on the New Visions site and attend borough fairs to fulfill our staff needs as they come up.**

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

**Family Arts Day - All from the school community and their families are invited to participate in a variety of arts provided through our partner ARTSCONNECTION. English classes will be offered to parents of ESL students. Monthly Parent Association meetings will be used to plan events for further parental involvement.**

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

**N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Team leader meetings, collaborative team planning (teachers have a strong voice in decision making through their individual team), and SLT are measures we use to include teachers in the decisions regarding the use of academic assessments.**

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

**Additional assistance for students comes through After school tutoring, Saturday school tutoring, Pull out and push in tutoring during school by educational paraprofessionals, use of the NCEE model to build literacy across the curriculum but especially in ELA classes, use of project based learning through the professional development with the NAFET, "Lunch and Learn" when teachers use lunch time to tutor students. Lunches are delivered to classes so that students do not miss out on lunch and still are able to receive additional assistance. Team leader meetings and collaborative team planning are ways that students' difficulties are identified on a timely basis.**

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.

**We have three guidance counselors and a special education provider, Mr. Steve Latture, who works with VESID**

#### **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.

N/A

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

N/A

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;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

**N/A**

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

**N/A**

## 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:** Good Standing                      **SURR<sup>1</sup> Phase/Group (If applicable):** N/A

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

**The process our school engaged in to assess whether this finding is relevant to our school's educational program is that we had our staff surveyed by NAFET and through survey monkey.com and we engaged in an analysis of project based work and regents data.**

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 evidence that dispels the relevance of this finding to our school's educational program is that we have an 80% pass rate for cohort 2008 on ELA regents.**

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

**The above mentioned finding is not applicable to our school's educational program.**

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## **1B. Mathematics**

### **Background**

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

content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

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

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

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

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

**The process our school engaged in to assess whether this finding is relevant to our school's educational program is that we had our staff surveyed by NAFET and through survey monkey.com and we engaged in an analysis of project based work and regents data.**

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

Applicable    Not Applicable

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

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

## KEY FINDING 2: INSTRUCTION

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

### 2A – ELA Instruction

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

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

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

**The process our school engaged in to assess whether this finding is relevant to our school's educational program is that we had our staff surveyed by NAFET and through survey monkey.com and we engaged in an analysis of project based work and regents data.**

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

Applicable  Not Applicable

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

**The evidence that supports that dispels the relevance of this finding to our school's educational program we have an 80% pass rate for cohort 2008 on ELA regents.**

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

**The above mentioned finding is not applicable to our school's educational program**

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### **2B – Mathematics Instruction**

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

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

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

**The process our school engaged in to assess whether this finding is relevant to our school's educational program is that we had our staff surveyed by NAFET and through survey monkey.com and we engaged in an analysis of project based work and regents data.**

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?

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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.

**The evidence that dispels the relevance of this finding to our school’s educational program is that we have a 75% pass rate for Regents work for 2008**

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.

**The above mentioned finding is not applicable to our school’s educational program.**

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

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

Please respond to the following questions for Key Finding 3:

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

**We noted that we have a 92% staff retention rate.**

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?

**The evidence that dispels the relevance of this finding to our school’s educational program is that we have a 92% staff retention rate.**

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.

**The above mentioned finding is not applicable to our school’s educational program.**

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

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

Please respond to the following questions for Key Finding 4:

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

**Through a grant from New York University staff was trained in literacy and language acquisition practices by staff from New York University. In addition, through email each teacher in our school has been provided with a laptop and receives information forwarded from the school office with daily reflections and information as well as during weekly professional development. ELL teams throughout the school community provide services that include but are not limited to vocabulary word walls**

- **vocabulary word walls**
- **project based work/ alignment of all project work with State standards**
- **Essay writing/ narrative/ memoirs / descriptive**
- **Differentiated student work across the curriculum**

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?

**We have a 90 percent pass rate for ELL students on the ELA regents. This pass rate dispels the relevance of this finding to our school's educational program.**

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

**The above mentioned finding is not applicable to our school's educational program.**

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

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

Please respond to the following questions for Key Finding 5:

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

**This finding is not relevant to our school as our ELL team shares data with our 9/10 ELL team and school community.**

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?

**Our English Language Learners' high attendance and high academic rigor in student project work dispels the relevance of this finding to your school's educational program.**

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

N/A

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

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

**We have a special needs team that meet as a unit with the SBST team every Wednesday at 10a.m. In addition we have a Special Education provider for each team in team meetings.**

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 following evidence dispels the relevance of this finding to our school's educational program:**

- **Teacher surveys**
- **Team Minutes and Team reflections**
- **Professional Development for staff development from surveys of staff needs.**

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.

N/A

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

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

Please respond to the following questions for Key Finding 7:

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

**MAY 2009**

**The process that our school has engaged in is EPCS (Educational Planning Conference) are developed as a team with SBST on campus. In addition we have hired an F- status former DOE district 75 principal, Sally Wilder, to review IEPs. All IEPs at the Morris Academy for Collaborative Studies school are being reviewed by the Morris Academy SPED team.**

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The evidence that dispels the relevance of this finding in our school's educational program is our school wide review of IEPS by SPED team and Morris Academy's administrative team**

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.

**The above mentioned issue is not applicable to our school's educational program**

**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.)

**Currently we have 17 students who are in Temporary Housing.**

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

**In addition to counseling services we are affiliated with an organization known as World Vision. World Vision's motto is to tackle the cause of poverty and injustice. This organization provides our students and their families in need with the following assistance:**

- **Hygienic materials**
- **Back packs & School supplies etc**

**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.