



**IN-TECH ACADEMY  
MS/HS 368**

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

**SCHOOL: (10/ BRONX/ MS/HS 368)  
ADDRESS: 2975 TIBBETT AVENUE  
BRONX, NY 10463  
TELEPHONE: 718 432 4300  
FAX: 718 432 4310**

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*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.*

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 368      **SCHOOL NAME:** IN-Tech Academy

**SCHOOL ADDRESS:** 2975 Tibbett Avenue, Bronx, NY 10463

**SCHOOL TELEPHONE:** 718 432 4300      **FAX:** 718 432 4310

**SCHOOL CONTACT PERSON:** Stephanie Fisher      **EMAIL ADDRESS:** Sfisher7@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Stephanie Fisher

**PRINCIPAL:** Rose Fairweather-Clunie

**UFT CHAPTER LEADER:** Dayanara Hernandez-Garcia

**PARENTS' ASSOCIATION PRESIDENT:** Ingrid Paulino

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

**DISTRICT:** 10      **SSO NAME:** \_\_\_\_\_

**SSO NETWORK LEADER:** \_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
<b>Rose Fairweather-Clunie</b>	*Principal or Designee	
Dayanara Hernandez-Garcia	*UFT Chapter Chairperson or Designee	
Fior Holguin Wendy Santana	*PA/PTA President or Designated Co-President	
Maria Matos	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Cajigas	DC 37 Representative, if applicable	
Karenprit Bailar Erjola Monka	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alison Calamia	Member/Teacher	
Gloria Corsino	Member/Parent	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

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IN-Tech is a comprehensive secondary school serving a 6th - 12th grade population from within Community School District Ten committed to initiating and implementing a program of study for shaping the learning community for the twenty-first century. We are designed to develop self-reliant, active learners who will be college bound critical thinkers. IN-Tech provides an inquiry-based curriculum that promotes understanding across disciplines and encourages students to investigate as scientists, explorers, artists and researchers. It is a requirement that our high standards be met by all of our students to insure acceptance into fine colleges. Our school boasts an extremely active School Leadership Team and Parent Teacher Association.

IN-Tech Academy has designed a program that has successfully integrated technology into the fabric of its content area curriculum. Teachers utilize Smartboards and multimedia projectors within their classroom instruction. Students are provided individual email accounts and also have the opportunity to interact with teacher/experts around the world via Video conferencing capabilities. After-school and weekend programs include academic enrichment in Mathematics and Literacy. Other week day after-school programs include robotics, media club, guitar and vocal, and music appreciation.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	IN-Tech Academy MS/HS 368			
<b>District:</b>	10	<b>DBN #:</b>	10 x 368	<b>School BEDS Code #:</b> 321000010368

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					93.6	92	92		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					93.1	93.1	100		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	150	121	161	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	190	172	169		75	77.2	80		
Grade 8	178	168	163						
Grade 9	179	186	148	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	178	150	147	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	58	99	95		2	2	8		
Grade 12	62	80	101						
Ungraded	----	-----	----	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	1007	990	984		21	25	3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	48	26	24						
No. in Collaborative Team Teaching (CTT) Classes	0	0	50	Principal Suspensions	22	1	19		
Number all others	50	82		Superintendent Suspensions	14	7	13		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	122	116	104	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	4	2	31	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	56	67	72
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	21	13
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	4	4	5
	17	12					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100%	100%	64%
American Indian or Alaska Native	0%	0%	.5	Percent more than two years teaching in this school	39.3%	43.3%	32%
Black or African American	17.3%	15.2%	14.3%	Percent more than five years teaching anywhere	42.9%	40.3%	52%
Hispanic or Latino	76.1%	77.7%	78%	Percent Masters Degree or higher	82%	78%	86%
Asian or Native Hawaiian/Other Pacific Isl.	3.6%	4%	4.5%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.4%	96.6%	96.6%
White	2.9%	2.6%	2.6%				
Multi-racial	0	0	0				
<b>Male</b>	52.5%	52%	53%				
<b>Female</b>	47.5%	47.6%	47%				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√				
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	√	√	√	√	√	√
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	X	√	V		√	
Limited English Proficient	X	√	V			
Economically Disadvantaged	√	√	V		√	√
<b>Student groups making AYP in each subject</b>	4/6	6/6	6/6	1/3	3/3	√1/1

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	93.6	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	22.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	52.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	

*Note: Progress Report grades are not yet available for District 75 schools.*

## 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.) 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 highlights 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?

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### English

1. Middle School ELA scores showed a 23% increase in the 2008-2009 school year, our seventh grade students were the students who showed the greatest growth. Scores indicate improvements in all grades, but only 1% of our students have achieved a level 4 school-wide.
2. Approximately 16% of students scored above an 85 on the English Language Arts Regents exams in the June, 2009. We will continue to strive for students to be prepared for the English Language Arts Regents Exam by the close of tenth grade.
3. In the June, 2009 administration of the ELA regents approximately 91 % of special needs students achieved passing grades.
4. Use of standardized testing data and of portfolios in all classes has significantly increased the level of accountability in the ELA classrooms at MS/HS 368. Teachers will continue to utilize data in ARIS and ACUITY to differentiate learning experiences. An examination of our Middle School ELA Exam scores indicate that teachers at MS/HS 368 are strong at moving students from level 1 to level 2 and from level 2 to level 3. We will work towards improving our movement of students from level three to level four. This year we administered a mock critical lens essay to our 8<sup>th</sup> grade honors class. These students achieved an average score of 85%.

## 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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of 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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### **English**

#### 1. Improving differentiation in the classroom:

- We will increase the number of students achieving a level 4 on the English exam by 5% on the middle school ELA exam in April 2010.
  
- We will realize a 5% increase in the number of students achieving an 85% or better on the English Regents exam inclusive of the January and June regents of 2010.
  
- During the 2009-2010 school year we would like to increase the passing rate on the English Language Arts Regents exam by 2% raising it to a 93% pass rate inclusive of the January 2010 and the June 2010 regents exams.
  
- We will increase student scores in the 8<sup>th</sup> grade honors class on the mock critical lens essays by 2% to an average of 87% by June of 2010. We would also like to expand our testing to all students in the eighth grade, not just honors students in this way we can expand our testing group for the 2010-2011 CEP.

**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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> <li>1. We will increase the number of students achieving a level 4 on the Middle school English exam by 5%.</li> <li>2. We will realize a 5% increase in the number of students achieving an 85% or better on the English Regents exam.</li> <li>3. We will see a 2% increase in the number of special needs students passing the English Language Arts Regents.</li> <li>4. We will increase student scores in the 8<sup>th</sup> grade on the mock critical lens essays by 2%.</li> </ol>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Goal 1 –</b> By implementing a rigorous and fully aligned curriculum in grades with “must read” books and uniformity across the grade level we will increase the number of level 4 scores. This curriculum will be designed by a team consisting of the assistant principal, ESL coordinator, a curriculum consultant and teachers</p> <p><b>Goal 2 –</b> By continuing to use data to assess student readiness for the English Language Arts Exam, we hope to be able to increase the numbers of students scoring above an 85% on the English Language Arts Regents exam. Teachers, Administrators, students and data specialists will assist us with this endeavor.</p> <p><b>Goal 3 -</b> Administrators, teachers and staff developers will continue to collaborate for CTT classes. Additional professional development will be offered in differentiated Instruction. We will offer more and varied opportunities for Regents based tutoring.</p> <p><b>Goal 4 –</b> Teachers in the eighth grade will work to increase the scores of students who take a mock “critical lens” essay each spring. This critical lens essay will be a required element of students grade eight portfolio.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy and Contracts for Excellence funds will be used to support teaching and learning. These funds will assist with appropriate staff development, materials and continued learning experiences for staff and students. Additionally we will use funding from the Campaign for Middle School Success Grant to purchase new materials</p>

	<p>for middle school and to align our new and more rigorous curriculum.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Students will receive practice assessments and we will work to measure our interim success on the June, 2009 and January, 2010 Regents exams.</b></p> <p><b>We will also be looking at the Middle School English Language Arts exam to see an increase in the number of students who achieve level 3 and level 4.</b></p> <p><b>We will evaluate the June, 2010, ELA results with special attention to our special needs population.</b></p> <p><b>Mock critical lens essays will be evaluated in grade eight.</b></p>

## SECTION IV: NEEDS ASSESSMENT

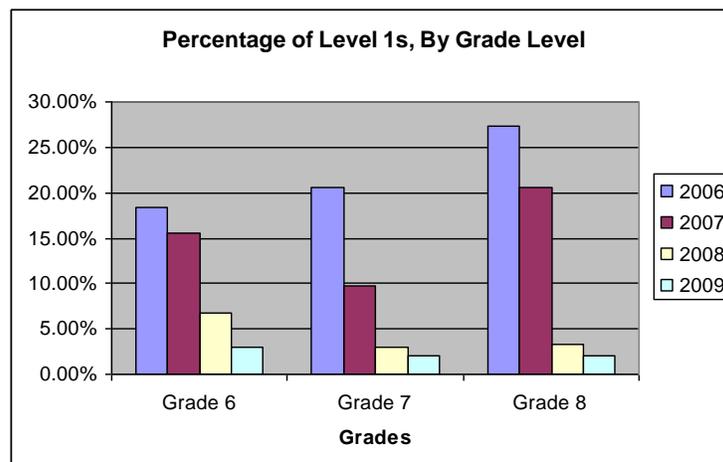
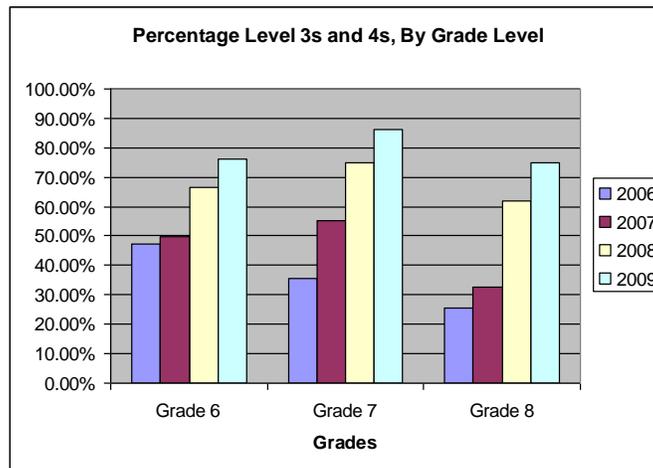
**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from 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?
- 

### **Middle School Mathematics**

The performance trends are clear to see when the NYS Math Test Data is analyzed (see below). Over the past four years, all three grades have demonstrated growth. The percentage of Level 3 and 4s has grown from 35.10% to 79.9% while the percentage of Level 1s has decreased from 22.6% to 2%.



However, this data is not the only accomplishment witnessed by the middle school math department. For the past two years, our staffing assignments have remained consistent due to a lack of attrition and teachers dedicating themselves to thoroughly understanding the curriculum of a grade. This has allowed us to revise and strengthen the pacing calendars as the teachers determine more effective ways to arrange the units of instruction.

The most significant barriers to the school's continuous improvement as far as middle school math is concerned are programming does not allow us to meet on a regular basis and our assessment practices are not always adequately preparing students for the NYS test and are often not measuring student understanding in an effective way.

### High School Mathematics

Upon reviewing the registration for the June 2009 Regents exams, it was determined that several students were not prepared to sit for the Regents exams. This was evidenced by their grades in the course and/or their performance on predictive exams.

Course	Total Number of Students Registered for Course	Number of Students Registered for Regents	Percentage of Students Registered for Regents
Integrated Algebra	139	109	78.4%
Geometry	44	18	40.9%

In addition, 16 students were identified as still needing a passing score on a math Regents exam, however, they were either not sitting in a math course during the spring 2009 semester or have only been sitting in a math elective.

The average passing rates for our high school courses during the second marking period of the second semester are as follows:

Course	% of Students Passing
Integrated Algebra	65.88%
Geometry	17.92%
Pre-Calculus	100%
AP Calculus	90%
Introduction to College Algebra	38.46%
Geometric Constructions	50%
Statistics Term 2	74.01%
Average of Core Courses (Integrated Algebra and Geometry)	41.9%

### Regents Exam Performance: January 2009

Course	Total Registered	Passed	ABS	0-54%	55-64%	65-84%	85-100%
Integrated Algebra	13	38%	15%	23%	23%	38%	0%
Math A	29	65.5%	20.6%	6.8%	6.8%	55.1%	10.3%
Math B	44	68%	0%	15.9%	15.9%	47.7%	18.1%

As evidenced by the data above, a great number of high school students are completing coursework but are not seen as prepared for a Regents exam. Many of our students are failing their coursework as seen in an average passing rate of 41.9% in the core courses of Integrated Algebra and Geometry.

In addition, students are also sometimes cross-registered for multiple Regents exams or do not feel prepared, as seen in the high ABS rates. The January Regents performance also shows that many of our students are failing the Regents exam or barely passing the exam. Very few of the students are achieving an 85% or higher in order to demonstrate mastery or course.

## 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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### **Middle School Mathematics**

Goal #1: To create an effective and collaborative Professional Learning Community where all members of the middle school math department meet on a weekly basis to identify at-risk students through Inquiry Team work, identify and meet the professional development needs of the teachers, and ensure that our curriculum design and resources are meeting the needs of our students.

Goal #2: To implement a testing and analysis system where middle school math teachers design assessments, including formative and summative assessments as well as portfolio projects, according to the Understanding by Design model.

### **High School Mathematics**

Goal #1: **By September of 2010, 80% of Cohort O (Class of 2013) will be "On Track Towards Graduation" and will have achieved two mathematics credits.**

(Long term goal to be continued in CEP 2010-2011: **By September of 2011, 80% of Cohort O (Class of 2013) will be "On Track Towards Graduation" and will have achieved four mathematics credits and will have passed the Integrated Algebra Regents exam.**)

**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):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Middle School Mathematics</b> Goal #1: To create an effective and collaborative Professional Learning Community where all members of the middle school math department meet on a weekly basis to identify at-risk students through Inquiry Team work, identify and meet the professional development needs of the teachers, and ensure that our curriculum design and resources are meeting the needs of our students.</p> <p>Goal #2: To implement a testing and analysis system where middle school math teachers design assessments, including formative and summative assessments as well as portfolio projects, according to the Understanding by Design model.</p> <p><b>High School Mathematics</b> Goal #1: <b>September of 2010, 80% of Cohort O (Class of 2013) will be “On Track Towards Graduation” and will have achieved two mathematics credits.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Middle School Mathematics: Goal #1</b></p> <ul style="list-style-type: none"> <li>• A PLC leader will be identified and undergo three full days of training during the summer. The leader will also attend ongoing professional development once per month.</li> <li>• The schedules of all middle school mathematics teachers will be programmed to allow them to meet as a PLC weekly.</li> <li>• The PLC will conduct Inquiry Team work utilizing the Children First Intensive handbook. Phase I will occur during September- October, Phase II will occur during November- January, and Phase III will occur during February- June.</li> </ul>

- The teachers will conduct peer intervisitations and participate in collaborative lesson planning in order to strengthen classroom instruction.
- Based on the target population's areas of need and the peer observations, professional development needs will be identified and a plan will be designed to meet those needs using in-house capacity and researching professional development opportunities.
- The PLC will also participate in training by the end of October to ensure that everyone is familiar with the Impact curriculum and resources. The math coordinator will identify any teachers that need to attend further training facilitated by Glencoe representatives.

#### **Middle School Mathematics: Goal #2**

- Teachers will meet before the students report in order to design baseline assessments that will test the prerequisite skills needed for their grade. These baselines will undergo an item analysis using Scantron and an Excel spreadsheet that will be formatted for test analysis. The item analysis will be utilized to inform instruction throughout the years.
- Pacing calendars will be revised before the students report in order to allow the performance indicators to be grouped into cohesive units.
- Teachers will undergo professional development to learn about the Understanding by Design model.
- Standardized formative and summative assessments will be utilized in all three grades. These assessments will be designed prior to the teachers beginning that unit of instruction to allow for backwards design.
- Teachers who teach the same grade will analyze these standardized assessments and work collaboratively to strengthen their instructional practices and therefore improve student understanding.
- Portfolios will become standardized across the grades. In addition, to the standardized assessments being included, the monthly project will also be consistent across the grade. In addition to the math autobiography, teachers will select/create 9 projects that connect to the units of study and represent the key ideas of that grade's curriculum.

#### **High School Mathematics: Goal #1**

- Teachers will meet before the students report in order to design baseline assessments to identify students' area of needs.
- The high school math department will conduct Inquiry Team work utilizing the Children First Intensive handbook. Phase I will occur during September- October, Phase II will occur during November-January, and Phase III will occur during February- June.
- At the midpoint of the first marking period, teachers will be asked to identify all failing students.
- Teachers, guidance counselors, and deans will meet to identify possible causes for

	<p>student failure and to design a Pupil Intervention Plan (PIP).</p> <ul style="list-style-type: none"> <li>• A system of Academic Intervention Services will be created to address academic deficiencies in the core courses, with Integrated Algebra being the focus.</li> <li>• Interventions will include, but not be limited to, afterschool tutoring, peer tutoring, and Regents Preparation courses.</li> <li>• The possibility of offering incoming Level 1 and 2 students a double period of math will be explored.</li> <li>• High school math teachers will meet with the guidance counselors and the deans every 6 weeks to discuss student concerns.</li> <li>• The math coordinator will meet with the guidance counselors of each grade to ensure that all students are sitting in the correct course. This will occur before Pupil Intervention Plans are designed. This meeting will include a review of accumulated credits and Regents performance(s) for each students in order to determine a long term plan.</li> <li>• These long term plans will be utilized in the programming for the subsequent semester.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Middle School Mathematics: Goal #1</b></p> <ul style="list-style-type: none"> <li>• PLC leader will be relieved of administrative responsibilities and one teaching period.</li> <li>• Funding received from the Campaign for Middle School Success grant will be utilized to allow for the following: <ol style="list-style-type: none"> <li>1. Cover teachers, if necessary, to conduct peer observations.</li> <li>2. Purchase the necessary consultant services and reference materials in order to educate and guide teachers about and through the PLC process.</li> <li>3. Register teachers for necessary professional development workshops.</li> </ol> </li> </ul> <p><b>Middle School: Goal #2</b></p> <ul style="list-style-type: none"> <li>• Professional development workshops and any necessary materials regarding the Understanding by Design model will be purchased.</li> <li>• Time will be dedicated to this through common planning, preservice training days, and professional development time.</li> </ul> <p><b>High School Mathematics: Goal #1</b></p> <ul style="list-style-type: none"> <li>• Teachers will be given time to discuss and design baseline assessments during pre-service training days.</li> <li>• Through peer intervisitations and analysis of students' needs, professional development priorities will be identified. These priorities will be addressed through professional development workshops offered by the NYCDOE and school visits to observe best practices.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• A calendar of guidance and math teacher meetings will be created.</li><li>• Professional development will be sought out to discuss developing Pupil Intervention Plans and to develop goal setting and monitoring by both students and teachers.</li></ul> |
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## 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?
- 

### **Social Studies**

#### **Trends:**

1. Low performing students in the first marking period generally continue to be low performing throughout the term.
2. Students have difficulty expressing their knowledge in writing.
3. Students with prolonged absences, or who transfer into the class mid term, have a stronger possibility of scoring a lower grade.
4. The Regents pass percentage increased in June 2008 from June 2007, but decreased from January to January.

#### **Accomplishments:**

1. There is more evidence of differentiated instruction in the classroom for all learners including those with special needs and ESL students.
2. Implementation of an honors program
3. Successful CTT classes.

#### **Aids:**

1. Nova NET credit recovery.
2. Technology resources.
3. General Resources
4. GEAR Up

#### **Barriers:**

1. Scheduling does not allow teachers enough time for collaborative or planning with ESL and Special Education teachers.
2. Student attendance is poor at after school enrichment programs where additional resources are made available to students.
3. Not enough leveled resources

**DATA**

<b><u>Academic Term</u></b>	<b><u># of Students</u></b>	<b><u>90 – 100</u></b>	<b><u>80 – 89</u></b>	<b><u>70 – 79</u></b>	<b><u>65-69</u></b>	<b><u>Failing</u></b>
2007 – 2008 Spring	1232	122 (9.90%)	228 (18.51%)	269 (21.83%)	159 (12.91%)	166 (13.5%)
2008 – 2009 Fall	1142	184 (16.11%)	225 (19.70%)	212 (18.56%)	166 (14.54%)	211 (18.5%)

<b><u>Regents Exam Pass Percentages</u></b>			
<b><u>Subject</u></b>	<b><u>January 2008</u></b>	<b><u>June 2008</u></b>	<b><u>January 2009</u></b>
Global History and Geography	55.56	76.92	50.00
United States History and Government	57.50	64.64	31.94

*Nb. Students who sit for the Regents in January tend to be “repeaters”.*

## 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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### **Social Studies**

1. To increase the pass rate of the United States History and Government regents by 5% in high school by June 2010.
2. To increase the mastery level (85%+) of students on Social Studies exams in the high school by 3% and increase the number of students achieving levels 3 or 4 on the NYS grade 8 exam by 2% in Middle school by June 2010.
3. To increase the pass rate of the Global History and Geography regents by 3% in high school by June 2010.



	<p>Students will partake in uniform essay assignments to enhance their writing in preparation for the NYS Grade 8 exam.</p> <p><b>High School Social Studies</b></p> <p>Goal # 1: By June 2010, we will have an honors program in grades 6 – 11 and we will be prepared to grow the program into grade 12 (September 2011). The program will be designed to further challenge our honors students by providing them with more intensive studies that may include, but are not limited to, additional projects, additional texts, etc... The students in high school will be chosen by the previous year’s teachers in the spring. In middle school, student placement is based on the spring NYSTP scores. The staff will be chosen based on seniority and proven success. They will be provided with the curriculum and given time to enhance and enrich it. The teachers, Staff Developers, and Assistant Principal will work closely with the parents, guidance, and students to increase success.</p> <p>Goal # 2: By June 2010, steps will be taken to prepare students for the NYS Regents beyond after school preparation courses.</p> <p>The teachers will incorporate more test sophistication by utilizing past exams to design current tests, quizzes, and essay assignments.</p> <p>There will be a peer tutoring/study group program for the history regents exams. Successful students and volunteer staff members will work on supporting testing student efforts.</p> <p>Future planning will include “off-track” course offerings to ensure that students can receive direct instruction in regents culminating courses.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Middle School</b> Funding will come from the CMSS Grant.</p> <p><b>High School</b> Training will come from internal sources.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Middle School:</b></p> <p>The implementation of properly paced lesson plans, course unit examinations, course mid-term examinations, course final examinations, attendance at workshops, formal and informal supervisory observation reports, etc...</p> <p>The implementation of lesson plans that include technology integration, evidence of differentiation (assessments, grouping, etc...) will be present, Formal and Informal supervisory observations, model lessons</p> <p><b>High School:</b></p> <p>The lesson plans and assessments will incorporate regents materials.</p> <p>Implementation of Social Studies concepts throughout the content areas which will be observable in logs, projects, and group assignments. The mid-term examinations and departmental examinations will be differentiated to an honors level.</p>
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## SECTION IV: NEEDS ASSESSMENT

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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?
- 

### Science

1. Middle School science scores showed a 1% increase in students scoring level 3 and 4. Scores indicate an increase in the level of students attaining a level 3 (51% overall) but also an increase in number of students attaining a level 1 (8% overall).
2. High school students have been offered a greater variety of choices when it comes to their science education. Physics, Chemistry, Living Environment, Earth Science, Forensics and AP Environmental Science are all being offered this year. We will strive to have all students to complete 4 years of science.
3. This year our 8<sup>th</sup> grade students have had multiple opportunities to engage in after-school science programs through GEAR-UP which were unavailable to students last year. These programs include Earth Science Regents Prep for the honors students, Newton’s Toy Box as physics enrichment, and Eighth Grade Test Prep available to all students in the spring.

## 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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### **Science**

1. An analysis of the Middle School Eighth Grade Science Exam data indicates that there is a need for more rigor for all of our middle school science classes. Our goal is to increase the number of students achieving a level 3 or 4 on the Science Exam by 5% in the Spring of 2010.
2. A pilot program involving hands-on Exit Projects has been implemented for the 8<sup>th</sup> grade students and Honors 7<sup>th</sup> grade students in the 2009-10 school year. We would like to engage all of our students in meaningful science experimentation. This program will be reflected upon, modified, and then expanded to all middle school students for the 2010-11 school year.
3. During the 2009-10 school year, we would like to increase the mastery rate on the Living Environment and Earth Science Regents by 5%. In June of 2009, the mastery rates were as follows:
  - a. Living Environment – 18.2%
  - b. Earth Science - 3.4%
4. We would like to increase the number of students qualifying to take the Regents exams in their respective subject by ensuring that lab qualifications have been met. By the June 2010 regents week, a minimum of 80% of students enrolled in lab classes will complete all 1200 minutes to qualify to sit for their respective exam.

<u>Regents Exam Pass Percentages</u>				
Subject	January 2008	June 2008	January 2009	June 2009
Earth Science	14.29	66.39	28.57	52.50
Living Environment	100	83.62	30.43	89.00
Chemistry	n/a	83.33	n/a	100.00

*Nb. Students who sit for the Regents in January tend to be “repeaters”.*



## High School Science

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>1. We will see a 5% increase in the number of students achieving mastery on the Living Environment and Earth Science Regents.</li> <li>2. We will see a minimum of 80% of students enrolled in lab sections meet the requirement of 1200 lab minutes in order to qualify to take the NYS Regents Exam.</li> </ol>
<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>Goal 1: Through the creation of Honors sections of Living Environment and Earth Science, it is now possible to have a tracking system. High School science teachers will integrate more Regents-type questions, such as those found on Castle Learning, to assess student progress. Teachers will also strive to incorporate literacy strategies into the curriculum. We will also work to increase communication between Middle School and High School science teachers to expose students to high school level content earlier.</p> <p>Goal 2: By offering Lab Make-up sessions led by all living environment teachers. Eventually we will work towards matching the course teacher to the lab teacher for greater consistency in the science education of all students. Increased communication between middle school and high school teachers will foster laboratory skills at a younger age.</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>Allow for more common planning time between middle school and high school teachers. Allot monies for an after school Regents prep program in the Spring semester.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress reports / Report Cards; NYS Regents Data; ARIS; Castle Learning</p>

## 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?

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### **Technology**

It is our belief that a student's education is improved with the use of technologies. The Technology Plan for the IN-Tech Academy begins with a vision of learning, a statement of beliefs, and a rationale for creating and continuing to build networked learning environments. It continues with Technology learning standards for all students, including performance indicators by grade level. Our focus is to implement the use of computer technologies in the school, based on increasing students' skills in communication, information processing, and productivity. To support this vision, a curriculum has been developed for both our middle school and high school.

All middle school students receive computer instructions from a technology teacher 2 – 3 times per week. Technology is also integrated into their core subjects daily. Through a needs assessment by their technology teachers approximately 70 percent of our middle school student have access to a computer at home. The identified percentage uses their computer at home for academic purposes such as web based applications. One program is called Castle Learning's School Island which is utilized by the students to increase their achievement and test preparation for the ELA and Math State Exams

In-Tech Academy has had many accomplishments over the last two years. Through parent workshops and our middle technology program there has been a significant increase in student and parent interest in learning current and emerging technologies. Students are able to adapt to both the Apple and PC platforms and the related applications. Most of our students have a computer at home and use them for academic purposes. Students have had the opportunity to not only to complete their academic assignments at school, but also when they are at home. We have provided field trips and invited guest speakers to communicate with to our students on the importance of technology and how it is emerging every day. We have our annual Family Technology Night where students learn with their parents. That provides an opportunity for parents to see first hand what technologies their children have learned at IN-Tech Academy. In order to maximize student's interest and motivation we have created after school program that enriched students' skills such as Mouse Squad, Media Club and Robotics. Lastly, our staff member receive ongoing professional development through conference, workshops, lunch-and learns, inter-class and inter-school visitations, webinars and mentoring.

In order for IN-Tech Academy to sustain our extensive technology program we need to do the following:

- Continue to create funding sources through grant writing to maintain, upgrade and purchase new and emerging technologies
- Continuing to develop field trip opportunities for our students and provide them with real life experience and activities.
- Continue to develop relationship with colleges, business partners and local politicians
- Update our curriculum to further implement web 2.0 technologies and emerging technologies.
- Take full advantage of provided professional development to ensure our staff is well prepared in order to provide students the supports needed to achieve academic success.
- Maintain and improve our annual family technology night that attracts and improves parents' support, involvement and attendance
- Maintain and improve our extracurricular activities such Mouse, Lego Robotics and Media Club

During the past two years our technology high school created two sequenced programs. These programs are Virtual Enterprise and CISCO Networking Academy. Our Virtual Enterprise students place 3<sup>rd</sup> in the Bronx Business Plan Competition in 2008 and 2<sup>nd</sup> place in 2009. In 2008, eight of our student passed the CCNA Certification and two in 2009. We find that our technology programs are strong and provide students with the coursework that introduce them to emerging technologies which are aligned with state and industry standards. Web-based teacher management and assessment tools are utilized to measure student achievements and success in CTE programs. Our technology labs and Computer Based simulations provide students with an enriched real world simulated experience.

Since only 38% of our students are tracked in a technology sequence at IN-Tech Academy. It is our goal for the 2009-2010 to increase this number significantly. We ascertained that we do have a need for developing Work-Based Learning Experiences for our students. Developing and maintaining partnerships with companies Industry where students can participate in internships, job shadowing and paid work based activities. There is also a need to increase the number of students passing and graduating with CTE program certifications such as IC3, MOS, CompTIA A+, CCENT and CCNA. Student programming, course sequencing and funding for CTE programs are also in need of being streamlined.

## 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.

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### **TECHNOLOGY**

#### Middle School Annual Goals:

To implement a standard based technology program that integrates technology across in all disciplines.

#### Objectives:

- To integrate technology in all subjects area to increase student achievement.
- To provide professional development for teachers, administrators and other staff to ensure all personnel are well prepared to provide students the supports needed to achieve academic success.

#### High School Annual Goals:

To improve the implementation our CTE sequences in CISCO and Virtual Enterprise and obtain NYS approval for both sequences.

#### Objectives:

- 80% of the technology staff will be trained on how to develop data systems to measure student achievement and indicators of success in CTE programs by June 2010
- A collaborative CTE Self Student Team will be developed in December of 2009 and will submit a proposal to the DOE CTE Office for NYS Approval for Regents CTE Certified Diploma by June 2010

**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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** High School Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Annual Goals:</u> To improve the implementation of our CTE sequences in CISCO and Virtual Enterprise. To obtain NYS approval for the CISCO Networking Program.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>• 80% of the technology staff will be trained on how to develop data systems to measure student achievement and indicators of success in CTE programs by June 2010</li> <li>• A collaborative CTE Self Student Team will be developed in December of 2009 and will submit a proposal to the DOE CTE Office for NYS Approval for Regents CTE Certified Diploma by June 2010</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In the 2009/2010 school year, the technology department will successfully implement the following :</p> <ul style="list-style-type: none"> <li>• The Technology department will work with the guidance department and programmer to schedule students in one of the two technology sequences starting in 10<sup>th</sup> grade. This will help students to achieve mastery in a technology concentration and with help with the process for getting the NYS Regent CTE approval.</li> <li>• All technology courses will focus on providing students with business, technology and communication skills needed to compete in a global economy.</li> <li>• The technology department will collaborate with industry partners to offer internships, shadowships, mentors, field trips and guest speakers.</li> <li>• Create and implement curriculum that uses differentiated instruction and assessments to meet the diverse needs of the student population.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide students with work based learning experiences related to the program of study.</li> <li>• Collaboration with higher education partners to provide tutors, field trips and guest speakers.</li> <li>• Provide professional development to teachers, faculty, administrators, and guidance counselors on effective integration of technology into academics and CTE.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The VTEA grant will partially fund program needs and Professional Development for the following technology programs: IT Essentials, CISCO, MOS, Entrepreneurship, and Virtual Enterprise.</li> <li>• Industry Partners and Higher Education Partners will provide professional development to teachers, faculty, administrators, and guidance counselors.</li> <li>• Technology teachers will attend conferences, workshops, and view webinars to reinforce and learn emerging technologies.</li> <li>• Best practices and technology integration will be shared in technology liaison meetings, departmental meetings, professional learning communities, lunch and learns, inter-class visitation and inter-school visitations.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• The technology teachers will collect and analyze data to drive instructions using the following instruments:</li> <li>• Web-based teacher management tools and ARIS</li> <li>• Web-based Assessment Tool in, IC3, MOS, IT Essential, and CISCO</li> <li>• Labs and Computer Based Simulations</li> <li>• Teacher Generated Assessments</li> <li>• Project Based Assessments</li> <li>• Student Work</li> <li>• Electronic Portfolios</li> <li>• Certiport and Pearson Test Prep Software</li> <li>• Industry Standard Certifications</li> <li>• Business Plan Competition</li> <li>• VE Trade Fair</li> <li>• NOCTI Test</li> </ul>

## 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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):**     Middle School Technology    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Annual Goal: To implement a standard based technology program that integrates technology across in all disciplines.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• By June 2010 80% of all technology lessons will be integrated with the major subject areas to help increase student achievement.</li> <li>• By June 2010 85% of the teachers, administrators and support staff will receive technology professional development that will prepare them with the supports needed to improve students' academic success.</li> <li>•</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In the 2009/2010 school year, the middle school technology department will successfully implement the following :</p> <ul style="list-style-type: none"> <li>• Teachers will incorporate the NYS and CDOS Learning Standards into their curriculum.</li> <li>• Update curriculum to reflect emerging technologies.</li> <li>• Use web-based applications such as Castle Learning's School Island to increase student achievement</li> <li>• Provide technology enrichments through field trips, guest speakers, and extracurricular programs such as MOUSE, Lego Robotics and Media Club.</li> <li>• Use on-going video conferencing technology to connect with schools and experts locally and internationally.</li> <li>• Provide professional development to teachers, faculty, administrators, and guidance counselors on effective integration of technology into academics classes.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The following grants will partially fund our programs: RESO A, Learning Technology Grant, Gear-Up and Middle School Success.</li> <li>• Industry Partners and Higher Education Partners will provide professional development to teachers, faculty, administrators, and guidance counselors.</li> <li>• Technology teachers attend conference, workshop, and webinars to reinforce and learn emerging technologies.</li> <li>• Best practices and technology integration will be shared in technology liaison meetings, departmental meetings, professional learning communities, lunch and learns, inter-class visitation and inter-school visitations.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The technology teachers will collect and analyze data to drive instructions using the following instruments:</p> <ul style="list-style-type: none"> <li>• Acuity</li> <li>• Teacher Generated Lesson Plans and Assessments</li> <li>• Computer Based Simulations</li> <li>• Standards-based rubrics to assess Projects</li> <li>• Electronic Portfolios using School World</li> <li>• Castle Learning</li> <li>• Web-based teacher management tools such as School World and ARIS</li> </ul>

## **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			N/A	N/A				
5			N/A	N/A				
6	11	26	18	23	28			
7	15	17	21	18	23			
8	13	24	19	22	28			
9	24	40	30	30	8			
10	20	60	15	20	57			
11	6	15	6	30	22			
12	4	10	2	21	14			

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Our ELA AIS services are being delivered in the form of data analysis. Our ELA professional learning community studies the lowest quartile and their strengths and weaknesses. They find our weaknesses as educators and opportunities for growth as a school. ELA services are provided to middle school students by Ms. Dunn in small group instruction.</b>
<b>Mathematics:</b>	<b>Math AIS services are delivered in the inquiry team format. A team of math educators have chosen to focus on algebra within the school as that was determined to be a weakness for the lowest quartile. The team meets weekly. Ms. Dunn provides small group instruction.</b>
<b>Science:</b>	<b>Science services are provided to middle and high school students by Ms. Dunn in small group instruction.</b>
<b>Social Studies:</b>	<b>Social Studies services are provided to middle and high school students by Ms. Dunn in small group instruction.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>At-risk services are provided by all guidance counselors for students either in small groups or within individual counseling.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Counseling services for at-risk students are provided by the school psychologist on an as-needed basis.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Counseling services for at-risk students are provided by the school social worker on an as-needed basis.</b>
<b>At-risk Health-related Services:</b>	<b>At risk health-related services are provided by the school nurse on an as-needed basis.</b>

**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 to this CEP.

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

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Type of Program: \_\_\_ Bilingual \_\_\_  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2009-10: \_\_\_\_\_ 152 \_\_\_\_\_

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

The ESL program prepares students for the NYSESLAT exam by focusing on the listening, speaking, reading and writing skills. We provide a freestanding ESL program that works as a pull out and push in model. In the middle school we pull out during the students' elective classes, and we provide push in services into the content areas to complete the mandated periods as per CR Part 154. On grade level 6, 7, and 8 for beginner and intermediate we have 2 pull out periods and 6 push in periods, and for the advanced students they have 2 pull out periods and 2 push in periods of ESL. At the high school level we offer 3 different sections of ESL, 1 section of ESL History and 1 section of CTT English / ESL. We also offer extended day classes to assist students with developing their language skills. Our teachers have been trained using various ESL strategies, including but not limited to, Q-Tel, Highpoint Series, TPR, TMI, and differentiated instruction

**II. Parent/community involvement:**

We work closely with our Parent Coordinator (Ms.Castro), and the PTA to make sure that ELL parents are well informed and participating in the decision making for their children

Parent Orientations begin in September and monthly follow up orientations as new students enroll  
Conferences- Parent Conferences in the Fall and Spring  
ELL workshop during the Parent-Teacher Conference nights and throughout the school year

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

Tailored for new LEP students; New LEP students receive a diagnostic exam to determine their appropriate skill level in reading, writing, speaking and listening. They work one-on one or in small groups with the ESL instructor. We have pull out classes only for newcomers where we provide instruction. We also provide electronic translators for the newcomers.

**IV. Staff Development (2009-2010 activities):**

The staff developers will provide all teachers who work with ELLs in house professional development on differentiating instruction, NYSESLAT, ESL strategies, Acuity, and NYS exams. We will also provide outside professional development provided by TMI, BETAC, and Q-Tel.

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10** A-2

School District: 10

Type of Program: ESL  Bilingual  Both   
(Check one only)

School Building MS/HS 368

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL																			
Arabic (ARB)																						
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)																					25	25
Vietnamese (VIE)																						
<b>SUB TOTALS</b> →																					25	25

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in **2009-10**  
(Do not include long-term LEPs)

Total Number of LEP students in grades K-6 **Served** in the Building in **2009-10**  
(Do not include long-term LEPs)

Bilingual

ESL



**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10 A-2(a)**

School District: 10

Type of Program: ESL  Bilingual  Both   
(Check one only)

School Building 368

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)	1		1	1		1	1		1												
Bengali (BEN)	1		1																		
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	28		28	16		16	11		11	19		19	2		2	4		4	30		30
Vietnamese (VIE)																					
Albanian	1		1																		
<b>SUB TOTALS</b> →	31		31	17		17	12		12	19		19	2		2	4		4	30		30

Total Number of LEP students in grades 7-12 and Special Ed.-K-12 **Identified** in the Building in 2007-08 **86**  
(Do not include long-term LEPs)

Total Number of LEP students in grades 7-12 and Special Ed.-K-12 **Served** in the Building in 2007-08 **86**  
(Do not include long-term LEPs)      Bilingual      ESL



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

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

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>CFN/6</b>	School <b>MS/HS368</b>
Principal <b>Rose Fairweather-Clunie</b>	Assistant Principal <b>Eva Olivo</b>
Coach <b>Margarita Rosa</b>	Coach <b>type here</b>
ESL Teacher <b>Maria Clemente</b>	Guidance Counselor <b>Carlos Rosas</b>
Teacher/Subject Area <b>Shrine Andraws</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Calamia</b>	Parent Coordinator <b>Alexandra Castro</b>
Related Service Provider <b>Marilyn Blatt</b>	SAF <b>type here</b>
Network Leader <b>Bob Cohen</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>513</b>	Total Number of ELLs	<b>55</b>	ELLs as Share of Total Student Population (%)	<b>10.72%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	3	3	3	3	12
Push-In/Pull-Out	1	0	0	0	1
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>13</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)		Special Education	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	0		22			18			53
<b>Total</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>53</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese					0
Russian					0
Bengali	0				0
Urdu					0
Arabic	0	0			0
Haitian Creole					0
French					0
Korean				0	0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**  
 Number of Bilingual students (students fluent in both \_\_\_\_\_)      Number of third language speakers: \_\_\_\_\_

languages): _____	
Ethnic breakdown of EPs (Number)	
African-American: _____	Asian: _____ Hispanic/Latino: _____
Native American: _____	White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	14	25	4	8	51
Chinese					0
Russian					0
Bengali	1				1
Urdu					0
Arabic	1	1			2
Haitian Creole					0
French					0
Korean				1	1
Punjabi					0
Polish					0
Albanian					0
Other					0
<b>TOTAL</b>	<b>16</b>	<b>26</b>	<b>4</b>	<b>9</b>	<b>55</b>

## Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	/		
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	1
Intermediate(I)	5	12	2	0	19
Advanced (A)	10	12	1	6	29
Total Tested	16	24	3	6	49

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I	1	4	0	0
	A	3	4	1	7
READING/WRITING	B	1	0	0	0
	I	5	11	2	4
	A	11	11	1	4

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		8	
Math A	19		15	
Math B				
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

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

## Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eva Olivo	Assistant Principal		10/29/09
Alexandra Castro	Parent Coordinator		10/29/09

Norman Powell	ESL Teacher		10/29/09
	Parent		
Shrine Andraws	Teacher/Subject Area		10/29/09
	Teacher/Subject Area		
Margarita Rosa	Coach		10/29/09
	Coach		
Carlos Rosas	Guidance Counselor		10/29/09
	School Achievement Facilitator		
Bob Cohen	Network Leader		10/29/09
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s) 6-12**      **Number of Students to be Served:** 152 **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 4      **Other Staff (Specify)** ELL Coordinator (small group instruction) / CTT English

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

For the 2008-2009 academic year, MS/HS 368 will implement a Freestanding ESL program in grades 6-12. . Students will receive ESL services based on NYSESLAT results and CR Part 154 mandates.

**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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**ELL Demographics**

Currently the total number of ELL students in grades 6-8 is 97. The total number of ELLs in high school is 55.

For the past few years, our parents have requested a Freestanding ESL program. Thus our school has provided the English Language Learners with a Freestanding ESL program. We have two certified ESL teachers in the middle school and 1 certified ESL teacher in the high school. We provide a freestanding ESL program that works as a pull out and push in model. In the middle school we pull out during the students' elective classes, and we provide push in services into the content areas to complete the mandated periods as per CR Part 154. On grade level 6, 7, and 8 for beginner and intermediate levels we have 2 pull out periods and 6 push in periods, and for advanced levels we have 2 pull out periods and 2 push in periods of ESL. On the high school level we offer 3 different sections of ESL, 1 section of History/ ESL, and 1 section of CTT English / ESL. We also offer extended day classes to assist students with developing their language skills.

The language of instruction will be English. Newcomers and AIS students will receive Native Language Instruction as a supplemental academic service. A wide variety of instructional strategies will be implemented, such as, Sheltered English, Cooperative Learning, Reading and Writing Workshop, Buddy Reading / Writing, etc. A bilingual paraprofessional will provide Academic Intervention Services as needed to individual LEP

students.

**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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Our teachers have been trained using various ESL strategies, including but not limited to, Q-Tel, Highpoint Series, TPR, TMI, Great Leaps and differentiated instruction. The staff receives ongoing professional development provided by the ELL Coordinator. Weekly meetings provide opportunities for teachers to plan and share best practices. The staff is provided with opportunities for outside professional development. In addition to the ESL teachers, all staff is trained in varied ELL workshops given throughout the year during professional development, common planning, after school, lunch and learn, and prep time.

- On-going professional development will be provided to all staff including, but not limited to Highpoint Series Training, NYSESLAT training, ESL methodologies, and Sheltered English.
- Departmental conferences will be provided on an on-going basis.
- The ELL Coordinator will work with the staff developers to adapt professional development for all ELL teachers.
- The ELL Coordinator will arrange inter-visitations in-school and within the region to observe exemplary ESL practices and model lessons by “BETLA” teachers / staff.
- All new ELL teachers will participate in school, District, and Regional training provided for ESL.
- All new ELL teachers will have a” Buddy Teacher” assigned to help in any way.
- On-going training provided by Administration, Coaches, ELL Coordinator / BETLA teacher, Technology Coordinator

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary (Proposed based on last year's budget)**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	8090	
Purchased services such as curriculum and staff development contracts	1560	Aussie Consultant – ELL and Differentiated Instructions strategies professional development
Supplies and materials	5778	ELL content textbooks grades 6-12 – NYSESLAT test prep, classroom supplies and resources i.e. paper, pencils, pens, binders, chart paper, staplers, staples, glue sticks, etc.
Travel	435	ELL educational field trips – Helen Keller Play, ELLIS Island
Other	2107	Workshops, Award ceremony
<b>TOTAL</b>	<b>17,970</b>	

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

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

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

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

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

We utilized the Home Language surveys, school ethnicity breakdown, and PTA surveys to ascertain our written translation and oral interpretation needs.

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.

Our major need is English-Spanish translation, particularly for parent notices and during Parent and Teacher Conferences. We also ascertained that we do have a need to provide translation for lower incidence languages, such as Arabic and Cantonese.

#### **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.

Written translation services will be provided through an outside vendor, in-house school staff, and parent volunteers. Spanish translation services will mostly be provided through an outside vendor and parent volunteers. An outside vendor will allow staff to translate letters to parents. A staff person will be designated as the coordinator of this effort. This staff member will train staff in the protocol for having written documents translated. In addition, we have the capacity to use in-house school staff to provide translation in Arabic and Cantonese.

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

Oral interpretation services will be provided by an outside vendor, in-house school staff, and parent volunteers. The vendor will be hired primarily to assist teachers with interpretation during Parent-Teacher Conferences and during workshops/events/classes that are offered to parents. In-house staff and parent volunteers will be used to assist with interpretation on a daily basis.

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

We will provide timely translation and distribution of critical communications into Spanish including, but not limited to, the following areas:

- registration and selection;
- standards and performance;
- conduct and discipline;
- safety and health;
- placement in any special education, English Language Learner or non-standard academic program; and
- transfers and discharges.

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request a translation or interpretation of such document should be made available. We will also provide interpretation services (either on-site or over-the-phone) during regular business hours to parents whose primary language is Spanish and who request such services in order to communicate with the DOE regarding critical information about their child's education.

We will obtain the translation services by either contacting the DOE Translation and Interpretation (T&I) Unit, contracting with approved DOE vendors with the use of translation / interpretation funding allocations as detailed in School Allocation Memorandum #52, or searching for previously translated critical documents in the T&I Unit's online archives.

We will also provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. This will be accomplished by distributing the Parents' Bill of Rights.

**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:	\$806,579	\$495,911	\$1,302,490
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,065		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4,959	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,328		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$24,795	
6. Enter the anticipated 10% set-aside for Professional Development:	\$80,657		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$49,591	

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

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

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

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

### School Parental Involvement Policy

#### General Expectations

MS/HS 368- The IN-Tech Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with sections 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- The school will provide information and school reports in an understandable and uniform format and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities
  - Parents play an integral role in assisting their child’s learning.
  - Parents are encouraged to be actively involved in their child’s education at the school.
  - Parents are included, when appropriate, in decision making and on advisory committees.

#### Description of How School Will Implement Required Parental Involvement Policy Components

- MS/HS 368 will provide the necessary conditions, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- The school will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will identify barriers to greater participation by parents in parental involvement activities. The school will use the findings of the evaluation to design strategies for more effective parental participation and to revise, if necessary, its parent involvement policies.
- The school will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement.
- The school will provide assistance to parents of children served by the school in understanding topics such as the State's academic content standards, the State and local academic assessments including alternative assessments, how to monitor their child's progress, and how to work with educators.
- The school will provide resources, materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology to foster parental involvement.
- The school will, with the assistance of parents, educate its teachers, pupil service personnel, principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners.
- The school will take necessary actions to ensure that information related to school and parent-programs, meetings, and other activities, is sent out to the parents of participating children in an understandable and uniform format, and to the extent practicable, in a language the parents can understand.

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by MS/HS 368 on June 7, 2007 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

### **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**

*The MS/HS 368- IN-Tech Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year 2009-2010.*

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

**The MS/HS 368-IN-Tech Academy will:**

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

We will work to develop all of our teachers through a differentiated program of professional development using our newly designated staff developers. We will continue to reflect upon our curriculum to ensure that we are using the best curriculum for our students. We will continue to create a nurturing environment where academic rigor is evident and success is recognized.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

During the Parent-Teacher conferences in November, parents will be informed of the Title I program and their right to be involved. We will actively involve parents in the planning, reviewing, and approving the Title I programs and parent involvement policy through School Leadership Team and Parent Teacher Association meetings. We will offer the meetings at flexible times (morning, afternoon, and evening) and offer child care.

We will provide information sessions on promotional requirements and assessments in the middle school and in the high school. We will also host workshops detailing how the parents can support their child's academic progress using online tools available to them (ARIS, School World, Castle Learning).

We will also provide an English as a Second Language and a Technology class for parents in tandem with our series of workshops.

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

We will provide parents with timely information regarding all programs and policies in the middle school and in the high school. We will provide opportunities for parent and staff communication through two afternoon and two evening parent conferences. We will also encourage staff to use web-based grade books that allow parents to access their child's grade online. We will also continue to use progress reports to inform parents of their child's progress. We will encourage the use of online tools to ensure that parents have up to date information in the Middle School and the High School.

We will provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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

Staff will be available during parent-teacher conferences and open houses. Staff will also be made available upon request, either by phone or in person. The parent coordinator and guidance department will facilitate this.

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

**Parents may observe classroom activities upon request. We will also plan field trips and events, such as Family Technology Night, College Fairs, College Trips.**

We will provide ongoing communication with parents that encourages and supports parents' participation in issues related to their child's education (i.e.- School messenger, bulletins, family letters, monthly family calendars, workshop flyers, curriculum meetings, school website).

### **Parent Responsibilities**

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

- Become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- Share the responsibility for his/her child's improved academic performance.
- Make literacy development a family focus by encouraging students to read for 20 minutes every day and to write for real purposes (i.e.-letters to relatives, thank you notes, diaries).

- Utilize public libraries to expand and enhance his/her child’s literacy experiences.
- Be aware of the curriculum being used in his/her child’s classes.
- Be aware of the promotional criteria and the state assessments.
- Regularly review the child’s schoolwork at home.
- Be aware and monitor the child’s daily school attendance and punctuality.
- Supervise and monitor his/her child’s”
  - Television watching
  - Video game playing
  - Internet use
- Actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.
- Complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns, and interests of parents.
- Be familiar with the school dress code, discipline code, and safety plan procedures.
- Communicate with his/her child’s teacher and other school personnel pertinent information about the child’s educational needs and health conditions.
- To participate, when possible, on advisory or decision making committees such as the School Leadership Team.
- Participate in trips, activities, meetings, and workshops that are offered to parents in an effort to strengthen the parent/school/community partnership.

School	Parent(s)	Student
Date	Date	Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

**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.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and

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<sup>1</sup> School Under Registration Review (SURR)  
MAY 2009

address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

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

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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.

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.

During the 2008-2009 school year a critical needs assessment was conducted in collaboration with the Campaign for Middle School Success grant application process. This process assessed our current curriculum and has found it to be in need of revision. A committee has been formed and research commenced to make certain that we revise our curriculum to strengthen the attachment to the New York State Learning Standards. In addition we are working with the New York State English Language Arts Performance Indicators to make sure that we are drilling down to the exact issue of what needs to be taught.

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

Applicable   X 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?

Our English Language Arts program is pushing to have students exceed the standards that are called for in the New York State Learning Standards. This is evident in the 23% gain in the number of level 3 and 4 students on the January, 2009 ELA exam. With that gain, we are looking towards increasing our mean ELA score from 3.07 to 3.4 by the end of this school year.

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

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

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

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

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

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

We used the inquiry team model to ensure that all content and process strands are addressed through our primary instructional materials and various supplemental materials.

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?

NYS math data Acuity, teacher created interim assessments and Regents data.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

In our school, there were several professional development activities pertaining to differentiating instruction. Furthermore, we had departmental intervisitations with feedback, where teachers were given the opportunity to get constructive criticism from their peers specifically pertaining to differentiating instruction. In addition, teachers were encouraged to share best practices and lessons at grade and content area meetings.

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

Applicable   X 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 this finding is the amount of projects produced in classrooms. In addition, evidence of this finding is the availability of challenge problems or furthering depth of content in the classroom. Also, this finding can be evidenced by the number of visual aids and tactile activities taking place in the classroom.

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.

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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.

Classroom observations, learning walks and peer intervisitations reveal a refocused class time, a high level of engagement and a considerable amount of technologies being utilized.

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

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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.

Applicable X 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?

See 2. B. 1

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

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

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

Please respond to the following questions for Key Finding 3:

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

Our school's turnover rate went down last year.

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

Applicable X 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?

See 3.1

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

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

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL

(Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

Our ELL department met regularly to share best practices. The ELL Coordinator and the ESL teachers attended a variety of professional development workshops offered through BETAC and others. ELL in-house professional development was also offered on a regular basis to content area teachers. In response to a professional development needs assessment "lunch and learn" workshops were also offered.

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

Applicable   X 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?

The evidence that dispels the finding is the amount of professional development opportunities that were given and taken by the ELL staff. The ELL coordinator has participated in the QTEL training and has turn-keyed and currently uses the training for ongoing workshops for the ELL department and mainstream teachers. The ESL teachers have also participated in professional development throughout the 2008-2009 school year. The ELL department worked collaboratively on the Language Allocation Policy and they effectively communicate the opportunities for professional development to the teachers they work with.

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

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

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not

disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

To determine if this finding was relevant in our school for the 2008-2009, the instructional cabinet team conducted regular learning walks where the ELL department was looked at closely. The teachers were given needs assessments prior to professional development opportunities to determine the level of understanding of ELL data. The ELL coordinator also served as the data specialist for the school.

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

Applicable   X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that dispels the finding are the various data resources that were given to the teachers at the beginning of the school year. For example, teachers were provided with a list of ELLs in their classrooms – the level of the student – the # of years the student has been in the ELSS – and other important information about the ELL. This information was put together by the ELL team in an excel format. In addition, teachers were trained on the ARIS system to view ELL data and create groups based on levels.

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

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

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

Please respond to the following questions for Key Finding 6:

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

To assess the relevance of this finding, our school used the results of a needs assessment survey (completed by all staff members). In addition we also discussed needs at regular departmental 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 results of the needs assessment and the dialogue exchanged during departmental meetings along with learning walk observations evidence these findings.

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.

Our school focused on the need to disseminate the IEP to all personally responsible for the individual students (section 408 compliance). IEPs are scanned and stored on our server and staff are able to access IEPs online as needed (on our secure database). Through a grant, we have and will continue to offer professional development on IEP accommodations and modifications.

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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.

IEPs are carefully reviewed by the IEP team. Several professional development opportunities with regard to the creation of quality IEPs were offered and attended.

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

Applicable   X 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 quality of our IEPs are evidence that Key Finding 7 is not applicable in our school.

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

### **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.