

**JONATHAN LEVIN HIGH SCHOOL FOR  
MEDIA AND COMMUNICATIONS**

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

**SCHOOL: 09X414  
ADDRESS: 240 EAST 172ND STREET, BRONX, NY 10457  
TELEPHONE: 718-992-3709  
FAX: 718-992-4170**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 414      **SCHOOL NAME:** Jonathan Levin High School for Media and Communication

**SCHOOL ADDRESS:** 240 East 172<sup>nd</sup> Street, Bronx, NY 10457

**SCHOOL TELEPHONE:** 718-992-3709      **FAX:** 718-992-4170

**SCHOOL CONTACT PERSON:** Mr. Florentino Rosa      **EMAIL ADDRESS:** [FRosa2@schools.nyc.gov](mailto:FRosa2@schools.nyc.gov)

**POSITION/TITLE** Assistant Principal of Organization

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Lesley Terry

**PRINCIPAL:** Mr. Nasib Hoxha

**UFT CHAPTER LEADER:** Mr. Michael Grant

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Maria Figueroa

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* James Pearson and Kelvin Santana

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

**DISTRICT:** 09      **SSO NAME:** CUNY

**SSO NETWORK LEADER:** Mr. Cass Conrad

**SUPERINTENDENT:** Mr. Joel DiBartolomeo

**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
Mr. Nasib Hoxha	*Principal or Designee	
Mr. Michael Grant	*UFT Chapter Chairperson or Designee	
Ms. Maria Figueroa	*PA/PTA President or Designated Co-President	
Ms. Yanett Nunez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Jeanette Logan	DC 37 Representative, if applicable	
James Pearson Kelvin Santana	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

***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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## **SECTION III: EXECUTIVE SUMMARY**

### **PART I: SCHOOL VISION AND MISSION –**

**THIS SCHOOL WILL BE A LIVING TRIBUTE TO JONATHAN LEVIN'S SPIRIT, VALUES, COMMITMENT, AND IMPASSIONED BELIEF THAT A QUALITY EDUCATION IS THE RIGHT OF EVERY CHILD IN THE NEW YORK CITY SCHOOL SYSTEM.**

#### **School Vision**

**The vision of the Jonathan Levin High School for Media and Communications is to create a unique collaboration among students, teachers, and corporate partners to provide students with opportunities in media (film, television, and print) employing the Internet as a highly integrated instructional tool. Media will be a vehicle for students from varying backgrounds to develop and express their special perspectives.**

#### **School Mission**

**Our school mission is to develop the skills and knowledge that will prepare a diverse student population to take advantage of the burgeoning career opportunities in media and communications.**

**In addition to providing a comprehensive academic program, which will ensure the capacity of all students to meet graduation requirements, each student will gain a strong foundation in media literacy.**

**The Jonathan Levin High School for Media and Communications will provide a groundbreaking, media-based education where students will work collaboratively with professional mentors in the areas of film, television, print, and other media.**

### **PART II: NARRATIVE DESCRIPTION OF THE SCHOOL –**

**The Jonathan Levin High School for Media and Communications (JHLS) is a four-year, theme-based school at the William Howard Taft High School Educational Campus, located in the historic Morrisania section of the Bronx. Our school provides students with a them-based, comprehensive instructional program, which addresses the specific needs of our incoming classes. Furthermore, the school provides students with a safe, positive, nurturing, comprehensive educational experience that focuses on their achieving academic success in their core subject areas: English Language Arts, Mathematics, Science, and Social Studies. Our rigorous curriculum along with high quality teaching ensures that all students will meet State Standards in core subject areas. The partnership that the school has developed with Time Warner and other potential partners, serves to enrich the curriculum by providing**

authentic learning experiences in the areas of media and communication for our students. Every graduate will be prepared to pursue higher education and/or successful career placement.

The Jonathan Levin High School for Media and Communications currently served 462 students. JLHS serves students from a very diverse community. Recently, the school neighborhood has experienced large waves of immigration from the Caribbean Islands (mainly the Dominican Republic), Central America, and Africa. JLHS has a student body from more than ten countries, with an ethnic breakdown as follows: Latinos comprise approximately 61% of the population; African-Americans comprise approximately 37%; and Whites comprise approximately 1%. Close to 24% of students at JLHS are classified as English Language Learners. JLHS's average daily attendance is currently 87%.

A review of the high school applications for the entering ninth-grade classes indicates that well over 92% of list-notice students have earned scores in Performance Level I on the eighth-grade English Language Arts and Mathematics examination. Over 60% of this student population was absent in excess of sixteen days while in the eighth grade, and close to 33% will enter high school over age.

In 2009-2010, JLHS will have one principal, four assistant principals, forty teachers, two guidance counselors, one parent coordinator and sixteen school aides. Our goal is to continue to offer a program with a heavy emphasis on content area instruction that will be enriched by the school's media and communications-based them.

As a result of the school's partnership with Cablevision, our students have the opportunity for authentic media-related training. Cablevision has proposed to have students work closely with professionals in their fields of interest. For example, a student interested in video editing may have the opportunity to work in a studio with a video editor in a 12<sup>th</sup> grade internship. To ensure that students are familiar with the complete scope of opportunities in the field of media, experts from varying disciplines will be scheduled to make presentations to students prior to assigning students to professional mentors. By the time a student graduates, he/she will have participated in every phase of producing a television or radio broadcast. Students will visit the working studios of CNN and radio stations. Students will have an authentic career-readiness education, which will provide them with an opportunity to develop their interpersonal skills and corporate etiquette that will facilitate their successful transition to the workforce upon completion of their higher educational endeavors. In turn, our partner and potential partners will have access to a trained pool of student who are familiar with the demands and rewards of contributing to the overall success of an organization.

The ninth grade will consist of five classes of approximately thirty students. Students will follow a block program consisting of a double period of English Language Arts/ESL, single periods of Mathematics, Global Studies, Foreign Language, Living Environment, Physical Education/Health and US History and Government for the 11<sup>th</sup> graders. Students will work individually and in small cooperative groups with media-based technology to address the various aspects of the core curriculum.

The goal of JLHS is to enable our students to achieve academic excellence and to meet the educational standards established by the New York State Education Department. A core curriculum of English Language Arts, Social Studies, Mathematics, Science, Foreign Language, the Arts, Health, and Physical Education will be infused with a focus on Media Studies related themes. In the freshman and sophomore year, students will be block programmed for a nine-period day. Juniors will be programmed for an eight-period day; available classes will include subjects that lead to an Advanced Regents diploma. Monolingual and ELL students will receive a double period of English Language Arts

instruction. Students will take a single period of Social Studies, Math (sophomores will receive a double period), and Foreign Language. Science will meet six periods a week to permit students to receive laboratory instruction. Physical Education and Health will comprise the balance of their program.

In order to increase our students' skill level and foster development of self-esteem, independence, self-discipline, motivation, and responsibility, Media Studies-related issues will be explored and promoted in all subject classes, as well as in extracurricular activities, internships, school trips, presentations by outside speakers, and summer job opportunities. The school will explore partnerships with The S.I. Newhouse School of Public Communications at Syracuse University for implementation in subsequent years, and offer instruction in Journalism and Media studies. The school will also foster a relationship with the University of Vermont.

In order to identify the programming needs of each student, academic progress will be assessed each semester and discussed between students, teachers, and the guidance counselor. Individual academic improvement plans will be prepared with input from the student, the student's parents, the guidance counselor, teachers, and other staff. Based on each student's improvement plan, JLHS intends to provide a number of academic intervention services in order to help students meet state standards. These services will include a double period of English Language Arts instruction for monolingual students, a triple period of ESL instruction for ELL students, after-school tutoring in all major subjects, and a Saturday program for intensive tutoring in English and Mathematics.

To further meet the needs of each student, JLHS faculty will share common preparation periods in order to permit case conferencing and the development of a cohesive program of instruction. Teachers will meet across disciplines to encourage teamwork and to discuss standards-based instructional strategies. Professional Development will address literacy-based instructional strategies through the services of instructional specialists, UFT Teacher Center specialists, master teachers, and district personnel. Mentoring, peer coaching, inter-visitation, and model lessons will allow master teachers to demonstrate classroom techniques to newer teachers.

This past year we initiated a partnership with the Office of Special Education and School Initiatives (OSES). They have provided teachers with professional development in individualized instruction. In addition, they have provided teachers who are not highly qualified as per the NCLB guidelines, with professional development in classroom management and instruction delivery techniques.

**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	Jonathan Levin High School for Media and Communications			
<b>District:</b>	09	<b>DBN #:</b>	09X414	<b>School BEDS Code #:</b> 320900011414

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					<b>92%</b>	<b>91.7%</b>	<b>90.1%</b>		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					<b>66.4%</b>	<b>62.3%</b>	<b>72.1%</b>		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					<b>71.3%</b>	<b>63.4%</b>	<b>62.1%</b>		
Grade 8									
Grade 9	<b>96</b>	<b>101</b>	<b>96</b>	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	<b>124</b>	<b>132</b>	<b>143</b>	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	<b>120</b>	<b>128</b>	<b>141</b>		<b>9</b>	<b>7</b>	<b>16</b>		
Grade 12	<b>71</b>	<b>61</b>	<b>77</b>						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total					<b>42</b>	<b>45</b>	<b>46</b>		
<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	<b>53</b>	<b>51</b>	<b>49</b>						
No. in Collaborative Team Teaching (CTT) Classes	<b>0</b>	<b>0</b>	<b>0</b>	Principal Suspensions	<b>33</b>	<b>78</b>	<b>44</b>		
Number all others	<b>17</b>	<b>16</b>	<b>17</b>	Superintendent Suspensions	<b>22</b>	<b>32</b>	<b>7</b>		
<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
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
# in Trans. Bilingual Classes	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	Early College HS Participants	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
# in Dual Lang. Programs	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>				
# receiving ESL services only	<b>81</b>	<b>87</b>	<b>103</b>	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	<b>7</b>	<b>6</b>	<b>7</b>	(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	<b>40</b>	<b>42</b>	<b>40</b>
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	<b>4</b>	<b>4</b>	<b>4</b>
(As of October 31)	2006-07	2007-08	2008-09				
	<b>75</b>	<b>82</b>	<b>64</b>				
				<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	<b>100</b>	<b>96</b>	<b>100</b>
American Indian or Alaska Native	<b>2</b>	<b>2</b>	<b>2</b>	Percent more than two years teaching in this school	<b>46</b>	<b>52</b>	<b>88</b>
Black or African American	<b>158</b>	<b>175</b>	<b>201</b>	Percent more than five years teaching anywhere	<b>32</b>	<b>41</b>	<b>49</b>
Hispanic or Latino	<b>239</b>	<b>238</b>	<b>242</b>				
Asian or Native Hawaiian/Other Pacific Isl.	<b>9</b>	<b>7</b>	<b>8</b>	Percent Masters Degree or higher	<b>100</b>	<b>85</b>	<b>96</b>
White	<b>0</b>	<b>0</b>	<b>1</b>	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	<b>90</b>	<b>91</b>	<b>100</b>
Multi-racial	<b>0</b>	<b>0</b>	<b>0</b>				
<b>Male</b>			<b>51%</b>				
<b>Female</b>			<b>49%</b>				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" 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: Yes</b> <input type="checkbox"/> <b>No</b> <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.			
<b>Individual</b>	<b>Elementary/Middle Level</b>	<b>Secondary Level</b>	√

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Subject/Area Ratings</b>	ELA:		ELA:	√
	Math:		Math:	√
	Science:		Grad. Rate:	<b>56.6%</b>

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	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				√ <sup>SH</sup>	√ <sup>SH</sup>	
Limited English Proficient				√ <sup>SH</sup>	√ <sup>SH</sup>	
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>				<b>5</b>	<b>5</b>	

#### 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

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>		<b>Waived</b>
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>		<b>Proficient</b>
<b>Overall Score</b>	<b>71.5</b>	<b>Quality Statement Scores:</b>		
<b>Category Scores:</b>		Quality Statement 1: Gather Data		<b>Well Developed</b>
School Environment (Comprises 15% of the Overall Score)	<b>10.2</b>	Quality Statement 2: Plan and Set Goals		<b>Proficient</b>
School Performance (Comprises 30% of the Overall Score)	<b>16.9</b>	Quality Statement 3: Align Instructional Strategy to Goals		<b>Well Developed</b>
Student Progress (Comprises 55% of the Overall Score)	<b>34.4</b>	Quality Statement 4: Align Capacity Building to Goals		<b>Well Developed</b>
Additional Credit	<b>10.0</b>	Quality Statement 5: Monitor and Revise		<b>Proficient</b>
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **ENGLISH**

**Jonathan Levin High School for Media and Communications is in its seventh-year, theme-based school. J.L.H.S. serves students from a very diverse community.**

**The majority of our native English speakers enter ninth grade reading and writing below grade level. A review of the high school applications for entering ninth-grade classes indicates that, as in past years, more than half of this year's incoming ninth graders have earned scores in Performance Level 1 on the eighth-grade English Language Arts exam and are reading below grade level.**

**There is strong evidence to suggest that our instructional program has been effective in preparing students who enter at Performance Level 1 for success on the E.L.A. Regents exam.**

**The ELA Department will be Balanced Literacy Model, incorporating Workshop Model. In June 2009, our eleventh grade class took the E.L.A. Regents. 89% of our students earned passing scores on that exam – an increase of 2% over the previous year. 20% earned scores of 55 – 64. Nearly 53% earned scores of 65 – 84. Nearly 15% earned scores of 85 – 100. One notable subgroup is male students. 78% of male students earned passing scores on the E.L.A. Regents exam. By contrast, nearly 94% of female students earned passing scores.**

**The focus of our instructional program will be on literacy and language development. Students in grades nine, ten, and eleven will receive double periods of language instruction. We will explore techniques for teaching emerging readers in our professional development activities. We will replicate tasks from the ELA Regents for use in other subject classes. Each student's individual improvement plan will directly address his or her strengths and weaknesses in this area. Since we are likely to have a large ELL and Special Education population we will place particular emphasis on improving both native language and English language skills in our ESL and Native Language Spanish classes. Finally, we will mandate after-school and Saturday tutoring for students who are in need of extra help. We plan to contract the services of a SAT prep company to better prepare our students for the SAT and ELA regents examinations.**

## SOCIAL STUDIES

Students in 8<sup>th</sup> grade are provided with an American History course in which a state exam is provided to students. Having acquired basic knowledge of American History, we will offer the 9<sup>th</sup> grade classes the US History course and require every freshman student to take the US History Regents in 9<sup>th</sup> grade.

**Areas of Strength:** Students in smaller classes perform best; therefore, programming will aim for the lowest student to teacher ratio possible. This is evidenced by the performance in the special education and the upper classes (11<sup>th</sup> and 12<sup>th</sup> grades). In addition, there were trends in the passing rates of individual teachers, so professional development should aim to share best practices and strategies for improvement.

**Areas of Weakness:** The passing rate of ninth grade students wavered around 23%. This is a critical year for students as it determines their overall success in high school.

## Math

### Student Performance Trends

A review of the profile of incoming ninth-graders indicates that most of our students scored at Performance Level I or II on the eighth-grade state mathematics examination. Further more, many of our students failed part or all of their middle school classes, particularly mathematics.

We will continue to align our instruction and assessments with the New York State Learning Standards for Mathematics, which instructionally translates into three components

- conceptual understanding
- procedural fluency
- problem solving

## SCIENCE

- 1) **Greatest Accomplishments:** Over the past couple of years, the science department has improved greatly in several different areas. We have a new state of the art laboratory. Since the development of our new lab facility, there has been a complete reorganization of the lab materials and chemicals. We have new lab activities that have been developed for all of the different subjects including General Science, Living Environment, Earth Science and Chemistry. These labs are interactive and hands on. The science department has also increased the amount of student work that has been displayed throughout the school. The JLHS science department also participates in the CUNY science fair for high school and middle schools as well numerous science projects. 22

## FOREIGN LANGUAGE

In the Foreign Language for the most part, our students record low on the reading and writing modality. Our 9<sup>th</sup> grade scored the lowest in reading and writing (Listening and Speaking reported high scores regardless of the grade.) Additionally, reading and writing showed an increase in the performance level parallel to the years spent in our school. By the time our ESL students are in the 11<sup>th</sup> grade, they have achieved a level of proficiency that enables them to go into regular education and pass the English Regents. We will continue making emphasis on reading and writing across the curriculum. In addition, students will be provided with opportunities to actively practice the four language art modalities. Per Session monies have

been set aside for PD for ESL and Content area teachers in ESL methodologies, assessments and NYSESLAT among others. Students have been programmed for ESL instructions according to their performance level. Additionally, students have been programmed, for the most part, to take the content area classes with the teachers who speak their native language. For those students with formal interrupted education and newcomers, we developed an ESL tutoring program that runs four days a week for an hour and a half and an additional three hours on Saturdays. For students who have been long-term ELL, we have identified their areas of need and have developed a differential instruction program both in class as well as in after school tutoring. Finally, for students who are English transitioning into regular education after reaching proficiency, we program them for regular classes along with continued counseling services to facilitate their transition.

## 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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**Based on our needs assessment and our school quality review we have decided to concentrate our efforts in five major areas of improvement:**

1. **School Attendance**
2. **Graduation Rate**
3. **Credit Accumulation**
4. **Goal Setting Process**
5. **Differentiation of Instruction**

**These goals will lead our school efforts to attain adequate academic progress for each one of our students.**

## SECTION VI: ACTION PLAN

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

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

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Improve School Attendance</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>We have established regular home visits from our attendance teacher and family assistant in an effort to close all open 407's and address LTA students. Guidance Counselors have exit conference with students who are seeking alternative placement. Teachers regularly call all students who are absent and send letters home to parents. In addition to addressing 407's and LTA's, our attendance teacher and family assistant visit homes of students who are showing patterns of sporadic attendance. During the Fall semester we had staff members making phone calls in the afternoon from 3:00-5:00 and on Saturdays from 8:00a.m.-12noon to address attendance.</b></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>	<ul style="list-style-type: none"> <li>- Title I</li> <li>- Fair Student Funds</li> <li>- Contracts for Excellence</li> <li>- General Hold Harmless</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Improvement of overall attendance through monthly PAR. Improvement from grade to grade through monthly PAR, daily ATS reports such as RDAL and weekly absence reports such as RCUA in ATS.</b></p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve 4-year graduation rate.</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>Focus the work of the Inquiry Team and data from ARIS in order to identify students in need of assistance in graduation cohort. Provide all staff with data on these students. Set up individualized schedules that will help students meet graduation requirements. Provide students with after school Regents preparation and P.M. School classes to help credit accumulation and prepare students for Regents. Provide cohort with maximum opportunities to take Regents in order to make them eligible for component retesting. 12<sup>th</sup> Grade Guidance Counselor will have an individualized plan for each student that provides the student and parent with the criteria that the student needs to meet in order to graduate. She will also provide any additional support services we will provide to the student.</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>	<ul style="list-style-type: none"> <li>- Fair Student Funds</li> <li>- General Hold Harmless</li> <li>- Title I for Professional Development, AIS salaries</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Through Scholarship Reports and credit accumulation. Regents and RCT results. Every marking period, end of term reports, annual credit accumulation.</p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase credit accumulation.</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>In the first year we schedule students to a 1 to 9 schedule which gives students an opportunity to earn a maximum of 16 credits by the end of the first year. In years 2 and 3 students can earn up to 14 credits and are given opportunities to attend P.M. and Saturday School in order to gain additional credits. Guidance Counselors will check transcripts on a regular basis and program students based on individual needs. Guidance Counselors will provide Assistant Principals with data that will help determine the courses that will be offered in PM and Saturday School.</b></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><b>Through the use of Title I and C4E funds, our school will develop a reduced class size based on space availability. This will ensure a smaller teacher to student ration.</b></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><b>Through Scholarship Reports and credit accumulation reports at the end of every marking period, term and academic year.</b></p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Develop a school-wide goal setting process.</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>School-wide goals will follow PPR goals. Department goals will address school-wide goals and Progress Report improvement. Teacher goals will be centered around school-wide and department goals with a focus on improvement of instruction. Student goals will be set through uniform grading policy. The goal setting process will address the Quality Review recommendation.</b></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><b>Professional Development will be conducted daily as part of teachers’ circular six. It will be used to develop a school-wide goal-setting process for assistant principals, teachers, and students.</b></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><b>Staff and students will have developed a set of goals which will result in improvement of instruction which we can evaluate through informal and formal observations. The results of student goal setting will be evident in improved Scholarship Reports and RCT results.</b></p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve differentiated instruction in the classroom.</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>Working with SBO (CUNY), OSESI, SAF, Literacy Coach, and Assistant Principals to develop a professional development schedule around differentiated instruction in order to address Quality Review recommendation. New teachers will participate in school-based mentoring program.</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>A Professional Development period will be established as part of the circular six. It will concentrate on the third year of differentiated instruction and goal-setting process for each student.</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>Through walkthrough, informal and formal observations. Through Scholarship Reports, Regents and RCT results.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	<b>107</b>	<b>67</b>	<b>21</b>	<b>114</b>	<b>29</b>	<b>4</b>	<b>5</b>	<b>2</b>
10	<b>52</b>	<b>51</b>	<b>19</b>	<b>93</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>1</b>
11	<b>31</b>	<b>42</b>	<b>13</b>	<b>57</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>1</b>
12	<b>45</b>	<b>18</b>	<b>8</b>	<b>62</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>1</b>

**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>Read 180 and Wilson Program are offered to students in the lower third during their second period of ELA instruction. Double period of ELA instruction five days a week in 9<sup>th</sup> and 11<sup>th</sup> grade.</b>
<b>Mathematics:</b>	<b>After school Monday-Thursday Math tutoring Double period of Math classes five days a week.</b>
<b>Science:</b>	<b>Science tutoring and Lab make-up. Double period of Science Three days a week to maximize continuous instruction in the subject area.</b>
<b>Social Studies:</b>	<b>Identification of cohort 09 and cohort 10 student who have yet to pass the Global and US History Regents. Additional Global and US History courses for students who have yet to pass the Regents examination in these areas.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One on One conference Group Conference Class visits Outside resources</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>One on One conference Intervention with Special Education students</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Drug abuse counseling Family counseling</b>
<b>At-risk Health-related Services:</b>	<b>Drug abuse counseling Family counseling Home visits</b>

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

*NCLB/SED requirement for all schools*

**IV. Parent Choice** (review the *Parent Survey* and *Program Selection* forms)

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

**Implementing Recommendation IV**

GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET **1.** After reviewing the *Parent Survey* and *Program Selection* forms for the past few years, what is the trend in program choices that parents have been requesting?

**Parents chose for the most part free standing ESL program. Those parents who were interested in a bilingual program were sent to the placement office at the Regional Level after we informed them of our ESL program.**

**2.** Are the programs offered at your school aligned with what parents have been requesting? If no, why not?

**Yes. Parents have requested an ESL program that allows students to make progress towards graduation while learning English at the same time. On the other hand several parents have requested bilingual education in Spanish which we do not offer at our site.**

**V. Assessment Analysis**

**Analysis of LAB-R/or NYSESLAT results for the school** (*use the ATS Roster exam report for your school for this information*)

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Number of those scoring at the Beginners (B) level:	8	10	19	3
Number of those scoring at the Intermediate (I) level:	13	6	18	2
Number of those scoring at the Advanced (A) level:	2	2	3	17

**1.** Examine students’ results in the four modalities (listening, speaking, reading, and writing). What are the patterns across proficiency levels and grades?

**For the most part our students record low on the reading and writing modality. Our 9<sup>th</sup> grade scored the lowest in reading and writing, listening and speaking reported high scores regardless of the grade.) Additionally, reading and writing showed an increase in the performance level parallel to the years spent in our school. By the time our ESL students are in the 11<sup>th</sup> grade they have achieved a level of proficiency that enables them to go into regular education and pass the**

<b>English Regents.</b>
2. What are the implications for the school's LAP and instruction?
<b>We will continue making emphasis on reading and writing across the curriculum. In addition, students will be provided with opportunities to actively practice the four language art modalities. Per Session money have been set aside for PD for ESL and content area teachers in ESL methodologies, assessments and NYSESLAT among others. Students have been programmed for ESL instructions according to their performance level. Additionally, students have been programmed, for the most part, to take the content area classes with the teachers who speak their native language. For those students with formal interrupted</b>
<b>education and newcomers, we developed an ESL tutoring program that runs four days a week for a hour and a half and an additional three hours on Saturdays. For students who have been long term ELL we have identified there areas of need and have developed a differential instruction program both in class as well as in after school tutoring. Finally, for students who are English transitioning into regular education after reaching proficiency we program them for regular classes along with continued counseling services to facilitate their transition.</b>
<b>VI. Program Model Descriptions</b>
<b>Based on your school analysis:</b>
i. describe each program model (TBE,DL,ESL) and
ii. for each program model, articulate the LAP
<b>In the Social Studies and Mathematics areas, our students have been making adequate progress as reported on the School Scholarship Report and State Exams. Most of our ELL students with the exception of long term absentees (LTA), have passed Global 1,2,3,4, US History 1,2, Math 1,2,3,4 and the first two Semesters of Math B. It is clear that students on the beginners level have been constantly scoring lower on the Social Studies and Math classes and their English proficiency level directly correlates to their mastery of these academics areas.</b>
<b>Our instruction model for the academic year 2008-09 addresses this situation by having the ESL teacher remaining in the room with his/her class during content area classes, such as Math, Social Studies and Sciences. He/She will support the content area instruction by actively participating in the lesson. In addition, we have allocated monies for academic intervention services and at improving English Language proficiency and to improve the passing rate of our ELL in every class. Five days a week, including Saturdays, our ELL population will have</b>
<b>tutoring in both ESL and content areas. Additionally for those students who are</b>

recent immigrants on the beginning ESL level, we will provide them with an intensive ESL program along with NLA instruction to maximize their language acquisition opportunities. Professional Development has been designed to assist teachers to develop and implement lessons with academic rigor that are aligned with mandated ESL/ELA standards. To achieve this, our teachers will participate in professional development. We planned PD sessions read 180, ESL methodology for content area teachers, and NYSESLAT training sessions for every teacher our lessons to, will follow the ramp-up and workshop models. Students will be grouped homogenously according the LAB-R and NYSESLAT. They will participate in small group instruction in an effort to provide them with opportunities to improve on their individual needs and to differentiate instructions. ELL students will be programmed to take a double period of ESL at the same time. Therefore, we will be able to send students to the appropriate level and thus maximize their learning opportunities. Students on the beginner level will be scheduled to take 540 minutes, Intermediate 360 minutes and Advanced 180 minutes per week. Additionally, students on the advanced level will be programmed for a media and journalism elective to further enhance their ELA instruction and they will receive counseling to facilitate the transition into classes. On the ESL program we use the different levels of Impact and side by side as textbooks. They also read the same novels our ELA students read in a modified version. Our ESL teachers also use differentiated instruction in the classroom. Technology is an integral component of our ESL classes. Recently we implemented Read 180 program to improve students reading and writing performance levels. This program includes a variety of visual and digital resources designed to help students develop their ESL level their own pace.

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 103      **LEP** 103      **Non-LEP** 0

**Number of Teachers** 40      **Other Staff (Specify)** 5 Educational Paras, 2 Guidance Counselors

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

### **Title III, Part A LEP Program**

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

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**Students who are ELL learners will receive academic intervention services (AIS) on weekdays and after school. In addition, extensive vacation tutoring will be given to ELL students to increase their opportunity to pass the Regents examinations. We will also be offering tutoring services to foreign born English speaking students. Students will be bought materials such as dictionaries to facilitate their acclimatizing to the school. We will also offer an intensive ESL program for recent Spanish immigrants. These students will be provided with 4 periods a day of ESL instruction 5 days a week in besides the content areas. For these students we created a special Saturday program to emphasize literacy development. Budget permitting, instruction in subject areas such as Math, Science and Social Studies will be provided in their native language. Additionally, they will receive a Native Language Arts class to enhance their language skills which will be transferable once they learn the English language.**

**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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**In September, we looked at data involving the results of NYSELAT Exam, final marking period grades from June 2009, Regents Results, Attendance and Cutting Reports. Using this information we will program students accordingly Teachers will be involved in planning activities and aligning the curriculum to meet the desired outcomes. Emphasis will be placed on adjusting the curriculum to include Clear Expectations, Academic Rigors and Accountable Talk. In addition, teachers will include writing activities in their lessons to reach the desired goals. Learning Walks will be conducted to improve instruction. Teachers will meet twice a week during their professional period to continue the work on planning activities and aligning the curriculum. Professional development will be designed for regular teachers serving ESL population or effective methods and techniques on content area instruction for ESL students.**

**In addition, OSESI has been diligently working with us to help develop the skills of newer teachers in creating lessons who are reflective on the individualized instruction model.**

**Form TIII – A (1)(b)**

**School:** Jonathan Levine High School for Media and Communications

**BEDS Code:** 320900011414

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

<b>Allocation Amount:</b> \$4,036.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	2,422	Per session to support ELL students 48.5 hours x 49.50 = 2,422
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	N/A	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	1,211	Headphones, abridged version of literature for students.
<b>Educational Software (Object Code 199)</b>	N/A	
<b>Travel</b>		
<b>Other</b>	403	Parental involvement
<b>TOTAL</b>	<b>\$4,036</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.
  - **Our school through the Parent Coordinator has established a translation center for every correspondence we sent to our parents.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - **Through informal surveys, parent association request, and through the SLT recommendations, we realized that there is a need for Spanish translations of our school information. School members have been informed of the availability of these services and the personnel for interpretation, especially during a parental visit to school.**

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - **All documents sent to parents are translated. These documents are reviewed by the school administration prior to be sent home.**
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.
  - **When a parent visits the school, we have translators available to serve the parent and to facilitate the meeting with the school staff.**

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>.
- **As it is our tradition, we will continue translating every document into Spanish which is the language of most parents, outside of English. We are in the process of securing the translation of documents into French since several of the parents of our newest students have expressed interest.**

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

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	<b>\$417,381.00</b>	<b>\$84,886.00</b>	<b>\$502,267.00</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>4,173.81</b>		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		<b>\$ 848.86</b>	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$ 20,870.00</b>		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		<b>\$ 4,244.30</b>	
6. Enter the anticipated 10% set-aside for Professional Development:	<b>\$ 41,738.10</b>		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		<b>\$ 8,488.60</b>	

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 Parent Involvement Policy**

**At Jonathan Levin HS for Media and Communications parents are active participants in their children’s education. Through the School Leadership Team and through the school’s Parent Association they will have the opportunity to be involved in the planning, implementation, evaluation, and continuous improvement of school-level programs funded by Title I. Both parents and teachers are fully responsible for the high achievement of students. To provide with the support to accomplish this task, the school will provide parents with capacity-building activities during the Parent Association meetings. In addition, we will conduct semi-annual meetings for parents of students served by Title I funds to provide them with information on the school’s Title I program and its services, inform parents of their right to be involved in the program and to offer suggestions for specific school-level opportunities for parent involvement. These meeting will be scheduled flexibly to accommodate working parents who are interested in participating.**

**Parents who cannot be present to meetings could contact Ms. Celsa Lopez at 718-992-3709, Ext. 1274 to raise their concerns or to give any suggestion. Ms. Lopez will also be in charge of mailing parents any relevant school information, especially regarding Title I funds. Every school mailing must be done in at least Spanish and English, languages spoken by the vast majority of our parents.**

**Every year parents will be given the opportunity to evaluate the effectiveness of the parental involvement policy through the use of a school parental survey. They will be able to identify barriers to greater parental participation, especially parents of economically disadvantaged students, disabled, English Language Learners or any parent of students with limited literacy or any racial or ethnic minority group.**

### **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**

**It is of outmost importance that schools provide student with the highest curriculum and instruction to all students. At Jonathan Levin High School for Media and Communications we strive to provide students with an effective learning environment that enables students to meet the State and City performance standards. Parents will be an integral member of this effort. They will provide with the support students need at home. They will also be responsible for monitoring school performance data by being active members of the School Leadership team, the Parent Association, and the newly formed School Data Assessment team. The school commits to establish and maintain an ongoing communication with parents, including students' report cards, reasonable access to staff, and opportunities to volunteer, observe, and participate in classroom activities. The school also commits to measure success in parental involvement not by the number of participating parents but rather by the impact these activities have in the academic progress of their children.**

### **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.

#### **(NOT APPLICABLE)**

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:
    - o 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.*

### **(NOT APPLICABLE)**

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

**(NOT APPLICABLE)**

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

Applicable    Not Applicable

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

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

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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.

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

Applicable    Not Applicable

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

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

## KEY FINDING 2: INSTRUCTION

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

### **2A – ELA Instruction**

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

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

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

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

Applicable    Not Applicable

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

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

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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.

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

Applicable    Not Applicable

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

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

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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.

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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.

Please respond to the following questions for Key Finding 3:

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

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

Applicable    Not Applicable

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

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

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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.

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

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

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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.

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

Applicable    Not Applicable

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

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

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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.

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

Applicable    Not Applicable

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

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

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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.

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

Applicable  Not Applicable

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

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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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.)

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

**Students in temporary housing are identified and provided with various services. The guidance counselors meet with them to identify their individual needs and a referral is made to the school social worker. The child is also included in every academic intervention service (AIS) that the school provides at risk students.**

### **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.

