



HS FOR TEACHING & THE PROFESSIONS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (10/ BRONX/ 433, 10X433)

ADDRESS: 2780 RESERVOIR AVE., BRONX, NY 10468

TELEPHONE: (718) 329 - 7380

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X433 **SCHOOL NAME:** HS FOR TEACHING & THE PROFESSIONS

SCHOOL ADDRESS: 2780 RESERVOIR AVE., BRONX, NY 10468

SCHOOL TELEPHONE: (718) 329 – 7380 **FAX:** (718) 365 – 7984

SCHOOL CONTACT PERSON: MR. ABBOTT FEREN **EMAIL ADDRESS:** aferen@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Alfonso Giordano / Mr. Wardell Minor

PRINCIPAL: Mr. Gary Prince

UFT CHAPTER LEADER: Ms. Suzanne Donahue

PARENTS' ASSOCIATION PRESIDENT: Ms. Wanda Suero

STUDENT REPRESENTATIVES: Ms. Dana Wiltshire / Ms. Jasmine Luckey
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Empowerment Network 5

SSO NETWORK LEADER: Ms. Maria Christina Jimenez

SUPERINTENDENT: Ms. Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Mr. Gary Prince	*Principal	
Ms. Suzanne Donahue	*UFT Chapter Chairperson	
Ms. Wanda Suero	*PA President	
Ms. Athena Rosa-McMillan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mr. Alfonso Giordano	DC 37 Representative	
Ms. Dana Wiltshire Ms. Jazmine Luckey	Student Representatives <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Claudette Bradley	Member/ Parent	
Mr. Wardell Minor	Member/ Staff	
Ms. Lorraine Lovergine	Member/ CSA Staff Representative	
	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member 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.

SECTION III: SCHOOL PROFILE

Part A Narrative Description

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

Our focus is high academic achievement for all students. We believe in the "Guiding Principles for New Schools and the "Principles of Learning." We offer a rigorous academic program in a small personalized setting. Students explore a variety of careers and seek internships. We encourage our students to "Dress for Success." Our "Campus" dress code is enforced.

The High School for Teaching & the Professions is affiliated with the 21st Century New Visions high school initiative which began in 2002.

The High School for Teaching & the Professions is a member of the "**Affiliated Small Schools Network**" which provides us with a constellation of school support service including: the "**College Now Program**", the "**STEP – Science Technology Entry Program**", the "**Talent Search Program**," and the "**Upward Bound Program**."

Our "**Pre-Teaching Academy**" is designed to provide students with an interest in becoming educators the opportunity to learn and participate in an internship program in the subject area of their choice; and to earn credits towards graduation.

The "**Exploring Program**" is a "work-site based program whose purpose is to provide experiences that help young people mature and prepare themselves to become responsible and caring adults. Explorers investigate the meaning of independence in their personal relationships and communities."

The "**Build On**" Program empowers primarily urban U.S. high school students through in-class and intensive after-school programs. In addition to tremendous contributions of community service in their own cities and neighborhoods, Build-On youth actually build schools and bring literacy to children and adults in developing countries around the world. Build-On programs are designed to build confidence and real-world capabilities in American youth while also empowering communities world-wide to overcome the crippling cycle of illiteracy, poverty and low expectations by opening the door to education.

The "**Breaking Stereotypes**" Program is an exchange program with a high school from a rural area in the state of Maine. Each year the schools exchange a group of students for a week. The students gain experiences in a setting completely different from their usual surroundings.

We visualize our school as a community of shared leadership and a community of life-long learners who are enthusiastic, persistent, innovative, creative, supportive, and respectful of each other's values and beliefs and will take action to ensure the success of each other; and to that end we have established "professional learning communities."

It is our mission to encourage all members of the school community to become "independent thinkers, not simply gleaners of information", so they can choose wisely the course of their lives.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	High School for Teaching and the Professions							
District:	10	DBN:	10X433	School BEDS Code:	321000011433			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		76.3	77.5	79.4	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		92.9	93.4	94.6	
Grade 4	0	0	0	Poverty Rate - % of Enrollment:				
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 6	0	0	0		64.3	66.8	93.3	
Grade 7	0	0	0	Students in Temporary Housing - Total Number:				
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 9	196	189	170		6	6	20	
Grade 10	129	160	143	Recent Immigrants - Total Number:				
Grade 11	124	88	108	(As of October 31)	2006-07	2007-08	2008-09	
Grade 12	83	82	96		18	8	12	
Ungraded	1	0	0	Special Education Enrollment:				
Total	533	519	517	(As of October 31)	2006-07	2007-08	2008-09	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	32	47	47	Principal Suspensions	25	3	11	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	4	11	
Number all others	11	37	40					
These students are included in the enrollment information above.				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	63	
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0	
(BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	31	35	34	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	71	64	63					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	8	12	Number of Administrators and Other Professionals	6	9	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	31	59	28	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	54.8	68.6	71.4
				% more than 5 years teaching anywhere	38.7	45.7	68.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	86.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	97.1	95.9
American Indian or Alaska Native	0.8	0.6	0.6				
Black or African American	33.0	32.0	34.0				
Hispanic or Latino	63.6	64.4	61.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.5	1.4				
White	1.7	1.5	2.1				
Male	31.1	36.6	39.1				
Female	68.9	63.4	60.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		SRAP 9	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√SH	√	√
Ethnicity							
American Indian or Alaska Native							
Black or African American					√	√	
Hispanic or Latino					√SH	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White							
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√SH	√	
Student groups making AYP in each subject		0	0	0	4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C	Overall Evaluation:		NR			
Overall Score:	51.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
				NR = No Review Required			

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

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

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?
-

Key Data:

I. Scholarship Trends

a. School-wide (Term 2 Results – June 2009)

- i. School-wide = 68.93%
- ii. English Dept. = 67.64%
- iii. ESL Dept. = 65.12%
- iv. Math Dept. = 65.28%
- v. Science Dept. = 71.28%
- vi. Social Studies Dept. = 69.70%
- vii. Phys. Ed. / Health Ed. Dept. = 66.10%
- viii. Foreign. Language Dept. = 76.00%
- ix. Arts Dept. = 75.90%
- x. Business Dept. = 58.24%

b. Standardized Assessments

i. Math Regents Exams

1. Integrated Algebra = 35.55% (65+ June 2009)
2. Geometry = 28.41% (65+ June 2009)

ii. English Regents = 54.21% (65+ June 2009)

iii. Global History Regents = 46.98% (65+ June 2009)

iv. US History Regents = 66.16% (65+ June 2009)

v. Foreign Language Regents (Spanish) = 100.00% (65+ June 2009)

vi. Science Regents Exams

1. Living Environment Regents = 43.10% (65+ June 2009)
2. Earth Science Regents = 22.22% (65+ June 2009)
3. Chemistry Regents = 30.00% (65+ June 2009)

vii. SAT (Overall Mean Scores for 2007 – 2008)

1. Critical Reading: 364
2. Math: 352
3. Writing: 349

viii. SAT (Overall Mean Scores for 2008 – 2009)

1. Critical Reading: 368.89
2. Math: 383.33
3. Writing: 376.11

II. School Progress Reports

a. 2007 – 2008

i. Overall Score: 49.3

- 1. School Environment: 6.6 (15)**
- 2. Student Performance: 13.9 (25)**
- 3. Student Progress: 26.8 (60)**
- 4. Additional Credit: 2.0 (16)**

ii. Letter Grade: “B”

b. 2008 – 2009 (TBD)

III. Quality Review Reports

a. 2007 – 2008 (Overall Score: Proficient)

i. Areas for Improvement

- 1. Extend the use of data to set precise goals for student’s projected achievement, based on their previous performance.**
- 2. Carry out more detailed analysis of the performance and progress of all pertinent subgroups, summarizing this information clearly for teachers.**
- 3. Apply regularly and rigorously the school’s systems for monitoring and tracking the progress and achievement of students across all grades.**
- 4. Expand the focus on improving attendance by ensuring that all learning is engaging and motivating.**
- 5. Provide additional training to enable teachers to gather, understand and act on information from data analysis.**
- 6. Ensure that all teachers consistently use data to plan for and provide differentiated instruction to meet students’ specific needs.**

b. 2008 – 2009 (N/A)

IV. NCLB Accountability Status

a. 2007 – 2008 (School in Good Standing)

i. Made AYP in All Categories

b. 2008 – 2009 (School in Good Standing)

i. Did not make AYP for English & Math

c. 2009 – 2010 (School in Good Standing)

Section Two: Greatest Accomplishments

1) “The Greatest Accomplishments of the HS for Teaching & the Professions”:

- a. The school has maintained “Good Standing” status for its first four graduating classes (June 2005 – 2009) and the school received a “B” on its first and second NYCDOE Progress Reports.**
- b. The creation of our “Comprehensive 3 – Year School Plan” that aligns our school policies and practices with the Quality Review and the High School Progress Report Metrics.**
- c. Our 98% teacher –retention rate since the inception of the school.**
- d. The establishment of our Professional Learning Community.**
- e. Our affiliation with myriad community-based organizations including:**
 - BuildOn**
 - Explorers**
 - Lehman College – Upward Bound, Talent Search, Career Visions Institute**

- College Now
 - Good Shepherd Services
 - Montefiore Medical
- f. Our alignment of our CEP, 3-Year School Plan, and the Principal Performance Review goals.

Section Three: The most significant aids or barriers to continuous improvement are:

1) The most significant aids utilized for continuous improvement are:

- a. Our collaboration with our Empowerment Network (5) Senior Achievement Facilitator. The impact of this collaboration has been a much greater understanding in terms of gathering and using data; what constitutes well-developed and outstanding practices; and specific professional development geared to conducting a successful CFI initiative, a comprehensive three-year plan, and a comprehensive QR Self-Evaluation.
- b. Our use of data, and attendance outreach efforts: The impact of this has been an increase in overall attendance from last year.
- c. The presence of additional administrators. We have administrators who are data oriented and well-organized. The impact of this has been the greater generation, dissemination, and use of many different types of data reports. These reports have allowed the administration to make necessary adjustments to meet our NYS AYP targets (2009 Cohort Accountability Chart to determine our projected sub-group results for “participation rate,” “graduation rate,” “Performance Index for Math,” and “Performance Index for ELA.”), to predict our overall Regents passing rates and our “weighted 4 – year Regents” passing rates for the Cohort 2008 graduating class (see accountability chart); and to determine student eligibility for Component Retesting; etc. The impact of this has been a greater degree of efficiency of operation, structures, and routines that ensure better outcomes for targeted groups of students and better monitoring and tracking of the progress of all students. The school has a full-time Data Specialist who provides for a seamless interface between the wide array of data sources and the staff.
- d. The creation of a school “Professional Development Calendar” detailing all horizontal and vertical collaborative team meetings.
- e. Our various “Collaborative Teams” including: Instructional Support Team, CFI Inquiry Team, Accreditation Committee, Professional Learning Communities (PLC), Learning Walk Teams, our Cabinet, etc. The impact of these teams has been an increasing improvement of “capacity building” leading towards a network learning community for continuing improvement by way of the sharing of best practices.

2) The most significant barriers to “continuous improvement are:

- a. Budget cuts made by the NYCDOE
- b. The continuous influx of students beyond the beginning of the school term.
- c. Campus-wide school issues such as our lack of sufficient physical resources (space / rooms) available to meet our register requirements and the use of “shared spaces” such as the student cafeteria, the auditorium, and the library.

SECTION V: ANNUAL SCHOOL GOALS

CRITERIA	GOAL 1: After analyzing the NYC Progress Report for the previous three years, we discovered that our students in the bottom 1/3rd freshman cohorts had underperformed in credit accumulation. By August 2010 students in the bottom 1/3rd of our freshman cohort will demonstrate progress towards achieving the measurable outcome below.
SPECIFIC	<ul style="list-style-type: none"> ▪ To improve student performance for students in the lowest third of our incoming 9th grade cohort
MEASURABLE	<ul style="list-style-type: none"> ▪ Improvement = a 5% increase in the number of Level 3 & Level 4 results for the Regents Exam in Integrated Algebra and the Regents Exam in Living Environment as compared to the similar group of students who sat for those exams in June 2009 ▪ Improvement = a 5% increase in the overall credit accumulation for target group as compared with the results for the same population's metric on our 2009 Progress Report.
ACHIEVABLE	<ul style="list-style-type: none"> ▪ The size of the target groups is limited. ▪ A modest improvement is therefore a realistic goal.
REALISTIC	<ul style="list-style-type: none"> ▪ We will be using ACUITY and SCANTRON to diagnose the strengths and weaknesses of these students in English and Math. Differentiated instruction will be implemented based on data. Improvement in English and Math should help students improve in Science and Social Studies.
TIME-BOUND	<ul style="list-style-type: none"> ▪ September 2009 through August 2010

CRITERIA	GOAL 2: After reviewing our last Quality Review Report from 2007-2008, the reviewers recommended that our teachers improve their use of student data to accelerate student learning.
SPECIFIC	<ul style="list-style-type: none"> ▪ All teachers and guidance counselors will be trained in the use of ARIS. ▪ All teachers will use ARIS to inform their instructional practices. ▪ English and Math teachers will be trained in the administration, evaluation and use of ACUITY and SCANTRON data to inform instruction and assessment.
MEASURABLE	<ul style="list-style-type: none"> ▪ Teachers and counselors will attend ARIS training sessions (sign-in sheets). ▪ English and Math teachers will attend ACUITY and SCANTRON professional development sessions as needed (sign-in sheets) ▪ Teachers and counselors will generate work-products confirming their understanding of how to use ARIS features. ▪ Teachers and counselors will generate written feedback explaining how they will use ARIS to improve their effectiveness. ▪ Teacher use of ARIS, ACUITY, and SCANTRON will be noted in formal and informal observation reports.
ACHIEVABLE	<ul style="list-style-type: none"> ▪ All teachers will have personal laptop computers to access ARIS. ▪ All teachers have received or will receive ARIS training during their professional learning periods by previously trained staff. ▪ All teachers will be able to access ARIS at all times to review information about their students. ▪ All teachers of English and Math have received or will receive if needed, training in the administration, evaluation and use of ACUITY and SCANTRON data to inform instruction and assessment.
REALISTIC	<ul style="list-style-type: none"> ▪ The more teachers know about their students, the more they should be able to provide instruction to meet the specific needs of their students.
TIME-BOUND	<ul style="list-style-type: none"> ▪ By the end of June 2010

CRITERIA	GOAL 3: As a result of low student engagement and infrequent practice of formative assessments as determined through Learning Walks, observations, and teacher intensives, we participated in our Practice Area Network's (PAN) "AFL-initiative" to for the purpose of incorporating more "Assessment for Learning" strategies into daily instruction in order to improve student engagement, student learning outcomes.
SPECIFIC	<ul style="list-style-type: none"> ▪ All designated teachers will be using strategies from the "A.F.L. Modules" in their daily lessons by the end of the 2009 – 2010 school year.
MEASURABLE	<ul style="list-style-type: none"> ▪ Informal and formal observations. ▪ Learning Walks. ▪ Teacher lesson plans.
ACHIEVABLE	<ul style="list-style-type: none"> ▪ Teacher - Leaders will receive training. ▪ Teacher - Leaders will turnkey to Core Teachers. ▪ Core Teachers will turnkey to their subject colleagues.
REALISTIC	<ul style="list-style-type: none"> ▪ Improved student – engagement should yield improved student achievement.
TIME-BOUND	<ul style="list-style-type: none"> ▪ By the end of June 2010

CRITERIA	GOAL 4: After reading Mike Schmoker’s “Results Now”, our action research led us to establish “Professional Learning Communities (PLC)” which will enhance school functioning to better address the diverse needs of our students.
SPECIFIC	<ul style="list-style-type: none"> ▪ All teachers will collaborate as members of various “Professional Learning Communities” by the end of the 2009 – 2010 school year.
MEASURABLE	<ul style="list-style-type: none"> ▪ Subject Area Learning Communities ▪ Grade Level Learning Communities ▪ School Team Learning Communities
ACHIEVABLE	<ul style="list-style-type: none"> ▪ All teachers will devote a portion of their weekly professional period time to collaborate as members of a Professional Learning Community
REALISTIC	<ul style="list-style-type: none"> ▪ Teachers have already shown willingness to work with other teachers.
TIME-BOUND	<ul style="list-style-type: none"> ▪ By the end of June 2010

SECTION VI: ACTION PLAN - 1

<p>Subject/Area (where relevant):</p>	<p>▪ Children’s First Intensive Initiative</p>																	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>▪ After analyzing the NYC Progress Report for the previous three years, we discovered that our students in the bottom 1/3rd freshman cohorts (Bottom 1/3 students from cohort “O.”) had underperformed in credit accumulation. By August 2010 students in the bottom 1/3rd of our freshman cohort will demonstrate progress towards achieving the following measurable outcomes:</p> <p>a. Improvement = a 5% increase in the number of Level 3 & Level 4 results for the Regents Exam in Integrated Algebra and the Regents Exam in Living Environment as compared to the similar group of students who sat for those exams in June 2009</p> <p>b. Improvement = a 5% increase in the overall credit accumulation for target group as compared with the results for the same population’s metric on our 2009 Progress Report.</p>																	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>▪ The “Target Student Groups” will be the “Bottom 1/3” of Cohort “O” as determined by the average of students’ 8th grade ELA and Math NYS Assessment Scaled Scores or by the average of the Scaled Scores converted into Proficiency Ratings.</p> <p>▪ Creation of Inquiry Teams to initiate, to monitor, to evaluate, and to revise data-driven decisions to improve student outcomes for the “target student groups.”</p> <p>▪ Strategies will be implemented, progress will be monitored, and or time-frames may be adjusted.</p> <p>▪ Data will be supplied by the Data Specialist; Use of ARIS by teachers</p> <p>▪ Each group will be mandated to sit for Regents Predictive Exams or similar exams to determine their knowledge and skill levels with respect to the achievement of at least a Level 3 score on their actual Regents exams. These “predictive exams” will be administered periodically.</p> <p>▪ Every group will be mandated to sit for Diagnostic Exams to determine their specific strengths and weaknesses with respect to their ability to learn that which needs to be learned. These exams will be administered periodically.</p>																	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>▪ Funding will be drawn from Title I, Title III, Fair Student Funding, and Inquiry Team allocations.</p> <p>▪ Professional development is provided as needed. (especially for all CFI teachers)</p> <p>▪ Interim measurable objectives will be established by the teachers and by the administration.</p> <p>▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.</p> <p>▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.</p>																	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> <hr/> <p>The administration is ultimately responsible for monitoring the progress of all school goals and making whatever adjustments are required in order to achieve them</p>	<table border="1"> <thead> <tr> <th>Intruments of Measure</th> <th>Intervals of Periodic Review</th> <th>Projected Gains for each interval of Period Review</th> </tr> </thead> <tbody> <tr> <td>▪ Data Charts based on STARS/HSST data</td> <td>▪ After each marking period</td> <td>▪ Students are on-track to meet our credit-accumulation targets.</td> </tr> <tr> <td>▪ ACUIITY Predictives for Integrated Algebra</td> <td>▪ Fall Term and Spring Term</td> <td>▪ Students demonstrate proficiency on the topics they have been taught.</td> </tr> <tr> <td>▪ Old Living Environment Regents exams</td> <td>▪ As determined by teachers</td> <td>▪ Students demonstrate proficiencie on the topics they have been taught</td> </tr> <tr> <td>▪ Final 2009 Term 7 STARS school scholarship data</td> <td>▪ Annually</td> <td>▪ Students will meet our Progress Report Metric targets for Credit Accumulation and Regents Exam passing percentages</td> </tr> </tbody> </table>	Intruments of Measure	Intervals of Periodic Review	Projected Gains for each interval of Period Review	▪ Data Charts based on STARS/HSST data	▪ After each marking period	▪ Students are on-track to meet our credit-accumulation targets.	▪ ACUIITY Predictives for Integrated Algebra	▪ Fall Term and Spring Term	▪ Students demonstrate proficiency on the topics they have been taught.	▪ Old Living Environment Regents exams	▪ As determined by teachers	▪ Students demonstrate proficiencie on the topics they have been taught	▪ Final 2009 Term 7 STARS school scholarship data	▪ Annually	▪ Students will meet our Progress Report Metric targets for Credit Accumulation and Regents Exam passing percentages		
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SECTION VI: ACTION PLAN - 2

<p>Subject/Area (where relevant):</p>	<ul style="list-style-type: none"> ▪ Comprehensive “3 – Year School Plan” ▪ Use of Data by staff to improve student achievement 														
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • After reviewing our last Quality Review Report from 2007-2008, the reviewers recommended that our teachers improve their use of student data to accelerate student learning. The following goals for the 2009 – 2010 school year have been established. <ul style="list-style-type: none"> a. All teachers and guidance counselors will be trained in the use of ARIS. b. All teachers will use ARIS to inform their instructional practices. c. English and Math teachers will be trained in the administration, evaluation and use of ACUITY and SCANTRON data to inform instruction and assessment. 														
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ The Administration will provide periodic up-to-date charts for all accountability subgroups for each Cohort. (updates each Marking Period) ▪ Teachers will receive ARIS Training and will use ARIS to inform their instructional practices. ▪ The information will be summarized clearly for teachers ▪ The information will be used to inform instructional practices and student programming. ▪ English and Math teachers will receive (if needed) training in the administration, evaluation and use of ACUITY and SCANTRON data to inform instruction and assessment. ▪ Period 08 “Subject Area Meetings” 														
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Funding is established if necessary. Most activities will occur during teacher Professional Periods during the school day. CFI Team Inquiry and Data Specialist funding sources have been established from Title I and Title III funds. They will be used to compensate staff for meetings and or work performed outside of the regular school day and on weekends. ▪ Professional development is provided as needed. ▪ Measurable objectives are established. ▪ Infra-structure is aligned with goals and initiatives. ▪ Monitoring process is in place. ▪ Self-reflection is promoted to support the growth of team members. ▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students. 														
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SECTION VI: ACTION PLAN - 3

Subject/Area (where relevant):	Practice Area Network Research Model (Two – Year Plan) (Year Two)		
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> ▪ To improve student learning and student performance by incorporating “Assessment for Learning” strategies into daily instruction. <ul style="list-style-type: none"> ➢ We will demonstrate growth in our knowledge and skill level in the use AFL strategies and techniques associated with them and in the process facilitate increased levels of student engagement in the classroom assessment process. 		
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> ▪ Teachers and administrators will participate in collaborative inquiry in the Practice Area Network (PAN). These levels of inquiry will be aligned via a tight focus around a core set of AFL practices. ▪ AFL strategies and techniques will be phased into daily classroom instruction as per our school implementation schedule. ▪ Participate in Network meetings designed to assist principals as they stage and phase the implementation of AFL strategies into classrooms. ▪ Use of PAN Inquiry Team and PAN Teacher Leaders to nurture and support teacher implementation. ▪ Support students as assessor of their own and each other’s work and as collaborative partners in the inquiry process. 		
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> ▪ The CEP and PPR will be used to strategically align administrator and teacher leadership behaviors with our school efforts to become a community of practice in the area of formative assessment to drive change in classroom practice. ▪ A group of teachers and administrators will participate in trainings to learn and practice AFL strategies and techniques to be implemented in classrooms. ▪ Participation in network “Learning Walks” and generation of “accounts of practice.” ▪ Designation of teacher leaders and inquiry team members and ensure that they have time to meet, access to training and other support needs as they materialize. ▪ Training for staff and students to support students as assessors of their own work, the work of their classmates and as active partners in the inquiry process. ▪ Appropriate funding resources will be allocated to support the above initiative. This will include providing coverages for teachers participating in on-site and off-site professional development activities as well as vendor-provided professional development. 		
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i> <hr/> <i>The administration is ultimately responsible for monitoring the progress of all school goals and making whatever adjustments are required in order to achieve them</i>	Instruments of Measure	Intervals of Periodic Review	Projected Gains for each interval of Period Review
	<ul style="list-style-type: none"> ▪ Attendance records and other artifacts documenting participation in (PAN) meetings. 	<ul style="list-style-type: none"> ▪ Each term 	<ul style="list-style-type: none"> ▪ Supervisor and teacher conversations demonstrate clearer articulation in the use of AFL strategies in the classroom.
	<ul style="list-style-type: none"> ▪ Instructional Intensive Recap Forms and Formal Obs. Reports 	<ul style="list-style-type: none"> ▪ Each marking period 	<ul style="list-style-type: none"> ▪ Teacher use of AFL “starts and ends” of lesson strategies are noted and shows increased usage. ▪ Teacher use of “formative assessment” and “differentiated instruction” is noted and shows increased usage.
	<ul style="list-style-type: none"> ▪ Teacher Professional Growth Journals (reviewed by administration) 	<ul style="list-style-type: none"> ▪ Each term 	<ul style="list-style-type: none"> ▪ Teachers document their attendance at AFL and PAN professional development events. ▪ Teachers incorporate instructional handouts into their “Journals” and record reflections on their use of AFL strategies

SECTION VI: ACTION PLAN - 4

Subject/Area (where relevant):	<ul style="list-style-type: none"> ▪ Practice Area Network Research Model (Two – Year Plan) (Year Two) 														
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>GOAL: After reading Mike Schmoker’s “Results Now”, our action research led us to establish “Professional Learning Communities (PLC)” which will enhance school functioning to better address the diverse needs of our students.</p> <p>To improve school functioning by the organization of the school staff into a network of “Professional Learning Communities.”</p> <ul style="list-style-type: none"> ➤ Teachers and other staff members will be organized into “Professional Learning Communities.” This will allow staff members to both gain and share their expertise with other staff members. ➤ “Professional Learning Communities” will enrich the school by developing its human resource potential. 														
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> ▪ Establish School-wide Teams and Committees <ul style="list-style-type: none"> ➤ Instruction ➤ Accreditation ➤ Attendance ➤ Guidance ➤ Security ➤ Parental Involvement ➤ Etc. ▪ Establish Subject-Area teams ▪ Establish Grade Level teams 														
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> ▪ Most activities will occur during teacher Professional Periods during the school day. CFI Team Inquiry and Data Specialist funding sources have been established from Title I and Title III funds. They will be used to compensate staff for meetings and or work performed outside of the regular school day and on weekends. ▪ Professional Period time will be used for Professional Learning Communities ▪ Per Session funds will be used for Professional Learning Communities ▪ Chancellor’s Professional Days will be use for Professional Learning Communities 														
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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								
1								
2								
3								
4								
5								
6								
7								
8								
9	88	157	3	7	n/a	n/a	n/a	1
10	4	n/a	18	26	n/a	n/a	2	n/a
11	20	n/a	42	59	n/a	n/a	n/a	1
12	15	n/a	31	31	n/a	n/a	n/a	n/a

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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: (CFI groups for Cohorts L & M will be generated in HSST to track students' progress and to help the school make AYP)	<ul style="list-style-type: none"> ▪ Block scheduling and extra-periods for all incoming 9th grade students to provide accelerated acquisition of comprehension skills and writing skills. We provide these this opportunity to ALL incoming students which includes our Level I and Level II student population. ▪ Children’s First Intensive Initiative: a special program to assist a targeted group of incoming 9th grade students whose combined average 8th grade NYS Assessment scores for ELA and Math is in the lower third of their “peer” group. (These are Level I and Level II students.); Period 08 tutoring, Regents tutoring ▪ Extended – day classes to provide Regents preparation (includes Level I and Level II students) ▪ Regents Prep classes (includes Level I and Level II students); Period 08 tutoring, Regents tutoring ▪ Mandated compliance with NYS ELL requirements to provide LEP students with English Language acquisition. ▪ Summer Bridge Program (includes Level I and Level II students) ▪ Title I Funding
Mathematics: (CFI groups for Cohorts L & M will be generated in HSST to track students' progress and to help the school make AYP)	<ul style="list-style-type: none"> ▪ Block scheduling and extra-periods for all incoming 9th grade students to provide accelerated acquisition of math skills . We provide these this opportunity to ALL incoming students which includes our Level I and Level II student population. ▪ Extended – day classes to provide Regents preparation (includes Level I and Level II students) ▪ Regents Prep classes (includes Level I and Level II students); Period 08 tutoring, Regents tutoring ▪ Voluntary transfer of Students to Y.A.B.C. if appropriate. ▪ Summer Bridge Program (includes Level I and Level II students) ▪ Title I Funding
Science:	<ul style="list-style-type: none"> ▪ Saturday Academy (provides the opportunity for students to make up science labs) ▪ An extra period per week for our incoming 9th graders. (includes Level I and Level II students) ▪ Extended – day classes to provide Regents preparation (includes Level I and Level II students) ▪ Summer Bridge Program (includes Level I and Level II students); Period 08 tutoring, Regents tutoring ▪ Title I Funding
Social Studies:	<ul style="list-style-type: none"> ▪ Extended – day classes to provide Regents preparation, Period 08 tutoring, Regents tutoring ▪ Summer Bridge Program (includes Level I and Level II students) ▪ Saturday Academy (includes Level I and Level II students) ▪ Title I Funding
At-risk Services Provided by the Guidance Counselor:	All students receive guidance counselor services. (includes all Level I and Level II students)
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ▪ n/a
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ▪ n/a
At-risk Health-related Services:	<ul style="list-style-type: none"> ▪ n/a

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

NCLB/SED requirement for all schools

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

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

At the High School for Teaching and the Professions, the ESL program is dedicated to creating a teaching and learning environment that is supportive of students' diverse backgrounds, languages, levels of proficiency, and individual learning styles. It is our mission to develop the cognitive and academic language skills of our students in their native language and in English and support them as they acclimate to American culture and life in the United States.

Presently, we have an enrollment of 485, sixty-three of which are English Language Learners. All of our students receive the more than the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 480 for Intermediate, and 240 for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations.

We have established a LAP team which includes the principal, assistant principal, ELL ISS, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our LAP team closely monitors students' academic performance, attendance, classroom behavior, and social interaction. The administration of the LAB-R, NYSESLAT, and formative and summative assessments help us analyze students' strengths and weaknesses in specific modalities. This crucial information informs instruction.

The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Students are given appropriate native language support when necessary and provided with necessary scaffolding throughout their content area classes. The English as a Second Language Coordinator is responsible for administering the LAB-R exams to the newcomers. The coordinator holds a professional license in NYS for English to Speakers of Other Languages and is well-versed in the administration of the LAB-R assessment.

Files have been created for each of these students, as well. The LAB-R was administered to all students who recently entered our country in order to ascertain English proficiency levels. Additionally, a Home Language Identification Survey is given to our newcomers. Our Parent Coordinator hosts a meeting for these students and their families in the fall to explain the following programs: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language. The results of this survey and informational meeting indicated that parents preferred the ESL model. The meeting generally takes place early during the first semester of the school year. We also administer the NYSELAT Assessment each spring to assess improvement in the four modalities and facilitate the correct programming of students. The trend noted is that our ELLs score better in the speaking modality than in listening, reading, and writing. Instructional decisions are made as a result of student level of proficiency. In addition to aligning curriculum with ELA standards, teachers receive professional development to address the specific needs of the English Language Learners.

A comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student

progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs.

Clearly, the aforementioned academic interventions will continue to be provided for the ELLs targeting comprehension strategies through a balanced literacy approach, note-taking and study skills, vocabulary acquisition through Greek and Latin roots as well as affixes, and the writing process.

Approximately 10% of our ELLs are categorized as Students with Interrupted Formal Education, or SIFE. After-school tutorials, which utilize the expertise of a bilingual content area teacher and an ESL teacher, target their academic deficiencies. They also attend one additional period of science lab in their native language weekly. For students classified as Special Education they are serviced by an ESL certified instructor. Additionally, their primary English course is taught by an instructor who has completed the requirements for a Bilingual Extension. Instructional and technological support materials are incorporated into daily instruction as a way of ensuring student understanding. The recent incorporation of the SMART board into every classroom is an invaluable tool in assisting ELLs, who often require visual aids in order to digest material.

Native language development is a paramount concern for students labeled as SIFE; they are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are two Spanish native language instructors on faculty. Additionally, there is one ESL instructor on faculty. Spanish is the only language elective currently offered at the High School for Teaching and the Professions. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language.

The Language Assessment Battery Revised (LABR) is the only approved test for the identification of students as limited English proficient. Similarly, the New York State English as a Second Language Achievement Test (NYSESLAT) is the only approved test for measuring LEP students' level of English proficiency annually, to determine whether or not the student continues to be LEP.

Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. During the summer prior to students entering their freshman year at the school, students are offered an opportunity to attend the Summer Bridge Program in collaboration with Lehman College. Additionally, each grade level has class advisors which assist with the transition from one grade to another.

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are

supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes.

New programs for consideration

For the 2009-10 school year, a major focus has been placed on English Language Learners. In addition to providing in-class assistance, specific focus on student achievement is taking place. English language learners are now a part of our Children First Initiative (CFI) teams and teachers meet twice monthly to discuss strategies for addressing the needs of these students. The English as a Second Language Coordinator is a part of each of these teams and ensures that the goals are aligned with the needs of the English Language Learner populations.

On-going professional development takes place for faculty throughout the year. Teachers are given hands-on professional development that meets the required 7.5 hours throughout the school year. The English as a Second Language Coordinator provides this training. The major focus of these professional development activities is: scaffolding, differentiated instruction and understanding learning modalities of language learners. This professional development is followed up with one-on-one assistance to teachers within the classroom to ensure that they are meeting the needs of English language learners. Attendance is taken at each meeting and documentation of in-class intensives is kept. Additionally, all teachers are participating in inter-visitations as a way of sharpening their skills related to English Language Learners. These forms are kept on file for each teacher respectively.

Parent needs are ascertained throughout the year during monthly parent meetings and correspondence with the Parent Coordinator. The Parent Coordinator is proactive in her outreach to parents of English Language Learners and makes it a priority to provide these parents with the necessary support. Additionally, parents are invited to serve on the School Leadership Team (SLT) as a way to ensure that parents are an integral part of a successful ESL program.

Alternative Assessments are formally used at the High School for Teaching and the Professions. Acuity and Scantron are administered to the general population as well as the English Language Learner population to ensure that data informs the daily instruction. Additionally, periodic assessments are administered once or twice annually to ELLs as a mechanism for measuring student progress in English Language mastery. Periodic assessments provide the ESL teacher with the data necessary to plan lessons that incorporate areas of deficiency for the students. While these assessments assist in the teacher's ability to understand the needs of the growing ELL population, they are merely one of many data tools used to identify areas of growth for the English Language Learner population. The combination of Acuity, Scantron, and Periodic Assessments provide a holistic picture to content area instructors about the progress of English Language Learners. Additionally, administrators engage in dialogues with instructors about student progress based upon the results of interim assessments.

English Language Learners comprise a significant percentage of our CFI teams. The teams have been established to ensure the successful graduation of 2010 and 2011 cohorts. Each team has representation from teachers, guidance counselors and administrators. The teams analyze the data from interim and terminating assessments as a means by which they create procedures to address the needs of the students. The English Language Learners are targeted and given additional tutorial assistance as a way to ensure successful completion of graduation requirements.

An analysis of the NYSESLAT results allows for more cohesive programming. Students are placed into different levels of ESL based upon previous year's performance. Approximately 10-15% of English Language Learners test proficient on the NYSESLAT. Within our school, there is a presence of long-term English Language Learners as well as recently arrived Learners. The diversity of the population contributes to the diverse curriculum used within the ESL courses and Title III enrichment. While students passing the English Regents Examination are one primary focus for the English Language Learners, students testing proficient on the NYSESLAT is also a focus. Students are provided with necessary tools to successfully take ownership of the English Language. This ownership transcends the basic ESL classroom and extends to the other content areas.

English as a Second Language Achievement Test

School **HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS SCHOOL**
 School ID **32-10-00-01-1433**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Reading and Writing (Grades K-1)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Listening and Speaking (Grades 2-4)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Reading and Writing (Grades 2-4)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Listening and Speaking (Grades 5-6)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Reading and Writing (Grades 5-6)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Listening and Speaking (Grades 7-8)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Reading and Writing (Grades 7-8)	2008-09	0				0				0						
	2007-08	0				0				0						
	2006-07	0				0				0						
Listening and Speaking (Grades 9-12)	2008-09	36	0%	8%	31%	61%	26	0%	8%	31%	62%	10	0%	10%	30%	60%
	2007-08	38	0%	11%	32%	58%	32	0%	13%	31%	56%	6	0%	0%	33%	67%
	2006-07	47	4%	17%	30%	49%	48	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades 9-12)	2008-09	36	3%	64%	19%	14%	26	4%	62%	19%	15%	10	0%	70%	20%	10%
	2007-08	38	3%	53%	24%	21%	32	3%	53%	22%	22%	6	0%	50%	33%	17%
	2006-07	47	2%	64%	21%	13%	46	-	-	-	-	1	-	-	-	-

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

School **HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS SCHOOL**
 School ID **32-10-00-01-1433**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Elementary/Middle-Level Social Studies 2008-09

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	0					0					0				
Middle Level	0					0					0				

2005 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	127	19%	37%	4%	103	21%	45%	5%	24	8%	4%	0%
U.S. History and Government	127	11%	42%	9%	103	12%	50%	10%	24	8%	4%	4%
Science	127	13%	42%	0%	103	15%	50%	0%	24	4%	4%	0%

New York State Alternate Assessments (NYSAA) 2008-09

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
Elementary Level					
Social Studies	0				
Middle Level					
Social Studies	0				
Secondary Level					
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Part IV: Assessment Analysis

- A. See above the Comprehensive Information Report on pages 25 and 26 from the 2008-2009 New York State Report Card.
- B. Our school does not have a dual language program, therefore, no day-to-day assessments are offered to our English Language Learners (ELL) other than the Spanish Native Language classes.
- C. The Lab-R exam results are used to appropriately place our ELL students into proper English as a Second Language (ESL) class level and to satisfy the minimum number of minutes per week for compliance.
- D. The New York State English as a Second Language Achievement Test (NYSESLAT) results are monitored and reviewed annually to determine the effectiveness of our ESL program. In addition, the NYSELAT results determine appropriate future placement into ESL class level and to determine if an ELL student has tested-out of ESL services.

E. 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:** 30 **LEP** 0 **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** _____

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.

Students are serviced with Saturday and after school tutorials. The tutorial sessions directly service the needs of the English Language learners. Additionally, all English Language Learners are programmed into their requisite number of ESL courses throughout the school day. The tutorial assistance is provided as a means by which students can acquire necessary language skills conducive to their success on the English Regents. Additionally, there is an inter-disciplinary aspect of the Saturday and after-school tutoring. Students are provided with assistance in all of their regularly scheduled classes. Students are provided with individualized tutorial assistance, Regents preparation, and explicit writing and reading assistance. Three times weekly students are provided with one-on-one tutorial assistance in the different content areas. Moreover, teachers are given opportunities outside of school to interact with the English Language Learners that most need the content area support.

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.

Teachers receive professional development during a daily common period. Teachers are grouped by disciplines twice weekly to discuss and address the needs of the English Language Learners enrolled in their classes. Teachers are given explicit professional development on addressing the needs of English Language Learners. Additionally, teachers have received QTEL (Quality Teaching for English Learners) training across several disciplines. The training provided sound strategies for increasing academic achievement for English Language Learners throughout the core-curricula. The licensed ESL teacher has also received extensive professional development through our partnership with the Fordham University BETAC. In-house professional development is on-going during our weekly curriculum planning meetings. Teachers are allotted one period weekly to ensure improvement of practice with students, specifically targeting our English language learner population.

Form TIII – A (1)(b) **School:** 10X433 **BEDS Code:** 321000011433 **Title III LEP Program** **School Building Budget Summary**

		Guideline	Total Allocation	Percentage Allocated	Amount to Schedule	Scheduled Total	Explanation
		Per Session	\$15,000.00	65%	9,750.00	9,747.08	
		Materials	\$15,000.00	15%	2,250.00	2,268.00	
		Parental Involvement	\$15,000.00	10%	1,500.00	1,494.60	
		Professional Development	\$15,000.00	10%	1,500.00	1,491.90	
Item#	New Item	Organization Category	No. of Hours	Per Session Rate w/Fringe	No. of Staff	Budget Amount	
1	Per Session	Supervisor - Per Session	0	\$44.61	1	\$0.00	
2	Per Session	Teacher - Bilingual - Per Session	196	\$49.73	1	\$9,747.08	Utilized to provide tutorial assistance to ELL's in need of additional assistance- takes place on Saturdays and after school.
3	Per Session	Educational Para - Per Session	0	\$24.40	1	\$0.00	
4	Per Session	Secretary - Per Session	0	\$28.65	1	\$0.00	
5	Parent Involvement	Teacher / Counselor Per Session	20	\$49.73	1	\$994.60	Counselor provides parents with vital information about English Language Learners and support services available to them.
6	Professional Development	Teacher – Bilingual – Per Session	30	\$49.73	1	\$1,491.90	Teacher creates and provides ESL methodology professional development to faculty.
7	Professional Development	400 - Non Contractual Services				\$0.00	
8	Parent Involvement	400 - Non Contractual Services				\$200.00	Funds provide necessary materials for parent meetings and informational sessions.
9	Parent Involvement	400 - Non Contractual Services				\$300.00	Funds provide necessary materials for parent meetings and informational sessions.
10	Materials	100 – Supplies				\$0.00	
11	Materials	100 – Supplies				\$2,268.00	Supplies - books and materials used during the Saturday and after-school tutorials.
12	Materials	337 - Textbooks				\$0.00	
TOTAL						\$15,001.58	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. An assessment of written translation needs was conducted based on "Student Home Language Surveys" and (Part 154).
 - b. The RESI Report in ATS indicates the "home language" for every student. An analysis of this report indicates that over 95% of our ELL's are of Hispanic descent and their "home language" is Spanish.

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.
 - a. The population of ELL's receiving services is predominantly of Hispanic decent. These findings are available to the school community via the information contained in public documents which are posted online such as our Annual School Report Cards, our High School Progress Reports, and our Quality Review Reports. The native language of the parents is Spanish. We provide in-house oral and written translation services for the parents in Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. All information packets, newsletters, flyers, programs, school activities and other correspondence are translated into students' native languages. All "School Messenger" messages are generated in both English and Spanish.

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.
 - a. The Parent Coordinator and other staff members (e.g. foreign language teachers) have the primary responsibility to provide translation services to the "School Community."

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>.
 - a. The school will provide parents whose primary language is a "covered language" and who require language assistance with written notifications of their rights regarding translation and interpretation services in the appropriate "covered languages," and instructions on how to obtain such services. The "covered languages" will be posted in our Parent Center.
 - b. The school will post, in a conspicuous location at or near the primary entrance to the School, a sign in each of the "covered languages" indicating the office / room where a copy of all school generated written notifications may be obtained.
 - c. The School Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school administrative offices solely due to language barriers.

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:	\$645,570.00	\$322,380	\$967,950.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,455.70		\$6,455.70
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,223.80	\$3,223.80
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,227.85		\$32,227.85
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$16,119.00	\$16,119.00
6. Enter the anticipated 10% set-aside for Professional Development:	\$64,557.00		\$64,557.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$32,238.00	\$32,238.00

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95.9%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

); School Parental Involvement Policy

I. General Expectations

The High School for Teaching and the Professions agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

- a) The High School for Teaching and the Professions will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

-Parents will participate as members of our School Leadership Team.

- b) The High School for Teaching and the Professions will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- 1% of Title 1 funds will be used to plan for and present workshops on myriad topics: college application process, graduation requirements, the State and City Content and Performance Standards, Breast cancer awareness, gang awareness, literacy training, graduation requirements, CPR, computer technology.
- Conduct annual campus-wide conference on Title 1.
- Host bi-monthly Open Houses (curriculum nights) where teachers discuss course curriculum with parents.
- Host monthly PA meetings
- Conduct ARIS trainings for the Parent Link
- Celebrate Parents’ Appreciation Day

- c) The High School for Teaching and the Professions will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via phone calls, calendars, flyers, newsletters, emails, correspondence in a Bi-lingual format, and Parents’ Association newsletter

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- involving parents in course curriculum and student expectations through two semi-annual evening Open House (curriculum night) events.

- offer workshops in immigration, financial aid, college readiness, the road to graduation among others.
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- develop multiple opportunities for parents to the ARIS Parent Link to enhance parents' participating in their child's education.
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Parent Association. This policy was adopted by The High School for Teaching and the Professions on June 1, 2009 and will be in effect for the period of Two Years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 01, 2009.

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

We, the school and parents agree to work cooperatively to provide for the successful education of our children.

SCHOOL	PARENT/GUARDIAN
<p>We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.</p> <p>We understand: the need to actively involve parents in planning, reviewing, and creating activities in order to meet the Title I program guidelines.</p> <p>We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.</p> <p>We understand: the need to provide quality curriculum and instruction.</p> <p>We understand: the need to deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Children's progress reports to their parents • Reasonable access to staff • Opportunities to volunteer and participate in their child's class • Observation of classroom activities <p>We understand: the need to assure that parents may participate in professional activities, i.e., literacy classes and workshops on reading strategies.</p> <p>We understand: the need to nurture the spirit of each individual that will develop, guide, and inspire greatness in the life of each and every child.</p>	<p>I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.</p> <p>I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.</p> <p>I understand: the need to work with my child on schoolwork, and encourage my child to read to me each day.</p> <p>I understand: the need for me to monitor my child's:</p> <ul style="list-style-type: none"> • Attendance at school • Homework Assignments • Projects • Television watching • Health needs • Internet usage <p>I understand: the need to share responsibility for my child's improved academic achievement.</p> <p>I understand: the need to communicate with my child's teachers about his/her educational needs.</p> <p>I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p>

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - The school will use a wide array of data sources to determine school needs and school priorities. (School Report Cards, School Progress Reports, School Quality Review Reports, Student Comprehensive Report, ACUITY data, SCANTRON data, Learning Environment Survey, etc.)
2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - The school is implementing "Assessment for Learning" strategies and differentiated instruction to assist students in meeting State requirements.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - The school offers extended day classes, Saturday Academy, and a Summer School Program to provide opportunities for students to meet their credit and exam requirements.
 - Help provide an enriched and accelerated curriculum.
 - The school offers Honors and Advanced Placement sections.
 - "College Now" and other credit-bearing courses are offered through Lehman College.
 - Meet the educational needs of historically underserved populations.
 - The school offers an ESL program to all English Language Learners and Guidance Services to all students.
 - 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - The school is using both the "Children's First Intensive Initiative" and a "Practice Area Network Research Model" to serve the needs of the lowest third of our students.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - The school provides double-period instructional time for 9th grade English and Math courses and for Regents Preparatory sections.

3. Instruction by highly qualified staff.

HS for Teaching & the Professions Teacher Qualifications Table

Core Classes not taught by highly qualified teachers	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
Total # of Core Classes	109	124	143	128
% not taught by highly qualified teachers	17%	16.0%	8.0%	5.0%
Teachers with no valid teaching certificate	17%	14%	12%	0%
Total # of Teachers	31	36	36	34
Percent with no valid Teaching Certificate	3%	6%	3%	0%
Individuals Teaching Out of Certification				
Number of Teachers	6	2	3	2
Percentage of Total	19%	14%	8%	6%
Percent of Teachers with Master’s Degree Plus 30 Hours or Doctorate	10%	14%	19%	41%

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.
- ARIS, ACUITY, and SCANTRON professional development
 - Assessment for Learning professional development
 - Articulation with School Achievement Facilitator
 - Articulation with Practice Area Network schools.
 - Provide extensive teacher professional development.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- The school will employ a school-hiring team to review all applications for positions posted on the “Open Market Hiring System.”
 - The school will avail itself of the new web-base “Teacher Finder” tool which is available to Principals on the “Principals Portal” website.
 - The school will actively solicit for “highly qualified” applicants to apply for all posted positions.

6. Strategies to increase parental involvement through means such as family literacy services.
 - The school provides translation services to parents for all “covered languages” as required by NYCDOE policies.
 - The school has a “Bilingual Spanish” Parent Coordinator.
 - Special school “open-house” event for parents to meet teachers and discuss course syllabi and requirements (prior to our mandated “open-school events.”)
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.
 - Not applicable
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.
 - Inquiry Team, Instructional Team, Accreditation Committee, school-wide professional development events.
 - Use of “formative assessment” and “professional learning community” activities.
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.
 - Extended Day sections, Saturday Academy, Tutoring, ESL Program, Special Education Program. S.E.T.T.S
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.
 - Confliction Resolution Program
 - Guidance Programs
 - Gang Awareness professional development
 - Campus “Crisis Team” meetings

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.
 - Not applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Not applicable

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;
 - i. not applicable
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - i. not applicable
 - c. Minimize removing children from the regular classroom during regular school hours;
 - i. not applicable
4. Coordinate with and support the regular educational program;
 - a. not applicable
5. Provide instruction by highly qualified teachers;
 - a. not applicable
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - a. not applicable
7. Provide strategies to increase parental involvement; and
 - a. not applicable
8. Coordinate and integrate Federal, State and local services and programs.
 - a. not applicable

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

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

NCLB/SED Status: not applicable

SURR¹ Phase/Group (If applicable): not 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.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: not applicable

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.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

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

Applicable Not Applicable

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

- Teachers are using standards-based units of instruction which are aligned with the NYS Standards.

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

1B. Mathematics

Background

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

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

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

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

Applicable Not Applicable

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

- Teachers are the NYS Process Strands and Content Strands

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

- The administration conducted surveys to determine the extent to which teachers incorporate “best practices” such as differentiated instruction into daily practice.

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

Applicable Not Applicable

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

- The surveys conducted by the administration indicate that there is room for improvement by teachers in terms of the extent to which “best practices” are incorporated into daily instruction.

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

- The school is addressing the issue by providing teachers with specific professional development, with monitoring, with specific coaching, and by holding teachers accountable.
-

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

- Learning Walks, informal and formal observations were conducted.

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?

- The process used to assess the relevance of finding 2B indicated that students in our math classes are engaged at a rate higher than 45%.

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

³ 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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

- The school maintains personnel records.

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

Applicable Not Applicable

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

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

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?

- Virtually professional development for teachers is offered in-house
- Those teachers who are permitted to access off-site training are required to turnkey such training to their colleagues.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

- The school monitors the academic progress of ELL's.

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

Applicable Not Applicable

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

- The academic progress of ELL's is reported in our Database.
- Teachers are acutely aware of which students are classified as ELL's.
- The school has many initiatives geared to specifically address the academic issues of our ELL's

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- The school conducted a survey based on the findings of "Key Finding 6."

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?

- We are following Plan 408.
- All general education teachers received copies of students IEP's.
- The school has provided workshops to familiarize the staff with the needs of its Special Education students.

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

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

Applicable Not Applicable

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

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

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - 12 students
2. Please describe the services you are planning to provide to the STH population.
 - The school will provide appropriate guidance services, social worker services, psychologist services, conflict resolution services, etc. as needed by the 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).
 - N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 - N/A
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.
 - N/A