



PELHAM PREPARATORY ACADEMY
2009-10
School Comprehensive Educational Plan
(CEP)

school: 11x542
address: 925 ASTOR AVENUE, BRONX, NY 10469
telephone: 718-944-3601
fax: 718-944-3479

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Section I: School Information Page

School Number: 11X542 School Name: PELHAM PREPARATORY ACADEMY

School Address: 925 ASTOR AVENUE; BRONX, N.Y. 10469

School Telephone: 718-944-3601 Fax: 718-944-3479

School Contact Person: JANE ARONOFF Email Address: Jaronof@school.s.nyc.gov

Position/Title Print/Type Name

School Leadership Team Chairperson: Rotates each meeting

Principal: Jane Aronoff

UFT Chapter Leader: Brian O'Neill

Parents' Association President: Eve Rittle

Student Representative:
(Required for high schools) Shaunese Crawford, Vanya Hersch

District and School Support Organization (SSO) Information

District: 11 SSO Name: Leadership Support Organization

SSO Network Leader: Richard Cintron

Superintendent: Elena Papaliberios

Section II: School Leadership Team Signature Page

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

Name	Position and Constituent Group Represented	Signature
Jane Aronoff	*Principal or Designee	
Ida Lucas	*UFT Chapter Chairperson or Designee	
Eve Rittle	*PA/PTA President or Designated Co-President	
Rosaline Torruella	Title I Parent Representative (suggested, for Title I schools)	
Josephine Cannariato	Parent	
Nicholas Rivera	DC 37 Representative, if applicable	
Shaunese Crawford	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Vanya Hersch	Student Representative	
Jonathan Daly	CSA	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: School Profile

Part A. Narrative Description

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

Pelham Preparatory Academy (PPA) is an academically rigorous high school established in 2002 under the auspices of the Bronx New Century High Schools Initiative by New Visions for Public Schools and the New York City Department of Education. The Bill and Melinda Gates Foundation, the Carnegie Corporation, and the Open Society Institute provide funding to support our efforts. Our goal is to prepare our students for college. We mandate all of our students to take four years each of math and science rather than just the three required by New York State. Instead of one year of a foreign language required by the State, we encourage our students to complete three years, with many going beyond.

We have been recognized by New York State for the third year as a High Performing School. U.S. News and World Report also recognized our school as a "Top U.S. High School" with a Silver Designation. We are ranked number 39 out of 416 New York City High Schools, placing us in the top 10% of all New York City High Schools.

PPA's population of approximately 550 culturally diverse students living in the Bronx, New York comes primarily from several groups: Black (American, the Islands and West African), Latino (American, Puerto Rican, Dominican and other Caribbean areas), Asian and Caucasian. 60% of our students qualify for free or reduced lunch. Many are children of immigrants or immigrants themselves. Most will be the first in their families to graduate high school and attend college. A large percentage lives in single-parent homes.

VISION:

We envision a clearly focused instructional setting which seeks to tap student potential and respond to individual needs and interests of each student. Working collaboratively with our entire Pelham Prep community, our students will be provided with and participate in the development of standards-based work to prepare for college and future careers in a diverse country and international community.

MISSION:

Our mission at Pelham Preparatory Academy will be accomplished by working collaboratively with The University of Vermont, to provide students with challenging programs that reflect high expectations and promote excellence in a safe, nurturing environment. PPA will implement an academically rigorous curriculum that will meet and exceed New York City as well as, state requirements and national standards in a nurturing setting. We will tap student potential and respond to individual needs and interests through standards-based work, preparing students through mutual respect, understanding, value for community, and a quest for knowledge which serve as guiding principles for our students. Common goals will include a four year graduation track concluded with college acceptances; therefore the seamless transitions fostered through our strong connections to The University of Vermont are critical.

All members of the PPA Community are collegial stakeholders in this quest, all equally accountable for the development of our culture and the achievement of our goals.

Curriculum:

All students study Living Environment, Earth Science and a Science Elective, Chemistry and AP Biology for some students. Math progresses from Algebra, Geometry and Trigonometry through Pre-Calculus or Statistics.

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

Partnerships and Special Programs:

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

College for Every Student (CFES), formerly known as Foundation for Excellent Schools (FES) University of Vermont

Vassar, Smith, Union, Skidmore, Williams College and University of Connecticut (auxiliary partnerships)

Lehman College ("College Now" and Serrano Leadership programs)

Bronx Community College (Science programs)

CUNY Collaborative Programs at Home in College

Consortium for Educational Excellence through Partnerships (CEEP)

Wildlife Conservation Society/Bronx Zoo (After School Adventures in Wildlife Science)

College Successes

We are very proud to have 100% of our student body accepted into some form of secondary school. This year, our graduating class received more than \$2 million in scholarship money. Many of our students received full or partial scholarships to CUNY and SUNY schools as well as other universities. These included three Posse Scholars, 17 full scholarships to the University of Vermont, and a full scholarship to Hobart William Smith.

Extracurricular Activities

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

National Honor Society

Yearbook

Bands – Concert, Jazz, Pep (with the Columbus Campus)

Chess Club

Sports teams and Cheerleaders, Step & Dance Teams (with the Columbus Campus)

Student Government

Senior Council

Community Service

Environmental Club

Drama Club

Guitar Club

Art Club

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

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Pelham Preparatory Academy								
District:	11	DBN:	11X542	School BEDS Code:	321100011542				
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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.0	90.1	TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment:					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		94.8	94.2	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment:					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		61.7	63.5	TBD		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	14	TBD		
Grade 9	157	136	164	Recent Immigrants - Total Number:					
Grade 10	141	157	136	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	85	100	104		1	1	1		
Grade 12	76	83	102	Special Education Enrollment:					
Ungraded	1	2	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	460	478	506		1	1	1		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	13	15	22	Principal Suspensions	49	75	TBD		
# in Collaborative Team Teaching (CTT) Classes	13	19	19	Superintendent Suspensions	12	7	TBD		
Number all others	5	3	12	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	N/A	0	0	
(BESIS Survey)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	23	23	TBD		
# receiving ESL services only	10	11	13						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	2	4	Number of Administrators and Other Professionals	8	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	10	8	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	52.2	52.2	TBD
				% more than 5 years teaching anywhere	52.2	65.2	TBD
Ethnicity and Gender - % of Enrollment:				% <i>Masters Degree or higher</i>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	83.0	83.0	TBD
American Indian or Alaska Native	0.9	0.8	0.8		91.6	89.2	TBD
Black or African American	43.7	41.0	40.1				
Hispanic or Latino	46.3	42.5	43.1				
Asian or Native Hawaiian/Other Pacific Isl.	4.4	4.0	3.0				
White			0.4				
Male	43.5	45.6	44.9				
Female	56.5	54.4	55.1				
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
				N	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:			ELA:			√	
Math:			Math:			√	
Science:			Graduation Rate:			√	
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**	Progress Target
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	77			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.2			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:	18.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6						
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			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?
-

Regents Scores

Upon reviewing the results for our regents exams, we determined that we had over 90% pass rate on four (ELA, US History, Math A, and Spanish) out of ten regents exams that were administered. We also had an 80% pass rate on the Living Environment regents.

We improved our passing rate on three exams. These include Global History, Algebra, and Chemistry (76%), which rose nearly 30%.

We also noted that we need to make improvements on Earth Science and Math B. We will be working closely with those teachers analyzing data and teaching methods in order to ensure the success of our students in those areas.

Regents Exam Report Summary Comparison January and June 2009

Course Code	Course Name	Registered						Passing						% Passing		
		Male JAN	Male JUN	Tot	Fem JAN	Fem JUN	Tot	Male JAN	Male JUN	Tot	Fem JAN	Fem JUN	Tot	Male JAN / JUN	Fem JAN / JUN	Tot %
EXRL	ELA	35	26	61	46	36	82	33	21	54	43	34	77	88%	93%	90.5%
HXR\$	GLOB	3	61	64	12	59	71	1	52	53	4	48	52	82%	73%	77.5%
HXRA	US	1	45	46	1	61	62	1	43	44	1	59	60	96%	97%	96.5%
MXRA	MT A	4	0	4	5	0	5	4	0	4	5	0	5	100%	100 %	100%
SXRK	LIVEN	7	46	53	13	65	78	4	40	44	6	54	60	83%	77 %	80%

Regents Exam Report Summary Comparison January and June 2008

Course Code	Course Name	Registered						Passing						% Passing		
		Male JAN	Male JUN	Tot	Fem JAN	Fem JUN	Tot	Male JAN	Male JUN	Tot	Fem JAN	Fem JUN	Tot	Male JAN / JUN	Fem JAN / JUN	Tot %
SXRU	EAR. S	5	47	52	10	44	54	2	30	32	4	23	27	62 %	50 %	59 %
SXRX	CHEM	02	27	29	1	40	41	2	25	27	1	23	24	93%	59%	76%
MXRE	INT. A	20	29	49	21	32	53	14	23	37	17	22	39	76%	74%	75%
MXRB	MT. B	11	14	25	15	25	40	4	2	6	8	7	15	24%	38%	31%
FXRS	SPAN	0	28	28	0	40	40	0	28	28	0	40	40	100%	100%	100%

Legend: JAN = January Regents 2009

JUN = June Regents 2009

School Progress Report

We have not yet received the progress report for the 2008-2009 academic year, and are therefore unable to make a comparison to the 2007-2008 academic year.

Student Performance

We have not yet received the progress report for the 2008-2009 academic year, and are therefore unable to make a comparison to the 2007-2008 academic year.

Student Progress

We have not yet received the progress report for the 2008-2009 academic year, and are therefore unable to make a comparison to the 2007-2008 academic year.

Summary

We have not yet received the progress report for the 2008-2009 academic year, and are therefore unable to make a comparison to the 2007-2008 academic year.

Significant Aids

The use of SCANTRON and ACUITY, they are no stakes exams which help the teachers differentiate instruction to meet students needs, based on the data from the tests

- These products help us work with our special populations (Special education, ELL, Lowest third)

Significant Barriers

- Budget cuts
- Space issues, lack of enough classrooms to be able to decrease the class size. This would ensure more time on task for students.

Section V: Annual School Goals

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

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

Goal #1

By the end of the 2009-2010 school year:

- There will be an increase in the percentage of third year students in the bottom third of the class earning 10+ credits.

Goal #2

By the end of the 2009-2010 school year:

- The students in the lower third of the 9th grade will be able to articulate their individual learning goals.

Goal #3

By the end of the 2009-2010 school year:

- All teachers will receive ongoing professional development on strategies of differentiated instruction.

Goal#4

By the end of the 2009-2010 school year:

- There will be an increase in the number of special education students who successfully complete courses and pass assessments required for promotion and graduation.
-

Goal #5

By the end of the 2009-2010 school year:

- There will be a 5% increase in the number of parents responding to the Learning Environment Survey

	<ul style="list-style-type: none"> • Use of Resources <ul style="list-style-type: none"> -Allocate resources to support extended learning experiences and classroom materials - Set up credit recovery classes during the day and in a PM school setting, they will meet with guidance staff regularly to insure proper advancement -Set up Independent Study classes to help students, they will meet with Guidance staff regularly, to insure proper advancement • Personal Leadership <ul style="list-style-type: none"> -Organize a structure to monitor student progress -Engage parents and students in the development of a self monitoring plan -Increase visibility in classrooms and interaction with struggling students
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.	Funding – Title I, Fair Student Funding,
Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	Analysis of grades at the end of each marking period -Document invitations to extended learning experiences -Projected gain of 5 credits each semester

#2 Individual Learning Goals

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2009-2010 school year:</p> <ul style="list-style-type: none"> • 65 % of the students in the lower third of the 9th grade will be able to articulate their individual learning goals.
<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>All students will be able to articulate their individual learning goals</p> <ul style="list-style-type: none"> • Use of Data • High School Data Tool from LSO will be used to analyze the student placement and growth • Individual Student Profile for all students. • Marking period grades from HSST • Student Transcripts from HSST • Graduation Requirement Tool • ARIS • ACUITY and SCANTRON to add to the “IEP” for some of the students • Curriculum and Instruction <p>-Common Planning time will be scheduled so that guidance who are working with students will have “built-in” time to meet with subject area teachers -Common planning time 3x per week -Case conferences with Guidance and Social Worker. -Teachers conference with students - Professional development on interpreting data to meet the needs of all students</p> <ul style="list-style-type: none"> • Use of Resources <p>-Set up folders for all students to have progress monitored</p> <ul style="list-style-type: none"> • Personal Leadership <p>-Organize a structure to monitor student progress -Engage parents and students in the development of a self monitoring plan</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>Title 1 Fair Student Funding</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Analysis of grades at the end of each marking period Meet with students to discuss their learning goals of the plan and the successes.</p>
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Subject/Area (where relevant): #3 Professional Development
Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2009-2010 school year:</p> <ul style="list-style-type: none"> • 75 % of the teachers will receive ongoing professional development on strategies to differentiate instruction
<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"> • Improve the consistency in the differentiation of instruction and activities to ensure all students have access and engagement in their learning • Teachers will increase student centered learning through the implementation of differentiated instruction in their classrooms. • A series of staff development sessions in differentiated techniques for special education and general education teachers will be facilitated by an LLSO consultant. • Resources will be distributed to the staff • Staff development will take place to interpret the resources • Common planning time will be set up for teachers to meet and share best practices. • Inter-visitations to share and give feedback on best practices • Learning walks will take place
<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>Fair Student Funding Title 1</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Analysis of classroom practices through observations • Analysis of student growth and success • Classroom observations will show evidence of the use of the techniques of differentiation • Wider use of differentiated strategies across the curriculum

**#4 Professional Development
Program**

Subject/Area (where relevant): New Geometry Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010:</p> <ul style="list-style-type: none"> • The percentage of special education students earning 11+ credits for the 2009-2010 school year will increase by 2% from 62.3% to 64.3%.
<p>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></p>	<ol style="list-style-type: none"> 1. A series of staff development sessions in differentiated techniques for special education and general education teachers will be facilitated by an LSO consultant. 2. The teacher schedules for spring 2009 will be re-organized to allow for a additional time for paired CTT and general education teachers to case conference about the progress of the special education students. 3. The teacher schedules have re-organized to assist the self-contained students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Observation of CTT and self-contained special education classes by Principal and/or assistant principals for clear signs of differentiation. 2. By June 2009, a transcript analysis will document the 2% increase in special education students achieving 11 credits per year

Subject/Area (where relevant): #5 Learning Environment Survey

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>.</p> <p>The percentage of parents responding to the 2009-2010 Learning Environment Survey will increase by 5% from 31% to 36%.</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>	<ul style="list-style-type: none"> • By June 2010, administration and guidance will meet with parents to discuss the importance of their assessment to improve the school for their children: • Distribute survey during Open School afternoons and evenings. • Parent Coordinator will meet with parents to increase parents awareness by utilizing mailings and School Messenger
<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 – Title I & Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Attendance sign-in sheets at above mentioned events will document participation. • Activities will be modified based on monthly student and parent participation and feedback. • By June 2010, there will be a 5% increase in the results of the Learning Environment Survey for parents and students. • Administration and Guidance will meet with parents to discuss the importance of their assessment to improve the school for their children.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

Appendix 1: Academic Intervention Services (AIS) Summary Form

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4			N/A	N/A				
5			N/A	N/A				
6			N/A	N/A				
7			N/A	N/A				
8			N/A	N/A				
9	130	130	130	130	12	22	12	0
10	146	146	146	146	11	12	11	3
11	98	98	98	98	5	9	5	2
12	79	79	79	79	1	2	1	0

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:	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing a classes, needs to make up incompletes or credits and additional support.
Mathematics:	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing a classes, needs to make up incompletes or credits and additional support.
Science:	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing a classes, needs to make up incompletes or credits and additional support.
Social Studies:	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing a classes, needs to make up incompletes or credits and additional support.
At-risk Services Provided by the Guidance Counselor:	Guidance Counselor administration meets with students (and parents if necessary) to address issues that may require attention and prevent students from passing classes, or who need additional support to achieve at the highest level.
At-risk Services Provided by the School Psychologist:	Guidance Counselor administration meets with students (and parents if necessary) to address issues that may require attention and prevent students from passing classes, or who need additional support to achieve at the highest level. A Special Education Coordinator has been hired to insure all areas are covered.
At-risk Services Provided by the Social Worker:	Social Worker is the mandated counselor, reviews the IEPs, Special Education Liaison, Transitional Linkage Coordinator, crisis intervention counseling.

At-risk Health-related Services:	Any health related services are referred to outside agencies like the Jewish Board, Jacobi and Montefiore Hospitals.
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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.

Pelham Preparatory Academy is located at 925 Astor Avenue in the Northeast Bronx. Currently, 550 students are registered in the school. 15 are ELL’s; 4 of them are special education students, 9 are long-term ELLs. There are 9 ELLs in the ninth grade, 3 in the tenth grade, 2 in the eleventh grade, and 1 in the twelfth grade. The ELL population in the school is either in the intermediate or advanced ELL.

Spanish, Albanian, Twi are the languages spoken by our ELL and ELL with special needs. Parent survey letters indicate that all parents choose the Freestanding ESL instruction, intermediate level students receive 360 minutes of ESL instruction and advanced level students receive 180 minutes of ESL instruction. All level students are programmed in the inclusion in content area classes.

As stated in Part 154, at all levels, progress in proficiency in the five skills is addressed (reading, writing, speaking, listening and critical thinking). At the end of the beginning level, students will use basic grammatical structure, take notes, read 300-400 word passage, short stories and poems, and be able to carry out a conversation. At the end of the intermediate level, students will use more advanced grammatical structure, take notes and write a 4-paragraph essay. They will be able to read 500-600 work non-fiction and fiction. They will be able to interpret chart and speak with near-native fluency. At the end of the advanced level, students will refine their writing skills using a variety of styles. They will listen to speeches; take notes, read different kind of genres. They will read 750+ words nonfiction and fiction, write a 5-paragraph essay and speak with native fluency.

Academic language is developed in all academic subjects. Teachers in the content areas use differentiated instruction to help the needs of ELLs.

Long-term ELLs are strongly encouraged to attend the Student Union where they can get help from other students. The school also offers after-school tutoring in all content areas.

Currently, we have one licensed ESL teacher working collaboratively with the other content area teachers. Most teachers take professional development outside school. Various textbooks are used to teach all levels of ESL. Lap-tops, LCD projectors, CD players, are used to enhance learning in ESL and content-area classes.

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

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ 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.

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.

School: Pelham Preparatory Academy (11x542)

BEDS Code: 321100011542

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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

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. Parent Coordinator, Social Worker and the Guidance counselor serve as interpreters for parents
- b. Teachers are sometimes utilized as interpreters as well when needed (depending on the language)
- c. Utilizing the internet to translate documents for parents in their native language
- d. Department of Education provides a copy of the Discipline Code in a variety of languages

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

- Parents feel a sense of community and its more personal when they receive notification in their native language
- We have a variety of cultures in our school and the language interpretation always utilized at Parent/Teacher Conferences, general meetings with parents and ELL, ESL students.

Part B: Strategies and Activities

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. Parent Coordinator, Social Worker and the Guidance counselor serve as interpreters for parents
- b. Teachers are sometimes utilized as interpreters as well when needed (depending on the language)
- c. Utilizing the internet to translate documents for parents in their native language
- d. Department of Education provides a copy of the Discipline Code in a variety of languages

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.

- i. The Translation and Interpretation Unit from the department of Education will be used to translate documents for the parents
- ii. The internet which provides and address translation@schools.nyc.gov

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

- The school will continue utilizing the Parent coordinator, Social Worker and the Guidance Counselor as interpreters
- The Teachers will continue to be utilized when needed
- The internet will continued to be utilized for the translation of documents
- The Translation and Interpretation Unit from the Department of Education will continue to be utilized

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
Enter the anticipated Title I Allocation for 2009-10:	333,340	151,901	485,241
Enter the anticipated 1% set-aside for Parent Involvement:	3333.40		
Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1519.01	
Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16500.33		
Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7519.10	
Enter the anticipated 10% set-aside for Professional Development:	31350.63		
Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		14286.29	

Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___100%___

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

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.

1. PARENT INVOLVEMENT MEETINGS

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

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

The building principal/designee will:

- i. Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
- ii. Introduce the representatives on the Parent Advisory Committee;
- iii. Provide an overview of Title I and the programs the school provides under Title I;
- iv. Explain the rights of parents/guardians to be involved in developing and reviewing the school’s parents involvement policy, including the School-Parent Compact;

- v. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels are expected to meet;
- vi. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- vii. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
- viii. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title I committees;
- ix. Invite parents/guardians to participate in the planning, review and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;
- x. With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured;
- xi. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title I program;
- xii. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I; and
- xiii. Arrange for childcare so that parents/guardians who would otherwise be unable to attend may do so.

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

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

SCHOOL-PARENT COMPACT

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

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

School Responsibilities

Pelham Preparatory Academy will:

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

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

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it related to the individual child's achievement. Specifically, those conferences will be held:

The school will hold parent-teacher conferences twice a semester in both the fall and the spring terms.

3. Provide parents with frequent reports on their children's progress.

The school will provide reports 6 times a year, after each marking period is completed, as well as after weekly case conferencing meetings if the situation determines the need to. These reports will contain academic, social and behavioral antidotal detailing student progress and specific needs. Parents whose students run the risk of failing to be promoted will be notified at the end semester to ensure that they are aware of their child's specific situation.

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

Staff will be available for all parent-teacher conferences on assigned parent-teachers conference days and nights. Staff will also be available before and after school as well as during a common period during the day, to meet with parents by appointment.

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

Parents will have the opportunity to schedule appointments to visit all classrooms and participate in all school activities.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Specifically, the school will provide reports as follows:

Students Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities

Pelham Preparatory Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
2. Involve parents in the joint development of any school wide program, plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting

at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the state's high academic standards, Pelham Preparatory Academy will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA's written complain procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date

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.

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.

- Our Inquiry Team has been actively involved in using all of the new data tools provided by the Department of Education. They are turning this to the rest of the staff to insure that all of the students' academic needs are met.
- We are part of the LLSO and our network has provided us with an additional tool that can be used to set up a profile of individual students.
- Teacher training in studying students' work to assess areas of need.
- Princeton Review assessments
- All exams are given with Regents-type questions.
- All staff has been identified as highly qualified, however, we are always continuing with professional development to insure the best technique

Schoolwide reform strategies that:

Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Use effective methods and instructional strategies that are based on scientifically-based research that:

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Help provide an enriched and accelerated curriculum.

Meet the educational needs of historically underserved populations.

We envision a clearly focused instructional setting which seeks to tap student potential and respond to individual needs and interests of each student. Working collaboratively with our entire Pelham Preparatory community, our students will be provided with and participate in the development of standards-based work to prepare for college and future careers in a diverse county and international community.

Our mission at Pelham Preparatory Academy will be accomplished by working collaboratively with The University of Vermont, to provide students with challenging programs that reflect high expectations and promote excellence in a safe, nurturing environment. PPA will implement an academically rigorous curriculum that will meet and exceed New York City as well as, state requirements and national standards in a nurturing setting. We will tap student potential and respond to individual needs and interests through standards-based work, preparing students through mutual respect, understanding, value for community, and a quest for knowledge which serve as guiding principals for our students. Common goals will include a four year graduation track concluded with college acceptances; therefore the seamless transitions fostered through our strong connections to the University of Vermont are critical. All members of the PPA Community are collegial stakeholders in this quest, all equally accountable for the development of our culture and the achievement of our goals.

- a) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

PPA offers and integrated, interdisciplinary core curriculum supplemented and enriched by other classes, clubs and internships focusing on skill-building, specific interest of the students, and contributions to the community. We hope to teach students to gather, analyze and synthesize information, to develop skills of literacy in speaking and writing, to understand the interconnectedness of the past, present, and future, to think critically and solve problems, and to work cooperatively. In addition to fostering “authentic achievement” in the traditional core subjects, we offer students in-depth instruction in the academics. Through these academic studies and encounters with CBO specialists, students become familiar with the individual as an independent, productive, thoughtful human being engaged in a creative and critical relationship with the world around them. Through discovering and developing their own artistic skills and applying them to the tasks presented in the overall curriculum, students develop their own sensibilities as individuals in creative and critical issues of contemporary life.

- o Help provide an enriched and accelerated curriculum.

While recognizing common, educational needs among students, we also recognize varying learning styles and interest. The school believes that the educational program must meet each student at his/her present level of achievement and encourage him/her to make their own decision and initiate their learning activities to ensure that they reach their full potential. Students need opportunities to develop expertise through a wide range of classroom and out of classroom experiences and the school aims to provide students with a supportive academic community, instructional alternatives, as well as choices and varied learning experiences. Activities include participation in sports teams, borough and city wide art competitions, arts festivals, student government, assemblies, yearbook club, leadership class, The Century Program – Scholars Initiative, newsletters, dances, field trips and partnerships with cultural organizations such as, the Museum of Natural History, Wave Hill and Hospital Audiences. Students also complete the year by working with mentors in our Community Based Organization. The school believes that internships, work study and community service programs are critical to the success of all students. Such

programs are designed to assist students with understanding the link between school and work, provide students with out-of-school based opportunities to obtain hands-on experiences and important learning behaviors necessary for lucrative employment. Just for example, our freshmen begin to prepare their college essays in their first year at PPA. The essays are then evaluated by a UVM Committee. By doing such, our students are truly and actively engaged in “early college awareness”, in the real sense of the phrase.

- Meet the educational needs of historically underserved populations.

Pelham Preparatory Academy recognizes the educational diversity in our students. The school setting promotes the inclusion model which is working successfully. All students – General Education, Special Education, and English Language Learners – participate in all facets of school life. Additional support for these students, as well as those identified as “at risk students” is offered through our small class size, advisory program, tutoring and other academic intervention strategies.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

At Pelham Preparatory Academy, we strive to meet the needs of our diverse student body. Those at risk students are provided with a variety of ways to increase their grades and improve their performance. We offer peer mentoring, during and after school tutoring, credit accumulation and Saturday programs designed to raise the Standardized Test scores of these students. Our teachers are actively involved in helping every student achieve the highest academic goals possible by giving of their time to tutor one on one and in groups.

- Are consistent with and are designed to implement State and local improvement, if any.

**Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
Are consistent with and are designed to implement State and local improvement, if any.**

Instruction by highly qualified staff.

Pelham Preparatory Academy staff is 100% highly qualified and continue with staff development to insure continuing improvement.

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.

On-going professional development is critical to the success of our school. It has focused on the knowledge and skills related to the development and implementation of school programs and policies, educational pedagogy, and innovative instructional strategies to help students achieve higher standards. Such discourse takes place during weekly staff meetings (one hundred minutes of professional development approximately), bimonthly professional development days sponsored by the DOE, and outside agencies, institutions, and organizations including New Visions for Public Schools. In addition, Teacher's College and the Leeds Foundation provide staff development for our staff. The University of Vermont, our lead partner, provides a liaison which conducts workshops for staff and students relating to Early College Awareness. The University of Vermont and Jet Blue Airlines, our significant second partner, have provided staff development on the University campus. Teachers are currently being trained in the use of the SmartBoard to bring technology into the classroom.

The Principal and Assistant Principals utilize their membership and relationship with various professional organizations to continuously update, reinforce and educate themselves on new information that assist with both academic and administrative functions. Our support staff is constantly improving and reinforcing their skills by attending workshops and seminars on various topics relating to their positions.

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

Pelham Preparatory has a rigorous interview process whereby the candidate is met by the Principal and Assistant Principal's, then, if successful at that level, they are asked to return to teach a sample lesson in front of the Principal, Assistant Principal's and one or more subject teachers. We also actively maintain a database of teachers resume's and referrals with which to cull new candidates.

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

Pelham Preparatory Academy has been very fortunate to have parents that are consistently involved in their child's education and work as partners with the school to ensure academic success. Parents participate in seminars, workshops, shared learning situations, evening events, Saturday and summer academies, leadership teams as well as the overall evaluation process to ensure that parents have an active say in what is being taught in the classroom and how. Teachers have a common meeting period every week. At that time they have the opportunity to case conference and reach out to parents. We built this type of strong relationship with our parents not only to discuss potential roadblocks for their children but also to discuss and celebrate the successes that their children experience every day.

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

N/A

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.

Our Inquiry Team has been actively involved in using all of the new data tools provided by the Department of Education. They are turn-keying this to the rest of the staff to ensure that all of the students' academic needs are met. We are currently starting to use the ARIS system which allows teachers to track students' performance. We provide teachers with the training and tools necessary to assess areas of need for their students utilizing the Princeton Review and other means of assessment and all tests are given with Regents-type questions to not only prepare the students for their Regents exams, but to analyze where there might be weaknesses.

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.

As stated above, the use of various academic assessment tools are utilized on a daily basis in order to improve the academic ability of our students by isolating their areas of difficulty as well as analyzing their test taking skills and refining areas of weakness.

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.

Pelham Preparatory Academy and the Columbus Campus provide our students with many programs that address issues outside of the classroom. We recently hosted the performance "Lessons On The A Train" dealing with many issues that teenagers are presented with on a daily basis. Through the Columbus Campus we have held health screenings, gang awareness classes, violence prevention seminars and assemblies to talk to the students about drugs and alcohol abuse just to name a few. Our guidance staff individually targets students who are at risk or in need of services for various personal matters and assists them, if necessary, with locating and utilizing these services. As we are a college preparatory school, we don't have vocational training at Pelham Prep, but if our staff identifies a student who would be better served in a vocational or technical setting, they work with that student and their parents/guardians to get the student in an environment that better suits their needs and goals.

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.

Use program resources to help participating children meet the State standards.

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

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Help provide an accelerated, high –quality curriculum, including applied learning; and

Minimize removing children from the regular classroom during regular school hours;

Coordinate with and support the regular educational program;

Provide instruction by highly qualified teachers;

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

Provide strategies to increase parental involvement; and

Coordinate and integrate Federal, State and local services and programs.

Appendix 5: NCLB/SED Requirements for Schools Identified for Improvement

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

NCLB/SED Status: _____ SURR¹ Phase/Group (If applicable): _____

Part A: For All Schools Identified for Improvement

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.

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

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.

¹ School Under Registration Review (SURR)

Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Appendix 6: SED Requirements for Schools Under Registration Review (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ Year of Identification: _____ Deadline Year: _____

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

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

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.

moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

English Language Learners

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

- **Gaps in the Written Curriculum:** Pelham Preparatory Academy's English Department met to assess the school's existing curricula in the area of writing and their alignment to New York Standards. They concluded that the standards are in place.
- **Curriculum Maps:** The English Department will review the school's existing curriculum maps representing all courses and grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained.
- **Taught Curriculum:** Formal and informal observations will include a focus on teacher's attention to writing, critical analysis, speaking and listening. Teachers will work arduously on integrating the above mentioned skills into their curricula by including more written products and spoken presentations.
- **ELA Materials:** The results of 2009-2010 Learning Environment Survey will be used to determine whether teachers have the materials they need to deliver instruction, particularly to subpopulations of students including: English Language Learners and Students with Special Needs. Professional development will include options that allow teachers to research and turn-key materials that are more relevant to the curriculum and the students' background knowledge.

- **English Language Learners:** All classroom teachers and service providers will be given the ESL Standards. These standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards. Professional development on the ESL Standards and how to teach them effectively will also be provided.

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

Applicable Not Applicable

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

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

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 Math Department has reviewed the High School curriculum, which is a Regents-based curriculum, to ensure complete alignment to NYS Standards and make any necessary adjustments. Professional development will be provided to teachers by our Math coach and Math Master Teacher. In addition, a math consultant comes in once a week to assist in the development of the new geometry curriculum.

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best

practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

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

- Formal and informal observations will be used to make certain that teachers are differentiating the instruction in their classrooms and that the majority of the time is not spent on direct instruction and individual seatwork. For the most part, our teachers implement the workshop model in their classrooms and employ a variety of project-based activities, which require more critical-thinking and problem-solving skills.
- Teachers at Pelham Preparatory Academy utilize the workshop model to break up class time into various segments, which include direct instruction, individual assignments, group work as well as whole class activities. The following is an approximation of the time spent on each activity:
 - Teacher directed mini-lesson: 10-12 minutes
 - Active engagement: 5-8 minutes
 - Share: 5 minutes
 - Independent practice: 20-25 minutes (depending on grade level). During this time, teachers are conferring with Individual students, or working with groups of students for guided practice and/or small group strategy instruction.

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

Applicable **Not Applicable**

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

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

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.

- Formal and informal observations will be used to make certain that teachers are differentiating the instruction in their classrooms and that the majority of the time is not spent on direct instruction and individual seatwork.

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.

- For the most part, our teachers implement the workshop model in their classrooms and employ a variety of project-based activities, which require more critical-thinking and problem-solving skills.
- Teacher directed mini-lesson: 10-12 minutes
- Active engagement: 5-8 minutes
- Share: 5 minutes
- Independent practice: 20-25 minutes (depending on grade level). During this time, teachers are conferring with Individual students, or working with groups of students for guided practice and/or small group strategy instruction.

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

Applicable Not Applicable

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

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.

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 administration keeps track of year-to-year changes in personnel. Fortunately, teacher turnover has not been a problem at our school since its inception.

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

Applicable Not Applicable

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

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

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.

- Professional development opportunities aimed at curriculum, instruction, and monitoring progress for ELLs will be provided for teachers. These sessions are done in-house by our own staff as well as external agencies and DOE providers. Teachers are also afforded the opportunity to participate in off-site professional development activities regarding ELLs.
- There is a vast array of professional development opportunities provided for teachers. Classes are covered when necessary. Invitations are sent via email and on paper in teachers' mailboxes. The following is a list of some activities:

ISC Trainings and workshops:

- New York State Bronx BETAC at Fordham University
- UFT Teacher Center Workshops
- Experienced ESL Teacher on staff does mentoring and training
- LLSO Workshops
- Teachers are also encouraged to attend workshops and conferences they learn about

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

Applicable Not Applicable

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

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

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.

- Pelham Preparatory Academy has thorough data systems that provide progress indicators for the achievement of all students in the school. Period grade marks are collected electronically and analyzed to give a profile of the progress of each student. Senior leaders monitor credit accumulation and Regents test results regularly to ensure that students make the required progress.

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

Applicable Not Applicable

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

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

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 will use formal and informal observations to assess teachers’ understanding of appropriate differentiated instructional practices.

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

Applicable Not Applicable

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

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

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.

- Teachers, guidance staff, and Social worker work together to make sure all of the accommodations are in place for all students at all times.
- The school's Administration, along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administration Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.
- Finally, the Administration and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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

Applicable **Not Applicable**

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

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

Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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

We provide our STH population with metrocards for transportation. They are also offered counseling from our social worker, and all academic related services, such as peer tutoring, mentoring, and tutoring offered by teachers.

Part B: FOR NON-TITLE I SCHOOLS

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).

Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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.