



NEW EXPLORERS HS FOR FILM AND HUMANITIES

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: NEW EXPLORERS HS FOR FILM AND HUMANITIES
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07x 547 SCHOOL NAME: New Explorers HS for Film and Humanities

SCHOOL ADDRESS: 701 St. Ann's Avenue, Bronx, NY 10455

SCHOOL TELEPHONE: 718-993-3634 FAX: 718-993-3614

SCHOOL CONTACT PERSON: Jake Hobson EMAIL ADDRESS: JHobson2@schools.nyc.gov

POSITION/TITLE | **Principal** **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cindy Franza

PRINCIPAL: Jake Hobson

UFT CHAPTER LEADER: Michael Zagarell

PARENTS' ASSOCIATION PRESIDENT: Evelyn Baez

STUDENT REPRESENTATIVE:
(Required for high schools) Shanlisse Lewis

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 SSO NAME: Fordham University

SSO NETWORK LEADER: Margaret Struk

SUPERINTENDENT: Doris Unger

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
Jake Hobson	*Principal or Designee/SLT	
Mike Zagarell	*UFT Chapter Chairperson or Designee/SLT	
Evelyn Baez	*PA/PTA President or Designated Co-President/SLT	
Gladys Drew	Title I Parent Representative/SLT <i>(suggested, for Title I schools)</i>	
Juliany Gonzalez	DC 37 Representative/SLT if applicable	
Shannliss Lewis Justin Drew	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> SLT	
	CBO Representative, if applicable	
Magdalena Carrasquillo	Member/PA Treasurer/SLT	
Consuleo Bacote	Member/PA Secretary/SLT	
Cindy Franza	Member/CSA/SLT	
La’Chelle Gailliard	Member/UFT/SLT	
Diane Spears	Member/PA/SLT	
	Member/	
	Member/	

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

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

New Explorers High School for Film and Humanities is a small high school of 314 students sharing the South Bronx Campus. Our vision is to foster career and college readiness by developing responsible, driven, knowledgeable students dedicated to the pursuit of excellence. To this end, the school is partnered with Lehman College Career Program. As a college readiness school we are work closely with Fordham University who is also our PSO.

We have integrated film, photography and technology infused into the curriculum and we have worked with Ghetto Film School. Last year two of our students went to Uganda to work on a film project. We have several programs that foster students' social, emotional, and intellectual growth as well as their physical health. We are the recipient of a *HealthCorp* grant funded by Dr. Mehmet Oz, that allows for nutrition and fitness counseling with a trained, full-time instructor who works with our students on Life Skills and during lunch to impart students with good eating and lifestyle habits. In addition to this, we have a new literacy program for all freshmen through juniors called Express Yourself. This program is a supplemental standards, based literacy program that focuses writing with emphasis on Character development and conflict resolution. This focus on student support continues with our weekly "Kid Talk" where the counselor and social workers have scheduled weekly meetings to discuss students' intellectual social and emotional needs with teacher grade teams. In terms of addressing physical health, our campus houses a Montefiore Clinic that services our students.

Service learning is an important aspect of our school and our students have worked with the Anti-Defamation League in numerous projects.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	New Explorers High School							
District:	7	DBN:	07X547	School BEDS Code:	320700011547			
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:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		82.5	79.7	80.3	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 2	0	0	0		97.4	95.8	93.0	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Grade 5	0	0	0		78.1	81.4	81.8	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 8	0	0	0		2	6	12	
Grade 9	84	95	89	Recent Immigrants - Total Number:				
Grade 10	88	81	86	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Grade 11	84	79	75		2	4	1	
Grade 12	69	78	70	Special Education Enrollment:				
Ungraded	1	1	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Total	326	334	320					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
# in Self-Contained Classes	10	9	8	Principal Suspensions	144	263	211	
# in Collaborative Team Teaching (CTT) Classes	14	29	29	Superintendent Suspensions	22	21	16	
Number all others	19	15	16	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0	
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0	
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:				
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
# receiving ESL services only	15	17	15		Number of Teachers	22	25	26

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	5	5	Number of Administrators and Other Professionals	6	8	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	3	2	7	% more than 2 years teaching in this school	59.1	76.0	53.8
				% more than 5 years teaching anywhere	50.0	52.0	46.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	88.0	69.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.3	0.3				
Black or African American	37.1	38.0	36.3				
Hispanic or Latino	60.1	59.6	62.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.9	0.0				
White	1.5	1.2	0.6				
Male	58.6	59.0	60.9				
Female	41.4	41.0	39.1				
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
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	√	If yes, area(s) of SURR identification:				ELA	
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		SINI 1	
Math:				Math:		SINI 1	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X	X	√
Ethnicity							
American Indian or Alaska Native					-	-	
Black or African American					√	√SH	
Hispanic or Latino					X	√SH	
Asian or Native Hawaiian/Other Pacific Islander							
White					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					X	X	
Student groups making AYP in each subject		0	0	0	1	2	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C	Overall Evaluation:		NR			
Overall Score:	45.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.3	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:	13.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Here are some of the highlights of our school's accomplishments:

- ◆ Our 2007-2008 Progress Report reflects the following performance trends:
 - We moved from a C to a B.
 - We received a B in all categories, School Environment, Student Performance and Student Progress in our Progress Report.
 - We received 2.0 additional credits. We received +1 for Special Education Students and +1 Black Students in the Lowest Third Citywide
 - For 2007-8, our weighted Regents pass rate in English was 43.8%.
 - The 2007-2008 Global History Regents pass rate was 53.8%- an improvement of 7.3%
 - We exceed the city horizon in all Regents subjects.

- ◆ We added Arista.

- ◆ This year we added law, AP English, Physics, and Pre-Calculus to our curriculum.

- ◆ We also added literacy initiatives based on our Inquiry Team work from last year.

According to our 2007-2008 SQR, under the title, "What the School Does Well," the following was highlighted:

- The principal is a charismatic leader who communicates and lives her vision of the school in her daily interactions with students, staff and visitors.
- Data is gathered and used carefully to understand and evaluate the performance of individual students.
- The film-based curriculum and effective use of technology are used effectively to broaden and engage students' interest.
- The school has created effective partnerships that support the academic and personal growth of the students.
- The promotion of a positive learning environment through project base learning fosters personal, social and academic development.
- Teachers are given ample opportunities to improve their skills through good use of common planning time and monthly professional development.
- Regular assessments are used well to make timely adjustments to

procedures and academic interventions.

- There are good levels of mutual trust and respect, ensuring that students are very respectful, well motivated and very engaged in their learning.

In the SQR section that reads “What the School Needs to Improve,” the following was highlighted:

- Carefully analyze and interpret data to measure the progress of English language learners.
- Use data consistently and effectively in all subjects to plan differentiated instruction that matches students’ academic needs.
- Ensure that there are consistently high expectations for student in all subjects.
- Set clear and measurable goals to improve students’ progress for classes and subjects, and build in regular points when these can be evaluated.
- Develop strategies to identify and tackle issues of poor attendance and involve parents more actively in the process.
- Identify and share with the students and their parents, the small next steps that are needed to achieve their children’s long-term goals.

Some of our obstacles are:

- ◆ The school is currently scheduled to move to a new location which is densely populated. Although the school has done its best to stabilize the retention of teacher and support staff, some staff have already expressed their unwillingness to relocate.
- ◆ As a shared campus, we have physical space limitations.
- ◆ Teacher turn-over is in double digits every year and that necessitates added mentoring and individualized professional development. All our new teachers are Teaching Fellows, thereby needing added assistance.
- ◆ Attendance and lateness of students continues to be a problem.
- ◆ The growing special education population has many needs. We have a self-contained class for 9th graders, but it is difficult to sustain beyond the 9th grade due to space and funding.
- ◆ The majority of our students come to us in Levels 1 and 2 in reading and math.

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.

- ◆ **Through targeted interventions and incentive programs, we will increase school-wide attendance from 79% to 83% by June 2010.**
- ◆ **For the 2009-2010 school year, the number of school wide suspensions will decrease by 25%.**
- ◆ **By June 2010, Cohort 2006 general education students tested in ELA will indicate a 10% increase in progress to 65% and above.**
- ◆ **There will be a 5% increase in the number of general education students from Cohort 2010 passing the Algebra Regents exam with grades of 65% or better by August 2010 as compared to August 2009 data.**
- ◆ **80% of students in all grades will complete at least one standards-based, interdisciplinary research project that utilizes the Library Media Center by June 2010.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Through targeted interventions and incentive programs, we will increase school-wide attendance from 79% to 83% by June 2010.</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"> ◆ The formation of a dedicated Attendance team that will meet weekly on Attendance issues. This team will be comprised of the assistant principal, the attendance teacher, the social worker, guidance counselor, the attendance school aides, the community associate and the parent coordinator. ◆ Each grade will have an attendance point person responsible for looking at the RDAL (Daily Absence List) and monitoring and tracking attendance data to discuss at the weekly meeting. ◆ The attendance teacher will cross reference attendance with social worker to ensure that students on the absence list are not students who are suspended or long term illness. ◆ The (RCUA)- Cumulative Absence Report) will be reviewed weekly by team. This will inform the work of the social worker and the visits to be conducted by the attendance teacher. ◆ The attendance team will include 4 benchmarks to ensure meeting the attendance goal.

- ◆ A list of the daily absences will be posted prominently by the main office for both students and teachers to review for accuracy and corrections.
- ◆ Teachers will receive daily ATS attendance information, i.e. absentee lists, cutting lists. Teachers will also use the information for targeted grade team interventions.
- ◆ Weekly scans of absences in class “cuts” scan list will be available to teachers for review. Teachers will inform attendance aide of students who were marked absent for the day, yet were present in their class according to the class attendance.
- ◆ REVA- Reverse Attendance of students who were marked absent during second period (official attendance period), but who were present in at least 3 or more classes will be done on a weekly basis to update the weekly RCUA-Cumulative attendance report.
- ◆ Students who were marked absent during second period (official attendance period), but who were present in at less than 3 or more classes will generate reports that will be distributed to teachers to check against their class attendance. In cases were the student can be verified as having been present in the teacher’s class, the teacher will sign a verification form for attendance and attendance will be manually reversed for the student.
- ◆ Intervention plans will be developed for students who are not attending school for a full day based on daily and class attendance. These students will be discussed in the weekly attendance meeting and will be referred for intervention.
- ◆ School aides will make daily phone calls to verify student absences and absence notes.
- ◆ Using available student data from ARIS and the above mentioned documents, the parent coordinator will work with targeted students and families to improve daily attendance.

- ◆ The attendance team will target interventions, home visits, communication with ACS, and sends summons, certified, registered letters to get LTA's back to school.
- ◆ Students will swipe in the CASS system daily from 7:30 a.m. until 9:30 a.m. This data will be disaggregated by school since we are a campus. Data from the CASS system will be evaluated by the attendance team to target students for interventions.
- ◆ The attendance teacher will get updated student contact information at each home visit.
- ◆ During the parent teacher conference, parents will be asked to update personal contact information.
- ◆ Phone messenger will be reviewed to remove all non-working contact numbers. Students without contact information will be targeted by attendance team for information update.
- ◆ When parents come to the school for verification letter, meeting with staff, they will be required to review and update all personal contact information.
- ◆ Grade teams and the guidance department will be responsible for the submission of student names with attendance issues.
- ◆ A portion of the weekly Kid Talk time will be devoted to attendance.
- ◆ Grade teams will make a minimum of six attendance related phone calls a year. They will send a minimum of six progress reports home to parents for all students.
- ◆ We will reward good and improved attendance with trips, movie passes, and pizza parties on a monthly basis.

	<ul style="list-style-type: none"> ◆ There will be an ongoing bulletin board for good attendance. ◆ There will be an assembly twice yearly to celebrate attendance.
<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>	<ul style="list-style-type: none"> ◆ SURR monies and Title I monies, will fund a portion of our Community Associate, attendance outreach school aides, a social worker and a guidance counselor. Funding will support staffing of attendance intervention personnel and student incentives. ◆ Scheduling will include grade team and common planning time and Kid Talk time. Fifth period daily (student lunch time) will be set aside for grade team meetings, Kid Talk, and attendance intervention.

Subject/Area (where relevant): Teaching and Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All teachers of English Language Arts and Social Studies along with the Library Media Specialists will be involved in 4 Professional Development sessions on integrating Informational Literacy Standards 1 and 2 (locating information and using it critically) with ELA Standard 1 (Reading and Writing for information) to develop lesson plans for research essays or projects.</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"> ◆ Administration will meet with the campus Library Media Specialist to develop a series of 4 sessions how to incorporate informational technology and standards ◆ Teachers will develop in an interdisciplinary approach, lesson plans each term that incorporate the Library Media Center (LMC), proper research methods and meet the ELA standards for informational reading and writing. ◆ PDs will occur each quarter which support teachers in their planning of said lessons. ◆ Teachers will collaborate with School Media Specialist leading to at least two guided visits to the LMC for each student. ◆ We will reach out to our PSO Fordham University, New Leaders for New Schools, and other agencies to support these projects
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ◆ Funds for trips, materials, and per session will be allotted using SINI and SURR monies. ◆ Time for PD for teachers is allotted in our weekly schedule on Tuesdays from 2:00-2:50 p.m. ◆ Contract for Excellence and SURR monies will be used for professional development sessions beyond the school day.

Indicators of Interim Progress and/or Accomplishment

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

- ◆ Teachers' lesson plans will reference literacy standards as well as informational literacy standards.
- ◆ There will be Professional Development agendas, attendance sheets and minutes will be kept on the 4 session
- ◆ Teacher will produce research essays or projects that make use of the content standard as well as the informational literacy standard.
- ◆ Two session of professional development will take place by January 2009.
- ◆ Two session of professional development will take place by May 2009.
- ◆ All ELA and Social Studies teachers will understand how to use the library and library media in support of their content literacy instruction in writing.

Subject/Area (where relevant): Suspension/ Discipline

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2009-2010 school year, the number of school wide all suspensions will decrease by 25% when compared with the 2008-2009 school year.</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"> ◆ AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students. ◆ The adoption of the Express Yourself Program as a supplemental period to English for all Freshman, Sophomores and Juniors. This is a standards based curriculum that focuses on writing and on character development and conflict resolution. This will begin in September 2009. ◆ Each teacher will receive a copy of The Prim (Pre-Referral Intervention Manual). This resource documents hundreds of effective strategies and interventions for teacher on how to deal with uncooperative and difficult student behavior. This will be rolled out beginning November 2009. ◆ Professional development will be delivered by our Fordham PSO consultant on Positive Behavior Interventions starting December 2009. ◆ Professional development will be delivered by our Fordham PSO consultant on how to effectively use of the PRIM as intervention beginning December 2009. ◆ The development of a student advisory council to incorporate student voice into planning and operation of the school. Elections and student government in place by November 2009. ◆ The formation of a discipline team compromised of students, parents, deans and staff will focus on monthly data from OOPRS and ton teacher referrals. This team will gather data and present findings to the staff for problems solving and

developing interventions. This team will be operational in September 2009.

- ◆ Teachers with high suspension rates will be targeted for support, intervention and professional development beginning Sept 2009 and continuing as needed.
- ◆ The guidance counselor and social worker will do small group, at risk counseling with a targeted population of students who had a high suspension rate for the 2008-2009 school year beginning October 2009.
- ◆ The Montefiore Medical Center will continue to provide anger management counseling for targeted students beginning Sept 2009 and continuing on a rolling basis.
- ◆ The SRC (SAVE Room) will be used for infractions other than level 4 or 5 instead of suspension.
- ◆ The students on the SRC (SAVE Room) will receive at least one counseling session by either the Dean or the Guidance Counselor during their stay at the SRC.
- ◆ The use the SRC (SAVE Room) will continue with a greater emphasis on student development.
- ◆ A revised detention plan will be implemented to serve as a deterrent to level 1 and 2 behaviors.
- ◆ A dedicated point person will be assigned to OORS data entry. This person will ensure more accurate data entry, tracking and recording of the OORS data.
- ◆ The school will begin to track and monitor the occurrence, frequency, type of infraction and location of incident through a new program called **SWIS**- (School Wide Information System). This program will inform the interventions that will be put into effect whether they are in terms of additional student counseling or of deploying staff to locations of high incidents.

	<ul style="list-style-type: none"> ◆ The Parent Coordinator and the Community Associate will continue to work with parents to help students and families work on social issues. ◆ Parent workshops will be held on the Discipline Code and related topics to improve behavior. ◆ A student incentive program for good behavior will be rolled out by December 2009.
<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>	<ul style="list-style-type: none"> ◆ AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students. ◆ Budget will be apportioned to person the SAVE Room with licensed teachers and a school aide. ◆ Purchase of the SWIS Program (School Wide Information System). ◆ Each adult managing the SAVE Room will be trained in conflict resolution. ◆ Per Session will be allotted for after-school interventions, i.e. detention, group counseling, community projects, drama, dance, and music programs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students. ◆ Detentions will be held at lunch time and teachers will be paid for the coverage. Teachers will be paid per session for after school detention. A log of these students will be kept as data to compare for student recidivism and to ensure that students who attend detention do not go onto level 1 and level 2 behaviors. ◆ Monthly data from OORS will be reviewed by the discipline team and rolled out to the faculty for reflection and discussion.

- ◆ The benchmarks in decrease will be reflected as follows:
 - A 10% decrease in suspensions by Nov 2009
 - An additional 5 % decrease in suspensions by February 2010
 - An additional 5 % decrease in suspensions by April 2010
 - A final 5 % decrease in suspensions by June 2010
- ◆ The guidance counselor and social worker will keep logs of the at risk counseling with a targeted population of students who had a high suspension rate for the 2008-2009
- ◆ Print outs and data from the SWIS Program (School Wide Information System) will be kept by the Dean in addition to any information on any intervention that may be put into place as a result of the analysis of data from SWIS
- ◆ Agendas and attendance will be kept by the Parent Coordinator and the Community Associate on the work with parents, students and families on social issues.
- ◆ Parent workshops Agendas and Attendance sheets on the Discipline Code and related topics to improve behavior will be on file.
- ◆ A student incentive plan will be kept by the Dean.
- ◆ Student government will be in place by November 2009
- ◆ By June 2010 suspension data will show a 25% decrease in out of school suspensions.

Subject/Area (where relevant): LITERACY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, Cohort 2006 general education students tested in ELA will indicate a 10% increase in progress to 65% and above.</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"> ◆ Performance Series will be used by Special Education students to determine their level of performance and as additional benchmark for meeting their IEP promotional goals. ◆ Acuity Regents Predictive will be administered twice—once in November, once in April. ◆ Teachers will use the results of these predictive to plan lessons that address student needs for Regents ◆ Additional literacy/English periods will be added to all freshman, sophomores and juniors as follows: <ul style="list-style-type: none"> ○ An additional literacy class, “Express Yourself”, will be implemented in the 2009-2010 year in grades 9, 10, and 11 to support literacy skills. This standards-based skills course will support the academic literacy through skill building in writing with a focus on social and emotional growth. ○ The use of Achieve 3000, and Regents-specific skills building. This technology based literacy program allows students to work with material on their own lexile level for differentiation of instruction.. The students receive level-appropriate, standards-aligned nonfiction assignments that incorporate Bloom’s taxonomy and foster reading comprehension and writing skills - across subject/content areas. Teachers provide rubric based feedback to individual students via email on the Achieve 3000 program. Teachers will collect data from this program and will use this as part of the data folder for student planning.

- ◆ AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students.
- ◆ AM and PM tutoring will be offered to targeted students. Student targets will be determined by data from interim assessments, ATS reports as well as teacher constructed exams and observations made from student work.
- ◆ Guidance support from advisors, counselor and social worker will target at-risk students. The in the targeted group are students whose data shows that they are only a few point from receiving a passing grade on the Regents. A student data folder will be developed with this group and shared with students and parents in small group and individual conferences.
- ◆ Students in 11th grade will take the Regents in January of 2010 as an opportunity to pass the ELA Regents. Those students who fail will sit for the ELA Regent again in June 2010 for a 2nd opportunity to pass the ELA Regents. Those students, who receive a grade of 65 in January of 2010, will sit for the ELA Regent again in June 2010 for a opportunity to pass the ELA Regents with a grade of 75 or better.
- ◆ In December the English Department, ELL teacher, and Special Education Department will perform an item analysis based on Acuity to align instruction.
- ◆ In December professional development on using Acuity for grouping students and developing assessments will begin and the use of data and the item bank will be on-going through the school year.
- ◆ The English Department, ELL teacher, and Special Education Department will be involved in a 10 series per-session study group on using data to develop standards-based curriculum that aligns content, instruction and material for differentiation. The work of this group will inform the inquiry group.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- ◆ The schedule allows for common planning time, professional development time, department meetings, grade team meetings, etc.
- ◆ SURR, Title I, and Contract for Excellence monies will support services for ELL students, Regents preparation, and professional development for staff.
- ◆ SURR monies will support guidance interventions.
- ◆ Office of School Improvement/Achieve3000 Pilot Program monies will come from a private grant.
- ◆ SINI monies will be used to fund the study group on data and instruction.

Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*

- ❖ In December the ELA Regents Predictive will be administered and teachers will meet as a department to group their students into quartiles based on overall performance. They will create an item analysis per grade and begin to develop lessons to address the need. The teachers will develop data sheets to add to student data folios.
- ❖ In December Teacher lesson plans (post ELA Regents Predictive) will reflect the use of the item analysis, and student needs.
- ❖ The English Department will begin to create alignment in all literacy classes including AIS, tutoring and Regents prep based on Acuity results and teacher created exams.
- ❖ Professional Development agendas and attendance for the Group study will reflect the use of data to plan instruction.
- ❖ In December, students begin to use Acuity to take differentiated ELA Regents skills test based on Item Analysis and data collected.
- ❖ Interim assessments i.e. Acuity results from November and April will be assessed to determine student progress; data will be reviewed and curriculum

	<p>will be reviewed as a result.</p> <ul style="list-style-type: none">❖ Student attendance in AIS, SES and tutoring will reflect those students who need additional support.❖ Advisors, counselor and social worker logs will reflect data meeting/support with students and parents.❖ The January and June 2010 results will indicate the 10% increase in the ELA passing rate for general education students from January and June 2009.<ul style="list-style-type: none">• 2% will pass in January• 8% will pass in June

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 5% increase in the number of students passing two math Regents exams with grades of 65% or better for the general education population in Cohort 2010 by August 2010 as compared to August 2009 data.</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"> ◆ Performance Series results will be used by math teachers to plan grouping for differentiated instruction. ◆ Performance Series will be used by Special Education students to determine their level of performance and as additional benchmark for meeting their IEP promotional goals. ◆ In November the Acuity Predictive Regents in Geometry and in Integrated Algebra will be administered to establish a baseline and to develop targeted lessons that are aligned to ensuring that students are receiving instruction that is aligned with the Regents. It will also be administered in April as a Regents predictive for the June 2010 Regents. Data will be used in lesson planning, will be incorporated into student data folios and will be shared with parents and students. ◆ The Math, ESL, and special education teachers will do an item skill analysis of the 2009 Algebra and Geometry results to align present curriculum maps with data. ◆ All 9th graders will receive eight periods a week of Algebra, including our self-contained special education students and our CTT students. ◆ Weekly after-school tutoring will be offered to all Algebra, Geometry and Trigonometry students and daily morning tutoring will be offered in all math subjects (Monday through Thursday). ◆ Student progress will be monitored and analyzed and used for instruction by the

Math faculty as part of a new Data Inquiry project.

- ◆ Fordham University, our PSO, the math teachers, and the principal will review data to target interventions, re-write curriculum maps, plan professional development, and review resources with parents and counselors.
- ◆ Fordham University will provide professional development for our math teachers, ESL teacher, and Special Education teachers in Algebra, Geometry, and Trigonometry.
- ◆ The State will provide 10 targeted professional development to Math teachers.
- ◆ Parent math workshops will be conducted on a quarterly basis.
- ◆ A Trigonometry curriculum map aligned horizontally and vertically will be on file by June 2010. Interim assessment data reflecting student progress will be reviewed quarterly during department meeting and common planning to influence map development.
- ◆ AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students.
- ◆ The Math teachers will be involved in both on site as well as off site visits of exemplary mathematics classrooms and best practices.
- ◆ The Math Department and Special Education Department will be involved in a 10 series per-session study group on using data to develop standards-based curriculum that aligns content, instruction and material for differentiation. The work of this group will inform the inquiry group.
- ◆ An inquiry-based system for looking at data, i.e. ARIS and Performance Series, will be developed by the math department, ESL and Special Education Departments, in conjunction with administration, parents, and students.
- ◆ Teachers will be provided professional development around the technology

	<p>purchased to support this initiative, i.e. clickers, Smart Boards, manipulatives, etc (Student “clickers,” a Smart Board, and two tablets were purchased to support the technology for our math program)</p>
<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>	<ul style="list-style-type: none"> ◆ Contract for Excellence monies will provide per session for year-round tutoring from our math and Special Education Departments. ◆ AIS, Tax Levy, SURR and SINI money will provide tutoring services for students in the lower quartile. Funding will support SES services and New Explorers’ staff initiatives.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students. ◆ Data from Performance Series and Acuity will be reviewed quarterly by the Inquiry Team which will be made up of the Math Department and the Special Education math teacher, and the administration. ❖ In November Teacher lesson plans (post Geometry and Integrated Algebra Regents Predictive) will reflect the use of the item analysis, and student needs. ❖ Professional Development and Group study agendas will reflect the use of data to plan instruction. ❖ In December, students begin to use Acuity to take differentiated Math Regents skills test based on Item Analysis and data collected. ◆ Interim assessments i.e. Acuity results from November and April will be assessed to determine student progress; data will be reviewed and curriculum ◆ Logs of teacher visits will be kept. ◆ Agendas and Attendance sheets will reflect teacher participation in study group ◆ Log of visits by both the State staff developer and the Fordham consultant will be

kept and available for viewing.

- ❖ Professional Development agendas and attendance for the Group study will reflect the use of data to plan instruction.
- ❖ Professional Development agendas and attendance on smart board/technology will be kept

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	17	15	10	12	23	-	31	tbd
10	4	9	6	6	40	-	20	89
11	8	9	19	7	35	-	20	84
12	5	5	9	6	30	-	33	75

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:	<ul style="list-style-type: none"> ◆ Additional literacy/English periods will be added to all freshman, sophomores and juniors classes during the school day in small groups as follows: <ul style="list-style-type: none"> ○ An additional literacy class, “Express Yourself”, will be implemented in the 2009-2010 year in grades 9, 10, and 11 to support literacy skills. This standards-based skills course will support the academic literacy through skill building in writing with a focus on social and emotional growth. ○ The use of Achieve 3000, and Regents-specific skills building. This technology based literacy program allows students to work with material on their own lexile level for differentiation of instruction.. The students receive level-appropriate, standards-aligned nonfiction assignments that incorporate Bloom’s taxonomy and foster reading comprehension and writing skills - across subject/content areas. Teachers provide rubric based feedback to individual students via email on the Achieve 3000 program. Teachers will collect data from this program and will use this as part of the data folder for student planning. ◆ Regents Prep courses given during the school day to repeater students. ◆ AM and PM tutoring will be offered to targeted students. ◆ Based on ATS data, a small group of students within a point or two of passing the Regents will receive guidance support from advisors, counselor and social worker.
Mathematics:	<ul style="list-style-type: none"> ◆ After school Regents Tutoring for all levels of math. ◆ Mandatory 9th Period Math Class for Regents Preparation. ◆ A second math class for upper classmen—repeater Algebra, Repeater Math B courses during the school day.

	<ul style="list-style-type: none"> ◆ Weekly after-school tutoring will be offered to all Algebra, Geometry and Trigonometry students and daily morning tutoring will be offered in all math subjects (Monday through Thursday). ◆ AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students. ◆ Performance Series results will be used by math teachers to plan grouping for differentiated instruction. ◆ 37.5 minute tutoring for AIS Students
Science:	<ul style="list-style-type: none"> ◆ 37.5 minute tutoring for AIS Students
Social Studies:	<ul style="list-style-type: none"> ◆ Life Skills and ELA classes are addressing vocabulary and writing skills related to mastering the thematic essay and DBQ's in Global and American History Regents. ◆ 37.5 minute tutoring for AIS Students
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ◆ Push-in/Pull out during Life Skills Class ◆ One-on-One counseling by social worker and guidance counselor ◆ Montifiore Medical Center counseling services ◆ College Advisors do college and career and financial aid counseling
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ◆ Montefiore Medical Center has a full time psychologist to serve our general education students. ◆ A shared school psychologist gives one-on-one and group counseling to IEP students.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ◆ Our full-time social worker provides push-in/pull out during Life Skills and on as needed basis. ◆ She meets with attendance team to work with families.

	<ul style="list-style-type: none">◆ She does family counseling.◆ She provides referrals to outside sources.◆ She is a condom distributor and an AIDS awareness coordinator.
At-risk Health-related Services:	<ul style="list-style-type: none">◆ Montefiore Medical Center◆ HealthCorps: A trained health professional provides nutrition and fitness counseling along with dance and martial arts instruction to all our students as a push in educator and an after-school partner.

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.

Language Allocation Policy Narrative 2009-2010

The New Explorers High School for Film and Humanities currently enrolls 313 9th, 10th, 11th and 12th grade students. Six ninth graders, nine tenth graders, four eleventh graders and one twelfth grader are entitled to ESL services. Our plan for meeting these students' needs are as follows: 1 student is a B (Beginners), 10 students are I (Intermediate) and 9 students are A (Advanced) while of the balance 5 are x-coded and 4 are in the process of being conferenced to become x-coded. In addition, 1 student is an initial referral for special ed and will be x-coded at that time. Twenty-seven students are listed on the RLER as ESL however, only twenty are serviced in ESL classes and the balance are x-coded. The x-coded students receive NYSESLAT test prep, tutoring and extended time for state assessments. New Explorers has one certified ESL teacher who serves the ESL population of the school. In New Explorers, ESL instruction is provided in a free standing ESL program emphasizing English language acquisition. ESL students receive all instruction in English using ESL methodologies and literacy practices. All classes utilize a differentiated, project-based ESL instructional approach (i.e. whole group, small group and individual instruction). Tutoring is offered in all content areas including ESL.

As a small school, students receive individual attention and support from all teachers. All classes are aligned with the NYS, NYC and ESL standards and the NYC Balanced Literacy approach. ELLs become proficient in cognitive development and academic skills. High quality teachers of ELLs collaborate in Common Planning, Kid Talk and Department meetings to provide students with academic rigor and support. The ESL teacher and content area teachers plan classes to address ESL needs.

Classrooms are provided with classroom libraries (a print-rich environment with needed materials). English classes review samples of listening passages and students are guided through the strategies needed to respond. In addition, the practice of listening skills occurs in all classes through note taking and mini lesson instruction. The use of on-going assessment strategies provides all levels of ELLs access to content.

Parents are informed of the different ELL programs that students are entitled to such as bilingual, free standing ESL and dual language. Orientation meetings provide the opportunity for parents/guardians to receive materials about ELL programs, ask questions regarding services, complete the parent survey and complete the program selection form. Orientations address state standards, assessments, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parents are invited to attend a conference prior to the administration of standardized exams to review strategies for assisting their child in preparing for exams and instructional standards/expectations for each test. Parents are encouraged to visit their child's classes and meet with advisors to clarify any questions or concerns. (Translators are provided). Parents are encouraged to meet with teachers regarding their child's performance at least twice yearly. Through the advisory system, parents are kept informed of student progress throughout the school year. Our program has been aligned with the requests of families. Our school opened in September 2002, and the trends thus far are that parents select an ESL program and tutoring for their children.

We have a very small number of ESL students across all four grades. We do not have SIFE students in our program. We have established a class to develop strategies to increase students' abilities to meet the standards and access content knowledge, as well as assist students in increasing their test-taking skills. All classes are mixed levels and teachers differentiate instruction to meet student needs. Our stand alone ESL program is set up as follows: Beginner students are scheduled for nine periods of ESL per week, Intermediate students are scheduled for five periods of ESL per week and Advanced students are scheduled for four periods of ESL per week.

Some of our ELLs also have IEPs and therefore have special needs for which accommodations are provided by staff. The ESL teacher, content area teachers, and special needs teachers collaborate to provide direct and indirect instruction for ELL students. Four of last year's ELLs tested out via the NYSESLAT exam and three tested from I, Intermediate to A, Advanced and 1 tested from B, Beginner to A, Advanced. Tutoring has been the most successful intervention for this population. In terms of provisions for students who are to be decertified, we are providing transitional guidance sessions with our social worker and guidance counselor. This will allow students the opportunity to receive transitional services which will enable students to experience a smooth transition. Students are given various periodic assessments to determine levels and perform needs assessments. Assessments include Performance Series, Periodic Assessment, DYIO, Mock NYSESLAT exams, Acuity, NYSESLAT interim assessments, etc. After school tutoring is provided for all students with extensive tutoring on Saturdays as well. This will prepare students for the NYSESLAT and the ELA Regents exams.

Professional Development is provided for teachers on topics which include cooperative learning techniques, differentiated instruction and literacy. The ESL teacher is attending various workshops which provide professional development which will be shared with staff. The Parent Coordinator will be available to support our parents and to establish increased parental involvement in the ELL program.

Leveled materials available include the following:

Hit the Ground Running: Exploring idioms in English
Comprehensive Reading Assessment
Finding the Main Idea
Writing Skills
Practical Grammar Activities

Building Vocabulary
Study Skills: Book A and B
Visions: Language, Literature, Content
Reading Skills
Language Practice
Comprehension: Skills
High Interest Reading: Amazing Records
Getting Ready for the NYSESLAT
Thomson - Heinle
Instructional Fair
Remedia Publications

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

(Not Applicable)

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**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) <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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

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

Through contact with parents, (teachers, principal, AP, social worker, guidance counselor, parent coordinator) and a bilingual survey sent to parents, we have identified that almost half of our 60% Latino students' families need documents from the school sent to them in Spanish. We also recognize that in PA meetings, school functions and family orientations, we need to provide a translator.

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

Through contact with parents, (teachers, principal, AP, social worker, guidance counselor, parent coordinator) and a bilingual survey sent to parents, we have identified that almost half of our 60% Latino students' families need documents from the school sent to them in Spanish. We also recognize that in PA meetings, school functions and family orientations, we need to provide a translator.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All school documents (including letters, newsletters, surveys, disciplinary notifications, etc.) will be translated except those that have been already translated by the DOE or are mandated to be translated by Title 1. All translations occur simultaneously and are distributed at the same time as their English counterparts. All verbal translation services are provided by in-house staff and written is provided by in-house staff and/or the translation unit.

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

We will provide interpretation services for school events, social functions, PA meetings, open school days/nights, parent workshops, curricular meetings, and meetings between families and school staff.

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

Families of students in our school know they can call or visit anytime and immediate help with interpretation is provided. We will include this information in the parent's handbook, in English and Spanish and the Chancellor's Regulation A-663, Attachment A, will be prominently displayed near the parent coordinator in the main office. The attachment will also be mailed to families as part of the orientation package each September informing families of the Chancellor's Regulation and the rights that it provides them. In addition, New Explorers High School utilizes the School Messenger automated phone system and messages are delivered to parents via this system in both English and Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	237,645	\$165,304	\$402,949
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,377		\$2,377
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$500	\$500
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,882		\$11,882
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$23,764		\$23,764
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

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

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

New Explorers High School for Film and Humanities Parent Involvement Policy is:

- We will have operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). Our Parent Association along with our Parent Coordinator will carry this initiative out.
- In order to carry out the Title I, Part A parental involvement requirements we will, to the best of our ability, provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The Parents Association, the Parent-Coordinator, the Principal and staff will maintain on-going communication on student progress, school progress, culture and events.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

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

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

New Explorers High School for Film and Humanities School-Parent Compact:

- a. will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA: The PTA executive board or SLT member (parent) will be made aware of the monthly borough wide parent meetings and asked to attend.
- b. will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Invite parents to attend test data review sessions with the faculty and the SLT;
 - Discuss longitudinal test data results and brainstorm along with the faculty concerning performance improvement.
 - Use our school website and mailings to keep parents informed and active in decision-making.

- ◆ Will do an annual review of policies and modify as needed.
- ◆ The school will develop and implement a questionnaire in order to assess the barriers to parental involvement in our community and we will invite both parents and faculty to take part in focus groups that will address the removal of barriers to parental involvement in our community. The parent coordinator, Libertad Carmen Betances will facilitate this.
- ◆ Through our Guidance Team and Inquiry Team, families are notified when state assessments are scheduled. They are informed concerning effective lifestyle procedures for their children. Each year the school hosts a curriculum evening in September where families are made aware of state content and achievement standards, including different levels of high school diploma requirements.
- ◆ Fordham University and New Explorers will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Workshops on transcripts and a college-readiness tool, for parents and students.
 - ESL workshops will be given to parents during the first week of each month throughout the entire school year.
 - Engaging the teachers in professional development concerning conversations with the families of our students.
 - Monthly grade team progress reports will be mailed to parents for student progress.
 - Informing student families when their child will be receiving an academic award, and inviting them to attend the awards assembly.
 - Continued workshops given by the parent coordinator and Fordham University designer for parent support as well as student support.
- ◆ We will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in both English and Spanish.
 - Our website will have parent information and events listed as well as student work and assignments.
 - The school sends out letters in both English and Spanish to alert parents of upcoming events.
 - Student office workers who are employed by the school will call parents to remind them of upcoming events.
 - School messenger will have bi-lingual messages alerting parents to information and events.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - ❖ The comprehensive needs assessment that the school used is the findings and recommendations of the April 23, 2009 Registration Review Report.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
 - a. We are 100% highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - a. PD is provided for staff, parents, teachers, and principal by Fordham PSO, Betac, Manhattan ISC, and NYCDOE.
 - Coach for principal

- New Leaders for New Schools Retreats
- An LDF/SAF from New Visions
- Data PD
- Special Education PD
- Math consultants from SED and Fordham PSO
- PD for parent coordinator
- PD for college advisor and counselor
- PD for instruction and mentors
- b. ELI Academy from CSA for Principal and Assistant Principal
- c. Manhattan ISC—on going PD for secretaries, administrator, staff, teachers, etc.
- d. New Leaders for New Schools provides:
 - A coach for the principal.
 - PD on interim assessments and data
 - Ongoing PD for instruction.
 - PD for school culture and community
- ❖ Leadership Academy
 - Coach for the principal
 - On-Going Principal PD
- ❖ Built-in PD time (50 minutes) weekly

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

- ❖ Teaching Fellows
- ❖ Teach for America
- ❖ Job Fairs

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

- ❖ Office of Family Advocacy parent workshops
- ❖ Parent Coordinator Outreach and workshops

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **(not applicable)**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - ❖ Inquiry Team
 - ❖ SLT
 - ❖ Grade Teams
 - ❖ PD Team
 - ❖ Principal's Cabinet
 - ❖ New Leaders For New Schools

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - ❖ Tutoring
 - ❖ PM School
 - ❖ Inquiry Team Outreach
 - ❖ Mentoring
 - ❖ Interim Assessments/Re-teach
 - DYO writing
 - Mock Regents
 - Performance Series
 - Acuity

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - ❖ Health Corps Nutrition Program
 - ❖ Conflict Resolution Programs
 - ❖ Montifiore Medical Center

11. Schoolwide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

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

12. Instruction by highly qualified staff.

We are 100% highly qualified.

13. 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.

- ❖ Teaching Fellows
- ❖ Teach for America
- ❖ Job Fairs

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

- ❖ Attend recruitment fairs and hiring halls

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

- ❖ Parent Coordinator arranges various workshops to address family needs.

16. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **Not applicable**

17. 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.

- ❖ Bi-weekly data meetings by department, the use of Acuity, Aris and Performance Series
- ❖ Weekly common planning and department meetings using data

18. 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.

- ❖ AIS tutoring

- ❖ Regents prep
- ❖ Afterschool credit accumulation program
- ❖ Saturday school
- ❖ Advisory sessions are dedicated to on-going review of student's data portfolios and goal setting.
- ❖ Additional literacy periods for students 9th-11th grade in Visual Literacy, Express Yourself and Achieve 3000.

19. 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.

- ❖ HealthCorps
- ❖ Career Visions

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Secondary English Language Arts

SURR Group/Phase: _____ **Year of Identification:** 2009 **Deadline Year:** 2011

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
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March 2-5, 2009
Registration Review Team

- ◆ Dr. Jessica Cohen, District Superintendent, Onondaga-Cortland-Madison BOCES, Team Leader
- ◆ Mr. William Tamaro, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES, Co-Team Leader
- ◆ Ms. Jeannette Bocanegra, Parent Representative
- ◆ Mr. Michael Castagna, NYC Department of Education Representative
- ◆ Ms. Lila Chui, NYSED Representative
- ◆ Ms. Karen Clark, Director of Alternative Education, Onondaga-Cortland-Madison BOCES
- ◆ Ms. Marki Chair-O-Rourke, Assistant Superintendent for Instructional Services, Delaware-Chenango-Madison-Otsego BOCES
- ◆ Ms. Alice Cooper-Jackson, UFT Representative
- ◆ Ms. Joanne Frank, CSA Representative
- ◆ Ms. JoAnn McKay, Parent Representative
- ◆ Mr. Tim Ryan, Superintendent, Fabious-Pompey Central School District
- ◆ Ms. Colleen Viggiano, Assistant Superintendent for Student Services, Onondaga-Cortland-Madison BOCES

- ◆ **Ongoing meeting with Elizabeth Iadavaia, OSI, Lila Chiu, SED, Leadership Coaches Lucy Matos, Leadership Academy and Mike Tobin, New Visions, Marge Struk, Fordham**

<p>University PSO, Louis Ramunni, Fordham University, New Leaders for New Schools Kim Marshal, Julia Chun, LDF, New Visions took place from March 2- Present.</p> <ul style="list-style-type: none"> ◆ March 20, an attendance outreach meeting was held with the Bronx ISC's attendance specialist, Antonio Guerro, Bak Harris from The Office of Youth Development, Julia Chun, LDF, New Visions, Daisy Fraguada, our attendance teacher, the principal, the guidance counselor, assistant principal and social worker to develop strategies to improve attendance, develop attendance plans, to properly code students in ATS, and to plan for the upcoming school year. ◆ On-going discussions are taken place in the Cabinet and the SLT meetings with a focus on attendance improvement. ◆ A faculty meeting was set aside to discuss findings with an emphasis on attendance and lateness improvement. ◆ The Discipline Committee met to discuss attendance improvement and lateness reduction <ul style="list-style-type: none"> ◆ Kim Marshal, of New Leaders for New Schools, and <i>The Marshal Memo</i>, an expert in data and curriculum development met with the administration on March 12 to discuss support for the SURR process. ◆ Julia Chun from New Visions met weekly 	<p>Attendance:</p> <p>Attendance is a significant problem in the school. The SURR Team made the following recommendations:</p> <ul style="list-style-type: none"> ◆ There is an attendance teacher who is assigned to the school one day a week; however, given the seriousness of absenteeism, more support is needed in this area. ◆ A Family Worker should be hired to assist with home visits. ◆ Excellent attendance should be recognized and celebrated. ◆ A team of all stakeholders, including parents, needs to strategize how to improve student attendance. ◆ The school needs to focus significant efforts on increasing student attendance by researching best practices of similar schools. <p>Curriculum, Lesson Planning, Instruction:</p> <p>These recommendations were made around instruction which includes lesson planning and curriculum:</p> <ul style="list-style-type: none"> • The principal and her leadership team need to develop a plan, in concert with all building stakeholders, for curriculum 	<ul style="list-style-type: none"> ❖ Attendance team continues to meet weekly on Tuesday to discuss strategies; the emphasis now has been to close 407's. ❖ Incentive trips and parties were held by grade teams for improved attendance and excellent attendance. ❖ Town Hall meetings were held to address the importance of good attendance; students with good attendance were honored at the Town Hall Assembly. ❖ An implemented plan of detention was devised for late students. <ul style="list-style-type: none"> ❖ Kim Marshal conducted a two-hour PD for the entire faculty on March 31 for UBD and Curriculum Map Development. ❖ The Social Studies, English, and Math Departments now have spiraled curriculum maps on file
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<p>with the Data Inquiry Team and the Administration to assist with curriculum development. She also shared New Vision walkthrough tools as did Mike Tobin, Leadership Coach, New Visions.</p> <ul style="list-style-type: none"> ◆ Meeting with Elena Papaliberios, our SAF, to discuss SURR interventions. 	<p>development that will insure the alignment of what is taught both within grade levels and from grade to grade. The plan, once developed, needs to be implemented and supported to insure ongoing adjustments.</p> <ul style="list-style-type: none"> • Lesson planning needs to reflect cohesive unit development and should include a variety of instructional strategies that address different student learning styles and higher order thinking skills to increase student engagement and achievement. • A full range of professional development (job embedded, modeling, coaching, needs to be provided for high quality instruction that results in student learning (hands on, rigorous and relevant, inquiry based. This requires developing an expertise in teaching to students' different learning styles and differentiating instruction. Professional development should be targeted to meet the needs of individual staff members. • The school should facilitate and support collaborative instructional planning between New Explorers staff and the school media specialist. New explores students should be provided with explicit and ongoing instruction on how to utilize the library for research and other relevant purposes. • With guidance from administrators, teachers need to identify appropriate 	<p>that are aligned vertically and horizontally. The science department is currently working on curriculum.</p> <ul style="list-style-type: none"> ❖ May 16, New York Leadership Academy Retreat facilitated by Leadership Coach Lucy Matos, worked on curriculum goals and CEP goals. ❖ Mock SQR with Elena Papaliberios, our SAF, and Fordham University's liaison Louis Ramunni June 2. It included a classroom walk-through observation and share-out. ❖ April 7 Concetta Nichilo attended The Reading Math Institute facilitated by the Office of School Improvement. She turn-keyed information for the English Department. ❖ Joelky Martinez attended PD on Achieve 3000 on June 22. She turn-keyed the information to the English Department. ❖ The Inquiry Team did PD on instruction, spiraling skills for curriculum mapping, vocabulary instruction, concept maps, etc. ❖ ELL teacher Anneke McEvoy held PD for strategies to meet the needs of ELL students. ❖ NAFET's Frederick Mann is working with the 11th Grade Team to improve vocabulary retention for the SAT's and Regents Exams. Together they are working on
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<ul style="list-style-type: none"> ❖ Fordham University, our new PSO has conducted several meetings to discuss instruction and curriculum. ❖ Fordham University PSO leader, Anita Batisti and staff met with the administration to discuss interventions and technology grants. ❖ Steve D'Agustino, Director of RETC Center for PD for Fordham University, met with faculty to discuss several opportunities to 	<p>skills and content to be taught at each grade level to ensure vertical curriculum alignment. Curriculum mapping, benchmarking and large group review of student work can be helpful in this regard.</p> <ul style="list-style-type: none"> • The school should develop an articulated technology plan to include strategies and schedules for the repair and replacement of technology as needed. • As part of the professional development plan, the school should provide staff opportunities for sharing best practices regarding the integration of instructional technology for instructional delivery. <p>Professional Development:</p> <p>These are the recommendations around professional development:</p> <ul style="list-style-type: none"> • Professional development needs to be prioritized, planned, and focused based on student need and aligned with building goals. The principal needs to do this in concert with her staff. Teams of teachers and administrators need to use student data to strengthen and develop a comprehensive, long term approach to professional development. • The school should continue to focus on the vision through actions, 	<p>developing graphic organizers and concept maps for building critical thinking skills and enhancing academic rigor for instruction and curriculum planning.</p> <p>❖ PD is presented Tuesdays to all faculty members. Here is a list of PD since the SURR Review:</p> <p>February PD:</p> <ul style="list-style-type: none"> ◆ PD—Data Team—Vocabulary strategies ◆ Academic Rigor ◆ Bronx Pride PD on Supporting Gay Students <p>March PD:</p> <ul style="list-style-type: none"> ◆ Data Team Word Walls
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<p>partner for technology, math and science grants.</p> <ul style="list-style-type: none"> ❖ A discussion with NafET to retain services of Frederick Mann took place June 29. ❖ Meeting with Joe Hall April 3 to discuss GFS progress. 	<p>professional development, and goal development. The school teams should utilize data to continue to develop and revise their goals.</p> <ul style="list-style-type: none"> • A cohesive film curriculum, developed in conjunction with the Ghetto Film School, should be developed and integrated into the different content areas to ensure that the school keeps film and humanities as the hook for increasing student engagement and learning. 	<ul style="list-style-type: none"> ◆ ESL replaced with SURR findings ◆ Efficacy ◆ ESL/Data Roll-out ◆ Kim Marshal—Spiraled Curriculum Maps using UBD (Extended PD) <p>April PD:</p> <ul style="list-style-type: none"> ◆ Motivations in Lesson Plans ◆ Data Team Vocabulary Initiative ◆ Lesson Planning replaced with Bak Harris and Ray Palmer—Strategies to minimize student suspensions (as per SURR) <p>May PD:</p> <ul style="list-style-type: none"> ◆ Conferencing replaced with CEP goal setting ◆ ESL Roll-Out ◆ Data Team Roll-Out ◆ Lesson Planning Strategies replaced with Bak Harris and Ray Palmer—teacher survey <p>June PD:</p> <ul style="list-style-type: none"> ◆ Regents Literacy ◆ ESL/Data Inquiry Roll-Out ◆ Jane Linderhood—NafET survey ◆ Bak Harris and Ray Palmer-- Student Observations <ul style="list-style-type: none"> ❖ End year professional goal setting was done with faculty members to plan for PD for
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<ul style="list-style-type: none">○ A Cohort Data meeting took place with Tami Sturm from the Office of Accountability facilitated by the Office of School Improvement on March 20. A discussion of the NCLB/NYSTART Data was held.○ ARIS training for parents and parent coordinators was attended by the parent coordinator and the community associate.○ Creating Aris Report training was facilitated by the IQ team in May.○ Ongoing work with Julia Chun on IQ Team.	<p>The Use of Data:</p> <p>These were the recommendations around the use of data:</p> <ul style="list-style-type: none">● There needs to be a school-wide, systematic approach to analyzing standardized test results. This information needs to be utilized by all when preparing lessons and developing curriculum.	<p>2009-10.</p> <ul style="list-style-type: none">○ Periodic Assessments for Performance Series Reading and Acuity ELA were conducted.○ A share-out and review of data took place with the data inquiry team, the SURR team, coaches, Fordham University, the Superintendent, and the SLT.○ A breakdown of ELA Regents Data took place after June 2009 Regents Exam and shared with the administration.○ As a result of the data, a new ELA-standards based course is under construction, “Express Yourself” which will be given to
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<ul style="list-style-type: none"> ○ Meeting with John Strachen, Bronx ISC Safety Administrator, and Doris Unger, Superintendent, March 30, April 2, and April 29 to discuss suspension procedures and safety issues. ○ Bronx ISC Office of Youth Development Bak Harris and Ray Palmer worked with administration, 10th Grade Team, and Guidance Dept. to work on targeted group of repeat offenders on March 31, April 22, May 5, June 11. 	<p>Suspension Reduction:</p> <p>These are the recommendations for suspension reduction:</p> <ul style="list-style-type: none"> ● Professional Development should be provided in classroom management to teachers, as needed. ● The City-Wide Standards of Discipline and Intervention Measures present progressive measures that should be followed. There should be meaningful consequences that are designed to 	<p>students in the 9th, 10th and 11th grades. Achieve 3000 will be an integral part of this program for the 250 students in most need.</p> <ul style="list-style-type: none"> ○ Grade Teams are developing plans to meet students emotional and social needs as well as the academic needs. ○ Three service-learning programs/partnership agreements were signed with NEHS: ○ ○ Police Department Youth Liaison conducted classes for 10th grade students on gang awareness, teens' rights and responsibilities, and police relations May 12-14.
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	<ul style="list-style-type: none">◆ The school administration should intensify efforts to gain a parental presence in the school building making the school parent-friendly and welcoming.◆ The school administration should ensure a process for keeping records of all communications sent to parents concerning school issues and events.◆ The School should provide PD for PA Board members, including training on by-law construction and exposure to Chancellor's Regulation A660 and Title I literature.◆ Combining workshops and PA meetings with student-centered events will increase participation.	<ul style="list-style-type: none">◆ Discussion in SLT to increase parent and community involvement.◆ ASPIRA parent workshops April 30 around college and career acquisition.◆ Sylvan Learning parent math workshop March 23.
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**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We found that the above statement was partially true for our school. In an effort to address these issues, we:

- ◆ Aligned the curriculum maps in ELA, English 1-8, horizontally and vertically and spiraled skills. We made interdisciplinary connections to the history curriculum whenever possible.
- ◆ We had Kim Marshal, from *The Marshal Memo*, do UBD Curriculum design professional development to facilitate the re-writing of the humanities curriculum.
- ◆ We are aligning all ELA curriculums to the state standards.
- ◆ We are using data gained from Performance Series and Acuity to assist in the curriculum writing.
- ◆ We are differentiating curriculum to meet the needs of ELL's and students with special needs.

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

Applicable Not Applicable

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

- ◆ The curriculum maps for ELA are currently on file as we have been addressing said issues.

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.

- ◆ We will continue to modify our curriculum as we continue to analyze student achievement data.

- ◆ We will call on support from our PSO, Fordham University to insure our maps are updated and relevant.
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1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

- We engaged in curriculum map alignment

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?

- The 2009 Registration Review Report confirms this finding.

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.

- The school will revisit curriculum maps and align them, with state standards and include performance indicators
- Using the Data Warehouse we will see what standards are visited most frequently in Regents and develop lessons to support these standards

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

- The observations stated in the 2009 Registration Report

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?

- Primary instruction is direct instruction with limited differentiation, small group and partnered work.

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.

- Workshops for teachers will demonstrate small group instruction and model student engagement.
- PD will be differentiated for staff based on teacher needs and strengths.
- Teachers will engage in looking at data and using data to develop flexible groups to differentiate the instruction. Data will also be used to have students partner with one another to complete projects and tasks.
- Students will be assigned work and assessments utilizing the Acuity system and will be working on their individual student goals.

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

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.

of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

- The 2009 Registration Review Report confirms this finding.

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

Applicable Not Applicable

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

- The 2009 Registration Review Report confirms this finding.

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.

- Students will have access to both Acuity and Performance Series systems through the use of laptops.
- Teachers will assign students work based on item analysis of student's performance from baselines and interim assessments
- Teachers will sit in departmental meetings and inquiry groups to discuss student data and planning.

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.

- ◆ This was true for our school as we hired five new teachers this year, three of whom were Teaching Fellows.
- ◆ We attended recruitment fairs; I reached out to Teacher for America. I reached out to Teaching Fellows on the Fellows Finder.

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?

◆ We hired five new teachers.

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.

◆ We do not anticipate the same number of teachers leaving this year.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable Not Applicable

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

- ❖ The ESL teacher attended various PD sessions in house and offsite, including workshops in the ISC (Integrated Service Center) and NYC DOE professional development sessions.
- ❖ Observations by administration indicated teacher use of ESL strategies
- ❖ The ESL teacher turnkeyed PD to full staff throughout the school year.

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.

- ❖ Assessments for ELL population included NYSESLAT exam, teacher generated assessments, two DOE interim assessments provided by Pearson
- ❖ Inquiry Team included ELL students in target population, inquiry generated data, team shared findings with staff

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?

- ❖ Increased the number of assessments administered
- ❖ ESL teacher has been trained in looking at ESL data

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.

- ❖ Conduct periodic assessments, i.e. Performance Series, Acuity, DYO ELL periodic Assessment provided by NYCDOE.

- ❖ ESL teacher will turnkey assessment data to all teachers working with ELL students
 - ❖ Teachers will be using ARIS and Acuity which identifies the ELL students.
 - ❖ Teachers working with ELL students will receive the NYSESLAT scores of ELLS to determine instructional pedagogy based on levels, (Beginner, Intermediate and Advanced)
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KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- ❖ Discussions during grade team and full staff meetings
- ❖ Informal surveys during staff meetings
- ❖ Written requests on suggested professional development topics for the school year by teachers

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?

N.E.H.S. has a significant increase of special education students with varied classifications, ability levels, and behavioral challenges over the last few years.

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.

- ❖ Teachers now have access to IEPs through grade team leaders
- ❖ One special education teacher is on each grade team to turnkey information

- ❖ Greater involvement of general education teachers during annuals and EPCs including teacher reports and attendance at meetings
 - ❖ Teacher input is reflected on the updated IEPs through academic performance and goals
 - ❖ Professional development for special education staff
 - ❖ Focused special education department meetings on topics such as student behavior, progress, reading, reclassification, updates with regard to new special education initiatives
 - ❖ Teacher led workshops to turnkey special education strategies, modifications of assessments, accommodations, etc.
 - ❖ Professional development with all staff on the Pre Referral Intervention Manual (PRIM) which will offer teachers interventions for working with students on behavior management as well as academic performance interventions.
 - ❖ All special education students will be administered the Performance Series to obtain actual performance levels to be used for differentiation of instruction.
 - ❖ Performance series will be used to determine student performance levels in relation to meeting their promotional criteria.
-

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.

(see key find #6)

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?

Student IEPs are updated on the prior year's anniversary date, therefore, goals and objectives may not be relevant to the student's current program at the time it is viewed by the general education teachers.

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.

- ❖ Use of the PRIM will become more pronounced, and teacher led workshops will increase next year
- ❖ Additional support from Central is needed
- ❖ Professional development with all staff on the Pre Referral Intervention Manual (PRIM) which will offer teachers interventions for working with students on behavior management as well as academic performance interventions.
- ❖ All special education students will be administered the Performance Series to obtain actual performance levels to be used for differentiation of instruction.
- ❖ Performance series will be used to determine student performance levels in relation to meeting their promotional criteria.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Four students are in temporary housing.

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

In order to ensure all students on our register have a designated housing category code in ATS, the Student Residency Questionnaire is mailed to all homes. All housing designations will be updated on ATS through contact to families by the Parent Coordinator and Secretary. The School Aide or Community Associate provides the secretary documentation verifying any new address information on an on-going basis. The secretary inputs the data into ATS under the appropriate codes and files the documentation. All updates are completed within a week of receipt.

Posters are located on the bulletin board outside the main office of the school.

The school ensures that students in temporary housing receive metro cards, counseling services (upon request), participation in school activities and any other needs/services as identified by teachers or members of the school community, and any other services as outlined by the Chancellor's Regulation. In addition, communication is on-going with Family Assistant workers as needed.

The social worker from Montifiore Clinic works closely with these students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

No allocation.