



HEALTH OPPORTUNITIES HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 07X670

ADDRESS: 350 GERARD AVENUE-BRONX, NY, 10451

TELEPHONE: (718) 401-1826

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07x670 **SCHOOL NAME:** Health Opportunities HS

SCHOOL ADDRESS: 350 Gerard Avenue Bronx, New York 10451

SCHOOL TELEPHONE: (718) 401-1826 **FAX:** (718) 401-1632

SCHOOL CONTACT PERSON: Carron Staple, Principal **EMAIL ADDRESS:** cstaple@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carron Staple and Annie Cabrera

PRINCIPAL: Carron Staple

UFT CHAPTER LEADER: Jeffrey Piekarsky

PARENTS' ASSOCIATION PRESIDENT: Maribel Santiago

STUDENT REPRESENTATIVE:
(Required for high schools) Jeffrey Ramirez, Janee Jones, Keisha Terry

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 **SSO NAME:** Integrated Curriculum and instruction (ICI)

SSO NETWORK LEADER: Michael LaForgia

SUPERINTENDENT: Joel DiBartolomeo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------------|--|-----------|
| Carron Staple | *Principal or Designee | |
| Jeffrey Piekarsky | *UFT Chapter Chairperson or Designee | |
| Maribel Santiago | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Sandra Barrett | DC 37 Representative, if applicable | |
| Jonathan Ramirez | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Christine Gonzalez | Member/ | |
| Sara Erstad | Member/ | |
| Clothilda Higgs | Member/ | |
| Debra Bradley | Member/ | |
| Deborah Bolden | Member/ | |
| Sandra Lopez | 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.

At Health Opportunities High School, we are committed to achieving academic excellence, global awareness, and skills for community leadership. Our standards-driven instruction and our health-related core courses will enable all students to acquire job-related skills, explore issues of self-awareness, forge interpersonal relationships, and accept community challenges in order to respond to the demands of global citizenry.

Health Opportunities is a theme-based academic comprehensive school for grades 9-12. Our goals are to ensure that every student meets or exceeds New York State Standards in English Language Arts, Mathematics, Science Global Studies, and United States History, graduates in four years, is exposed to a variety of health career opportunities, and has the opportunity to pursue higher education. We offer the AVID program to foster greater academic achievement. Our dedicated faculty and staff work diligently to foster the academic and social development of every student.

Students are introduced to health careers in all curriculum areas and through our general health, health careers, anatomy and physiology, psychology, and forensic science classes. Students are required to serve the community through an internship of at least 120 hours, through our partnerships with Hostos Community College, area hospitals and clinics, and over fifty other organizations. The internships enable our students to learn about future careers in health and medicine. We offer, in addition to our comprehensive selection of high school courses, rigorous Advanced Placement courses. Students may also take college-level courses through the College Now Program of Hostos Community College, either at schools or on the college campus.

We offer a variety of extra-curricula activities through East Side House Settlement, our community-based organization. Activities include athletics (including basketball, baseball, and soccer), dance, cheerleading, and art. Through our Teen Choice Program, students train to become peer educators in HIV prevention. Students also serve the community through our Red Cross Club. We have a chapter of the National Honor Society. Inductees perform a variety of community service activities. We also have a variety of clubs: Build-On, (students help build schools in developing nations), Multicultural Club, and History through Film.

For the past five years, over ninety percent of our graduates have been accepted and enrolled in colleges and universities. Students receive college and career advisement through the College Bound Program. We are committed to supporting life-long learning in health, medicine, and other academic areas of interest to our students.

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: | Health Opportunities High School | | | | | | |
| District: | 7 | DBN: | 07X670 | School BEDS Code: | 320700011670 | | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | | √ |
| | K | | 4 | | 8 | | √ |
| | 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 | | 83.9 | 83.6 | 85.9 |
| 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 | | 93.2 | 95.4 | 96.3 |
| 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 | | 73.7 | 73.6 | 74.2 |
| 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 | 16 |
| Grade 9 | 196 | 220 | 213 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 186 | 215 | 228 | <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 |
| Grade 11 | 103 | 82 | 105 | | 3 | 9 | 15 |
| Grade 12 | 99 | 106 | 95 | Special Education Enrollment: | | | |
| Ungraded | 2 | 1 | 0 | <i>(As of October 31)</i> | 2006-07 | 2007-08 | 2008-09 |
| Total | 586 | 624 | 641 | | | | |
| 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 | 29 | 32 | 37 | Principal Suspensions | 59 | 163 | 251 |
| # in Collaborative Team Teaching (CTT) Classes | 6 | 9 | 18 | Superintendent Suspensions | 18 | 14 | 20 |
| Number all others | 37 | 36 | 42 | 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 | 26 | 43 | 48 | Number of Teachers | 34 | 38 | 44 |

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 | 0 | 2 | 4 | Number of Administrators and Other Professionals | 11 | 14 | 15 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 4 | 3 |
| 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) | 19 | 20 | 23 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 65.7 | 66.7 | 57.8 |
| | | | | % more than 5 years teaching anywhere | 51.4 | 48.7 | 44.4 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 83.0 | 77.0 | 76.0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 97.6 | 87.6 | 100.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 | | | | |
| Black or African American | 40.6 | 37.5 | 36.7 | | | | |
| Hispanic or Latino | 56.8 | 59.8 | 60.8 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.4 | 1.6 | 2.0 | | | | |
| White | 1.2 | 1.1 | 0.5 | | | | |
| Male | 26.4 | 27.6 | 28.9 | | | | |
| Female | 73.6 | 72.4 | 71.1 | | | | |
| 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: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---|--|--|--|------------------------|--|--|-----|
| Individual Subject/Area Ratings: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | | | | ELA: | | | IGS |
| Math: | | | | Math: | | | IGS |
| 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 | √ |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | √ | √ | |
| Hispanic or Latino | | | | | √ | √ | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | - | - | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | - | - | |
| Limited English Proficient | | | | | - | - | |
| Economically Disadvantaged | | | | | √ | √ | |
| Student groups making AYP in each subject | | 0 | 0 | 0 | 4 | 3 | 1 |

| | | | | | | | |
|--|------|--|--|---|--|--|--|
| CHILDREN FIRST ACCOUNTABILITY SUMMARY | | | | | | | |
| Progress Report Results – 2008-09 | | | | Quality Review Results – 2008-09 | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | NR | | | |
| Overall Score: | 53.1 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 8 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the Overall Score)</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 10.5 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 30% of the Overall Score)</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 32.6 | | | | | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | | | | | |
| Additional Credit: | 2 | | | | | | |

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Health Opportunities High School is a school in good standing that serves 623 students with the following demographics: 72.4% female, 27.6% male, 59.8% Hispanic, and 37.5% Black. Of the 623 students we serve, 81% are eligible for free or reduced lunch, which allows our school to receive Title 1 funding.

There are several trends that create **challenges** for our school:

- Over 70% of the students who attend our school come to us performing below grade level in reading and math. These students require additional instructional support and academic intervention.
- It becomes a yearly challenge to prepare students to take Regents exams, when the majority of them do not come to school academically prepared to handle rigorous high school work.
- The poor Regents scores and overall school-wide scholarship clearly show evidence that our students are struggling in Algebra and Geometry, with a significant deficit in Geometry.
- Our students also have difficulty with understanding content vocabulary and with writing in general (specifically response to literature essays, critical lens questions, and document based questions)
- The number of students living in temporary shelters has doubled since last year 2008-09.
- The number of over-age and under-credited students entering as first time 9th graders, or transfers into 10th grade has doubled since last year 2008-09.
- The increased enrollment for our school continues to cause over-crowding and shared space concerns on the campus. Facilities created for one school are now shared by two schools and continues to cause administration from both schools to have concerns such as: lack of classroom/instructional space, scheduled lunches as early as 9:30 AM, and as late as 1:15 PM, over-crowded hallways, an inability to create a cohesive campus where we can share resources because we have been forced to create 3 time schedules in order to physically share the campus instructionally.

The greatest accomplishments over the years, is that despite our challenges:

- The school has maintained consistency in leadership for the past 5 ½ years
- The school has remained in good standing since September 2004 when it was removed from the SINI list

- Our school's overall yearly attendance has improved each year from 83.4% in 2007 to our current statistic of 89.6%
- Our school has doubled the amount of students graduating with Advanced Regents diplomas and Regent diplomas since June 2008
- Our school continues to improve Regents scores in every major subject area as evidenced by our Progress Report of 2008 and in our preliminary report of 2009
- Our school continues the tradition of student service learning since its inception in 1993, and is now a firm partner with the NYC Department of Aging- a major contributor and supporter of our student health internship program
- The school has completed the three year certification process for becoming an official AVID school, and is now a certified school. This special program (AVID) Advancement Via Individual Determination addresses and maximizes the needs of students who academically range in the "middle" and at times get overlooked, because a school may be focusing on the lowest and highest achievers, and has become a coveted and well respected program because of its proven results.
- Our school continues to offer Advanced Placement (AP) classes in English Language, English Literature, European History, Biology, US History, and Spanish Language, and is a member of the REACH program where low-income and at-risk students are recognized for taking these rigorous classes and monetarily rewarded for performing well on AP exams

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.

| | |
|--|--|
| <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"> • Use professional development money to pay for internal and external training of teachers • Utilize Network support specialists to support math teachers (No extra cost involved) • Use Title 1 money to fund extended day tutoring and cost of materials for student support |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Performance benchmark assessments • Teacher binders that track student progress • Teacher assessments • Scholarship reports • Regents scores in January and June 2010 • Progress made in extended day tutoring |

Subject/Area (where relevant): MATH-Professional Development for Geometry Teachers

| | |
|---|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To provide Geometry teachers with professional development that is aligned with the State content indicators, as well as help teachers improve mathematics teaching and learning practices.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Provide teachers the opportunity to attend internal/external PD's and/or math meetings • Collaborate with another school whose students have performed well, and provide opportunities for inter-visitation • Purchase materials for classes to supplement textbooks: for example: review books, workbooks and manipulatives • Use monthly department meetings to review course curriculum, set up goals and benchmarks and provide time to discuss student progress |

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Use Title 1 PD funds to purchase services of vendors who provide professional development in Mathematics

Indicators of Interim Progress and/or Accomplishment

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

- Substantial increase in student passing rate on Geometry Regents
- Teachers demonstrate skills and competency when teaching the Geometry curriculum

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 | 103 | 157 | 168 | 56 | 15 | 0 | 30 | 114 |
| 10 | 19 | 152 | 59 | 10 | 30 | 0 | 20 | 118 |
| 11 | 27 | 87 | 0 | 56 | 30 | 0 | 30 | 84 |
| 12 | 33 | 14 | 0 | 83 | 45 | 0 | 25 | 7 |

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: | <ol style="list-style-type: none"> 1. We provide all of our 9th Grade students, including students with disabilities, with 90 minutes of instruction in ELA per day. Grade 9 students who are designated as Levels 1 or 2 in ELA participate in the Ramp-Up to Literature program. Grade 9 students at or above grade level (ELA levels of 3 or 4) take a literature course and writing course to help support the U.S. History curriculum as well as assist students with the writing process. 2. Our grade 9 special education teachers will employ a modified version of the Ramp-Up to Literature program in their instruction. 3. We offer tutoring in ELA and ESL for one hour once per week. 4. In addition, several teachers will tutor students (in all grade levels) during the school day as part of their professional assignment (circular 6). |
| Mathematics: | <p>We provide all of our grade 9 students with a math lab class in addition to their daily class. Courses in pre-geometry and algebra seminar have been implemented to improve overall passing rates for both the Geometry course and regents. In addition, several teachers tutor students in all grade levels during the school day.</p> |
| Science: | <p>We provide all of our grade 9 students with extra periods of Science classes in addition to the required time. This gives students extra opportunity to master the course work. In addition, seminar courses have been put in place to assist students in passing courses and Regents exams. Also several teachers tutor students (in all grade levels) during the school day.</p> |
| Social Studies: | <ol style="list-style-type: none"> 1. Global History and United States History Seminars small group instruction class meets once a week on Tuesdays, for 1.5 hours. The seminars target students who failed the Global History and United States History exams, and help each student to focus on specific areas of weakness that caused them to score poorly. 2. Global History and United States History tutoring is conducted after school Mondays for 1.5 hours. Tutoring sessions assist and support students struggling with specific content, and/support students who need additional support as an extension of Global and United States History Seminars. 3. An item analysis of all the exams of the students who scored below 65 on Global History and Geography and United States History and Government Regents Exams. The teachers of both seminars and tutoring sessions are provided with the date on which particular skills should be addressed in preparing students for successful |

| | |
|---|---|
| | <p>passing of the centered learning and differentiated instruction.</p> <ol style="list-style-type: none"> 4. "Humanities Partnerships": partnerships with ELA teachers to align English Language Arts and Social Studies curricula, essay writing expectations, and interdisciplinary projects. This is facilitated during common unit planning between English and Social Studies Departments. Teachers work closely on the essay topics and themes discussed in the Social Studies courses and the skills needed to successfully complete the task provided by the ELA courses. 5. Pilot program of targeted groups of the incoming 9th graders who are studying United States History aligned with modified English curriculum. Students are scheduled to take United States History and Government Regents Exam at the end of the academic year 2009-2010. The program is constructed to emphasize the skills and knowledge inherited from the Middle School Social Studies curriculum 6. History through Film Club and Cultural Awareness Club meet once a week after school and include the works of literature and films that help students to become global citizens and broaden their horizons. |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>The Guidance Department is reorganized by the Cohort case load to establish the continuation and nurturing environment to help students achieve the greatest potentials. Our four Guidance counselors provide small-groups (varies) and one-to-one services (daily as per needs of students). In addition, counselors do grade level (one class period every six weeks) and classroom presentations (one class period every one to two weeks) and classroom presentations (one class period every one to two weeks). We have a full-time College Advisor through the Young Women's Leadership Foundation (College Bound) who ensures that our at-risk students have every opportunity to pursue higher education.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>The School Psychologist will provide one-to-one services to at-risk students during the school day as well as review cases presented at Pupil Personnel Team meetings in order to ascertain appropriate pre-referral at-risk strategies to support students.</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p>The SBST Social Worker provides one-to-one services to at-risk students two days per week during the school day. The Inwood House Social Worker provides small-group sessions in HIV/AIDS prevention daily during our five different lunch periods and once a week after school. The RAPP Social Worker provides small group and one-to-one sessions in relationship abuse prevention daily during five different lunch periods. The school based Morris Heights Clinic Social Worker provides one-to-one services to students referred by other staff. The Inwood House and RAPP Social Workers also do full period classroom presentations in grades 9 and 10 ELA classes twice per semester.</p> |
| <p>At-risk Health-related Services:</p> | <ol style="list-style-type: none"> 1. The school provides a school-based clinic supervised by staff from the Morris Heights Health Clinic. The Clinic staff includes a Physician's Assistant, School Psychologist, Social Worker, Health Education, and two Medical Assistants. 2. We have an HIV/AIDS Social Worker, HIV/AIDS Prevention Student Peer Educator |

| | |
|--|--|
| | Program, a fulltime SAPIS Worker, and a Condom Availability Team. |
|--|--|

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.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010 (see appendix 2)

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 45 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

We address the four modalities of communication in our ELL program. Our teacher (Ms. J. Bohner) will focus on various topics and strategies to help students develop reading and writing skills:

- Analysis of vocabulary
- Development of tier 2 and 3 vocabulary
- Use of context clues
- Activating prior knowledge
- Making predictions
- Making connections
- Making inferences
- Drawing conclusions

Grammar is taught through study of content-area vocabulary (e.g. texts from the Ramp-Up curriculum). Students have many opportunities to

develop speaking and listening skills, through class presentations, small-group work, paired work, and conferences with the teacher. Beginner ELL students will receive 135 minutes of instruction per day; intermediate ELL's receive 90 minutes; advanced ELLs receive 45 minutes. All classes are taught in English. Classes are grouped by level of proficiency as determined by NYSELAT scores, rather than by grade level.

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.

All teachers of ELL students will work together to identify vocabulary and instructional strategies. One of our focus groups for this year’s Inquiry Team is intermediate ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students. In addition, the ELL teacher along with the members of the inquiry team will attend ICI ELL Teacher Series entitled *Pathways to Academic English for ELLs* workshops for ELL vocabulary acquisition. The team, during professional development, will turn-key they have learned and share strategies from these workshops with the content-area teachers working with ELLs.

Form TIII – A (1)(b)

School: 07X670 BEDS Code: 320700011670

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

| Allocation Amount: | | |
|--|------------------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | \$1,800.00 | Funds will be used to fund after school activities for ELL students such as tutoring. It will also compensate ELL teachers for PD attended during non-school hours and will fund subs when ELL teachers attends PD during school hours. |
| Purchased services - High quality staff and curriculum development contracts. | \$0 | Due to budget cuts, the school has no money to purchase services. |

| | | |
|--|-----------|---|
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$900.00 | Supplemental workbooks will be purchased to help students improve semantics, grammar, and punctuation. As they have been helpful in the past, we will also purchase audio books. |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | \$300.00 | These funds will be used to pay for students to attend educational trips to enhance their learning. |
| TOTAL | \$3000.00 | |

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.
The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community.
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.
We have determined through our survey that our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages. These findings are expressed orally and in writing to all administrators and staff to ensure parents and guardians that require interpretation services, receive it. The school has also posted in a conspicuous location at entry, a huge poster that covers all the languages parents can expect interpretation services in.

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 information that is sent home to parents is translated into Spanish which is the language that was identified as most common (after English) in our school. Our translations are done by in-house school staff fluent in the Spanish language.
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.

All parents/guardians who visit the school building are provided with oral interpretation services by in-house school staff fluent in the Spanish language. During special activities such as parent-teacher conferences, award ceremonies, open houses, etc, there are always personnel available to provide oral interpretation whenever it is necessary. In addition, the school sends phone messages to the homes of all children via the School Messenger phone system. All messages to parents are sent in multiple languages.

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>.

The school community has been made aware that there is free written and oral translation services available. We have posted signs for the school to see, and the Parent Bill of Rights has been made available to everyone.

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: | 588,190 | 223,383 | 811,573 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 5,882 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | 2,234 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 29,410 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 11,169 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | 58,819 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | 22,338 | |

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.

The Health Opportunities High School and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

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

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

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

SCHOOL-PARENT COMPACT

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

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

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

School Responsibilities

The Health Opportunities High School will:

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

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

We will use effective methods and instructional strategies that are based on scientifically-based research:

- **Increased the amount and quality of learning time, such as credit recovery programs, after-school tutoring and summer school program.**
- **Provide and 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 standards. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation.**
- **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the requests of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**

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

The fourth week of October for the fall semester. October 29 for evening conference from 5:30 – 8:00 and October 30th for afternoon conference from 12:15 – 2:45

The fourth week of March for the spring semester. March 18th for the evening conferences from 5:30 – 8:00 and March 19th for the afternoon conferences from 12:15 – 2:45

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

Report cards will be distributed 6 times per year, and progress reports will be distributed per term. Parents can also go on SnapGrades.com to view their child's progress at anytime during the year.

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

Parents can make appointments to see staff the teacher, counselor, or administrative staff so that the staff member will be available to see them.

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

Parents are encouraged to visit the school at anytime to speak with their child's teachers, or to observe classroom activities. The school does not limit when a parent can visit. For parents who want to volunteer, the school requests that the parent be fingerprinted and go to 65 Court Streets for an official DOE Identification Card. As much as we encourage volunteerism, the school reserves the right to ensure that any adult volunteering/working in the school has meet DOE approval.

Parent Responsibilities

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

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Provide students with the necessary tools/materials requested by the school.
- Active support of the school's rules and regulations.
- Supporting the school's uniform policy.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

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

Describe the ways in which students will support their academic achievement, such as:

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

School

Date

Parent

Date

Student

Date

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

NCLB/SED Status: In Good Standing **SURR¹ Phase/Group (If applicable):** N/A

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: N/A

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

In our ELA /ESL department meetings and professional development, we have identified that the issues described above are pertinent particularly the area of "curriculum maps". With the change in administration the department now meets during allotted times to discuss and review student data. Data that was reviewed came from ARIS, scholarship reports, regents item analysis, 8th grade state assessments, NYSESLAT, and periodic assessments.

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?

While our curricula are aligned to state standards, and while we have worked over the years to map out curriculum year to year, we need to more effectively align curriculum vertically so that literacy skills are scaffolded over time. Data indicates that students entering the high school are deficient in basic skills and teachers lose valuable instructional time trying to remediate various skill sets. The students' cognitive abilities and the results of data affects the pace and depth of the instruction presented. Therefore we need to continually revise and refine our curriculum maps and gather more resources for teachers to address the needs of their students. We supply the teachers with many resources (textbooks, literature, common planning time, inter-departmental support, and professional development opportunities) to assist them in curriculum planning (please see sections 4 and 5 for a discussion of ESL instruction and professional development).

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.

The school will begin by giving diagnostic exams to all incoming students to determine their academic cognitive levels and address any deficiencies early on. Additionally, all students taking and English courses will take Pearson Scantron Performance Series in order to learn what standards students have and have not attained. The data will help to better align the curriculum being taught to state standard requirements. The school will use all of its resources to work on addressing the matter, however any additional assistance from the ISC and the LSO are welcomed.

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.

During the 2008-09 school year math department met during allocated time to discuss and review student data. Data that was reviewed came from ARIS, scholarship reports, regents item analysis and periodic assessments.

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?

Data shows that the students come to high school extremely deficient in basic skills in the math content area. Teachers spend too much time trying to catch students up on what they should know. This takes up valuable time that should be focused on curriculum and therefore leads to the lack of depth in what is being taught in the classroom as compared to what is required by state standards.

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 begin by giving diagnostic exams to all incoming students to assess any deficiencies early. In addition, all students in math courses will take Pearson Scantron Performance Series to be able to indicate what standards students are deficient in as well as to what standards they are proficient in. This data will help to better align the curriculum being taught to state standard requirements. The school will use all of its resources to work on addressing the matter, however any additional assistance from the ISC and the LSO are welcomed.

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.

Through informal and formal observations, as well as walkthroughs and peer inter-visitations it has been found that, although at times direct instruction is utilized, the lessons are overwhelmingly student centered.

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?

Across the content areas, there is evidence of accountable talk, students making relevant connections and information being elicited from students. Teachers engage students by activating their prior knowledge, modeling, front loading and differentiating. Through observations, it is evident that students are engaged and active participants in the lessons.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Our school focused on observations, (both formal and informal), as well as walkthroughs in order to assess the relevance of the finding. The observations and walkthroughs were conducted by school administrators in conjunction with personnel of the ICI LSO.

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?

After completing observations and walkthroughs it was evident that there are a good number of classes which have high academically focused class times. 80-85% of the classes have students on task throughout the lesson; the classes are engaging and student centered. In addition there is an extensive amount of technology use in the classrooms. The technology is being used as a method of direct instruction as well as a diagnostic tool.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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.

Please respond to the following questions for Key Finding 3:

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

The school looked at the table of organization and identified staff members that left the school whether it was by retirement, resignation or termination.

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?

Upon looking at the table of organization, we realized that we only lost 3 staff members which is only a 4% turnover rate.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

In order to access whether the finding was relevant to our school, we reviewed all the professional development opportunities that were offered to our ELL teacher.

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?

After a review of all of the staff development available and the staff development attended by the ELL teacher, it was clear to us that not only are we aware of the professional development available, but also that the ELL teacher attended quite a few of them. Not only were the workshops attended and learned strategies implemented in the ELL classes, but the ELL teacher also provided turnkey training on the strategies so that they were put in use across content areas.

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.

Information, such as NYSESLAT data and Teacher Surveys, pertaining to ELL students is distributed and aggregated once a month during staff case conference days. At these meetings staff members address any difficulties they are encountering with ELL students and, using the data, collaborate with the ELL teacher to come up with solutions to be implemented in the class to support ELL's.

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

Applicable Not Applicable

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

Although ELL students receive mandated ESL services, the data pertaining to ELL's is widely used across the content areas. The ESL teacher receives the scores of the NYSESLAT prior to the beginning of school in order to ensure that ELL students were

programmed appropriately. Teachers are made aware through the official class code of students in their classes that are English Language Learners. It is evident through teacher response and the request for strategies to support ELLs in the classroom that there is specific monitoring off ELL's academic progress.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Through the disaggregation of data, it came to light that students with disabilities were not making sufficient progress in terms of state assessments. Through case conference and professional development, it became evident that school staff would benefit from professional development to assist in understanding the range and types of instructional approaches that will help student with disabilities gain access to general education curriculum.

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?

Although many students with disabilities are accumulating required credits, there is evidence, from the scholarship report, that students are having difficulties passing state assessments (RCT's and Regents). This could be due in part to the teachers' unfamiliarity with their students' IEP's which provides insight to the students' academic cognitive functioning levels and the reasons for their test accommodations.

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.

Members of the ISC and ICI LSO come to the school periodically to provide professional development to our staff as well as to share best practices. Specific professional development time has been dedicated to teaching teachers about student IEP's. In order to further improve understanding, we have implemented the use of the Scantron Periodic Assessment so that teachers can become familiar with the functioning levels of their students , the skills the students have or have not attained, and strategies that can be useful in remediation. In addition, we are currently setting up a better system for providing teachers with IEPs and have set up an exam center where teachers can send students to work on assignments that require extended time. Teachers are also being held accountable for differentiating for all students especially for those with special needs.

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.

As a result of staff responses made during staff development and of the information contained in the IEPs, it is evident that the staff would benefit from training on students' Individual Education Plans.

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

X 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?

While students with disabilities have an IEP, it is true that testing modifications and functioning levels are clear. It also seems evident, through classroom observations, that there lacks information on the accommodations and or modifications including behavioral plans of the classroom environment including instruction to support students receiving special education services. However students, with an IEP, on the secondary level are not held or qualify for modified criteria in terms of graduation. Therefore no provisions to modify the graduation requirements (state assessments) can be made.

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.

To assist staff in understanding the IEP professional development is being provided by the ISC and the ICI LSO. Time is allotted during staff development to concentrate on IEPs. The school has implemented the use of SCANTRON, a periodic assessment by Pearson, to help develop a more individualized and meaningful present level of performance as well as pertinent annual goals. Professional development on “What is an IEP?” and “What are SMART goals?” have been attended by the staff. Teachers are being held accountable for the information, reasons for accommodations and modifications contained in the IEP as well as their implementation in the classroom. However, any and all support is welcome to address these issues.

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.)
We currently have 10 students living in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

The school will follow the guidelines of the McKinney-Vento Act and provide all students in temporary housing free lunch, full-fare metro cards, get college application fees waived where necessary, provide school trips at no cost, help to finance senior activities that require fees, waive costs for uniform school shirts, provide support to parents who require external support.

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.