



**HIGH SCHOOL OF AMERICAN STUDIES  
AT LEHMAN COLLEGE**

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

**SCHOOL: 10X696**  
**ADDRESS: 2925 GOULDEN AVE., BRONX, NY 10468**  
**TELEPHONE: (718) 329-2144**  
**FAX: (718) 329-0792**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X696      **SCHOOL NAME:** High School of American Studies at  
Lehman College

**SCHOOL ADDRESS:** 2925 Goulden Ave., Bronx, NY 10468

**SCHOOL TELEPHONE:** (718) 329-2144      **FAX:** (718) 329-0792

**SCHOOL CONTACT PERSON:** Alessandro Weiss      **EMAIL ADDRESS:** aweiss@schools.  
nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mr. Armando Santiago

**PRINCIPAL:** Mr. Alessandro Weiss

**UFT CHAPTER LEADER:** Mr. Jonathan Halabi

**PARENTS' ASSOCIATION PRESIDENT:** Mr. Terence Hanrahan

**STUDENT REPRESENTATIVE:** Ms. Karnisa Aya and Ms. Fanta Ngom  
*(Required for high schools)*

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

**DISTRICT:** 10      **SSO NAME:** ICI – CFN 13

**SSO NETWORK LEADER:** Mr. Gerry Beirne

**SUPERINTENDENT:** Dr. 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
Alessandro Weiss	*Principal or Designee	
Jonathan Halabi	*UFT Chapter Chairperson or Designee	
Terence Hanrahan	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
Karnisa Aya Fanta Ngom	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Pian Wong	Member/Teacher	
Armando Santiago	Member/Parent (Chair)	
Francine Egger-Sider	Member/Parent	
Emily Gorman	Member/Teacher	
Michael Holmes	Member/Teacher	
Jody Czwartacky	Member/Parent	
Marcie Wolfe	Member/Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Our school emphasizes the study of American history and offers students an academic program that is both well-rounded and challenging. Our goal is to prepare students for admission to highly competitive colleges and for a wide range of careers in politics, law, journalism, business, science, mathematics, and the arts.

All students engage in a three-year chronological study of American History. Our aim is to make history come alive through the use of primary source documents, films, biographies, literature, and creative teaching techniques. Supported by the Gilder Lehrman Institute, students gain first-hand knowledge of the key events in American history through trips to sites and cities of historic importance and through participation in special seminars with guest speakers. We also offer honors-level, Advanced Placement, and elective courses in mathematics, science, constitutional and criminal law, literature, film, foreign languages, history, and the arts. A special component of our program focuses on the development of college-level research skills and methodologies, and students are therefore supported by school and college faculty in the process of pursuing individualized research projects. Through our collaboration with Lehman College, students have access to its campus library and athletic facilities, and take credit-bearing college classes and seminars in their junior and senior years. After school, students may participate in a wide variety of extra-curricular activities and PSAL sports.

In all of our endeavors, we seek to encourage in our students a love for learning and an inquisitive spirit.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b> _____				
<b>District:</b> _____	<b>DBN #:</b> _____	<b>School BEDS Code #:</b> _____		

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09	
2006-07	2007-08	2008-09		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2006-07	2007-08	2008-09					
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

*Note: Progress Report grades are not yet 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?
- 

As indicated on the table below, the school exceeded its goal for improvement in the scholarship rate:

<i>Scholarship Rate</i>	<u>Goal '09</u>	<u>Passing '09</u>	<u>Passing '08</u>	<u>Passing '07</u>
	92.0	95.28	93.19	95.85

As indicated on the table below, the school exceeded all of its assessment goals during the 2008-2009 school year, with the exception of the percentage of students scoring 85% or higher on the Algebra I examination:

<i>Regents Exams</i>		<u>% Passing</u>	<u>85%+ '09</u>	<u>85%+ '08</u>
English	Jan.	100	92.3	85.7
Algebra	Jun.	100	47.0	68.7
Geometry	Jun.	100	51.5	N/A
Math B	Jun.	77.5	22.5	16.9
Global	Jun.	100	97.8	95.0
US	Jun.	100	97.4	97.3
Living Env.	Jun.	100	78.5	69.8
Chem.	Jun.	98.9	18.2	25.0
Physics	Jun.	96.6	31.1	34.7
Spanish	Jun.	100	98.8	79.4

As indicated on the table below, the school achieved similar results on the 2009 AP Examinations, though there was significant improvement on the AP English Language and AP Spanish Language Exams.

<i>AP Exams</i>	<u>'09</u>	<u>'08</u>	<u>'07</u>
	Ave. Score		
	% 3+		
World History	4.143	3.974	3.950
	95.9	94.9	92.5
Spanish Language	3.560	2.750	2.536
	72.0	45.0	42.9

Calculus	3.105	2.769	2.313
	57.9	53.8	31.3
US History	3.545	3.514	3.730
	75.3	78.4	85.4
English Language	3.789	3.500	3.566
	97.4	86.8	88.7
English Literature	3.639	3.694	3.355
	91.7	93.9	90.3
Chemistry	1.773	2.154	N/A
	22.7	38.5	N/A

As indicated on the table below, the school received very high scores on the 2009 Learning Environment Survey:

<i>Learning Environment Survey</i>	<u>%-tile '09</u>	<u>%-tile '08</u>	<u>%-tile '07</u>	<u>Peer Rank '09</u>
Safety and Respect	106.5	106.7	92.1	1
Academic Expectations	115.4	115.4	102.9	1
Engagement	110.3	110.3	81.6	1
Communication	92.3	92.6	77.9	2

As indicated on the table below, the school's attendance rate has been consistent over the past three years:

<i>Attendance</i>	<u>% '08-'09</u>	<u>% '07-'08</u>	<u>% '06-'07</u>
	95.7	95.8	95.2

As indicated in the table below, the school improved its overall graduation rate in 2008-2009:

<i>Graduation</i>	<u>% '09</u>	<u>% '08</u>	<u>% '07</u>
Total	98.6	96.5	96.6
HSAS Diploma	83.3	91.6	78.8
Adv. Regents w/ Honors	33.3	61.4	23.5
Adv. Regents and Adv. w/ Honors	84.7	96.4	84.7
Regents	100	100	100

On the 2007-2008 Quality Review, the school earned an overall score of well-developed, and was rated "well developed" or "outstanding" in every category.

On the 2007-2008 Progress Report, the school earned a mark of "A." The school scored at or above the 50<sup>th</sup> percentile in its peer group on every metric, but has identified credit accumulation among the school's lowest-performing third as an area for improvement, particularly in the lower grades.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Goal #1:** By June 2010, the school will maintain a scholarship of 92% or higher. The most important indicator of student success in school is the scholarship rate. In 2008-2009, the school achieved a scholarship rate of 95%. However, an analysis of data from the past two years indicates that the scholarship rate of some sub-groups was lower than that of others.

**Goal #2:** By June 2010, at least 90% of students will earn a score of 85% or higher on each Regents Examination in English and History and at least 65% of students will earn a mark of 85% or higher on the Regents Examinations in Integrated Algebra and Living Environment. All students entered HSAS having scored at Levels III and IV on the eighth-grade assessments in ELA and math. Thus, we expect all pupils to demonstrate mastery on the required Regents Examinations by earning marks of 85% or better on each one (i.e. at the “mastery” level).

**Goal #3:** By August 2010, at least 80% of students will earn an Advanced Regents Diploma. The Advanced Regents Diploma is the “gold standard” among the certificates granted by the State of New York. Students should therefore aspire and be supported instructionally to graduate with advanced designation.

**Goal #4:** By June 2010, 100% of the school's graduates will continue to be accepted to college or an approved post-secondary institution. Our school's ultimate responsibility is to help students apply to and be accepted at one of the colleges of their choice.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** ALL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the school will maintain a scholarship of 92% or higher. The most important indicator of student success in school is the scholarship rate. In 2008-2009, the school achieved a scholarship rate of 95%. However, an analysis of data from the past two years indicates that the scholarship rate of some sub-groups was lower than that of others.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Create the compensatory-time position of ninth-grade academic coordinator in order to track the achievement of entering students, help ease their adjustment to high school, and facilitate the provision of academic and guidance support services as necessary.  <b>By When:</b> September and on-going.  <b>Who:</b> Mr. Weiss and Mr. Olivieri, Ms. Thomas, Guidance counselors.  <b>Indicator of Progress:</b> Creation of the position by September; creation of ninth-grade “watch list” from junior high school records; creation of an incoming ninth-grade self-evaluation form; grade-level meetings; individual counseling sessions; referrals to and attendance at after-school and lunch-time tutorial classes; monitoring of student progress each marking period; creation of an academic referral form.  <b>Review Date:</b> On-going and at the end of each marking period.</p> <p><b>Step 2:</b> Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic intervention plans written by the guidance counselors.  <b>By When:</b> September and on-going  <b>Who:</b> Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors  <b>Indicator of Progress:</b> Creation and use of an academic referral form; schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans and individualized goal-setting plans.  <b>Review Date:</b> On-going and at the end of each marking period</p> <p><b>Step 3:</b> Administer and analyze the results of a diagnostic writing assessment to all entering students in June; create a mandatory after-school writing workshop for ninth-grade students in the fall and an optional workshop in the spring; require ninth-grade students to complete writing self-assessment activities in a journal and maintain a portfolio of their work to track progress; administer and analyze the results of writing assessments in ninth-grade English.  <b>By When:</b> June and on-going</p>

	<p><b>Who:</b> Mr. Weiss and Mr. Olivieri, Ms. Sebastian-Ridge  <b>Indicator of Progress:</b> Administration and analysis of diagnostic writing assessment; visits to after-school writing tutorial; review of student journals and portfolios; administration and analysis of additional writing assessments.  <b>Review Date:</b> June and at the end of each marking period</p> <p><b>Step 4:</b> Study the progress of under-performing ninth-grade students as the focus of the work of our inquiry team; conduct interviews with students in this sub-group to better understand academic habits and barriers to success; conduct PD on literacy issues as they pertain to this sub-group; monitor progress through grade-level meetings and regular sessions with the guidance counselors or principal; make tutorial referrals through the use of academic intervention plans, as warranted.  <b>By When:</b> Fall semester: study and analysis  Spring semester: creation of individualized action plans  <b>Who:</b> Mr. Weiss, Members of the inquiry team, Guidance counselors, All teachers, SSO staff, SAF  <b>Indicator of Progress:</b> Inquiry team meetings; PD sessions; student interviews; individualized intervention plans  <b>Review Date:</b> At each meeting of the inquiry team</p> <p><b>Step 5:</b> Ensure that parents of underperforming students receive interim progress reports and/or grade data from SnapGrades.  <b>By When:</b> Mid-way point of each marking period  <b>Who:</b> Mr. Weiss, Guidance counselors, All teachers  <b>Indicator of Progress:</b> Copies of interim reports in students' record folders  <b>Review Date:</b> Mid-way point of each marking period</p> <p><b>Indicators of Interim Progress/Benchmarks:</b> The school will calculate its scholarship rate, and that of all relevant sub-groups, at the end of each marking period (i.e. six times annually) and calculate its distance from the overall goal. By January 31, 2010, the scholarship rate will be at least 90%. By June 30, it will be at least 92%.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for after-school tutorial classes (\$25,000)  Per-session costs for the after-school ninth-grade writing workshop (part of above amount)  Per-session costs for inquiry team meetings and activities (\$14,040)  Compensatory time (0.2) for the position of ninth-grade academic advisor</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will review the scholarship report every six weeks, at the end of each marking period. School staff will also review anecdotal information from interim progress reports, mailed home for some students at mid-marking period.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ALL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, at least 90% of students will earn a score of 85% or higher on each Regents Examination in English and History and at least 65% of students will earn a mark of 85% or higher on the Regents Examinations in Integrated Algebra and Living Environment. All students entered HSAS having scored at Levels III and IV on the eighth-grade assessments in ELA and math. Thus, we expect all pupils to demonstrate mastery on the required Regents Examinations by earning marks of 85% or better on each one (i.e. at the “mastery” level).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; communicate to new students that attendance at tutoring is a core component of achieving success at HSAS; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic referral forms; convene individualized goal-setting conferences with referred students; increase the number of Regents-prep tutorials just prior to each examination period (both after school and on Saturdays)  <b>By When:</b> September, January, June, and on-going  <b>Who:</b> Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors  <b>Indicator of Progress:</b> Schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans  <b>Review Date:</b> September, January, and June</p> <p><b>Step 2:</b> Ensure that the curricula for our Algebra I and Geometry courses are aligned to the list of topics covered by the new Algebra I and Geometry Regents Examinations; review the test sampler for Geometry once it is released  <b>By When:</b> September and on-going  <b>Who:</b> Mr. Weiss and Mr. Olivieri, Algebra I and Geometry teachers  <b>Indicator of Progress:</b> Alignment of curriculum to state list of Algebra and Geometry topics; analysis of test sampler  <b>Review Date:</b> September and upon release of the test sampler</p> <p><b>Step 3:</b> Design, administer, mark, and analyze interim assessments in classes that terminate in a Regents Exam; use Regents rubrics to assess student work, as warranted.  <b>By When:</b> Each marking period  <b>Who:</b> Mr. Weiss and Mr. Olivieri, Teachers of classes that terminate in a Regents Exam  <b>Indicator of Progress:</b> Administration and analysis of mock Regents tasks and exams; use of assessment results to</p>

	<p>modify instruction, as needed; use of rubrics to assess student progress.  <b>Review Date:</b> Each marking period, January, and June</p> <p><b>Indicators of Interim Progress/Benchmarks:</b> Regents exams are administered in January and June. The school will calculate its pass-rates at the end of each Regents administration period. Prior to each exam, the school will analyze data from classroom examinations, predictive assessments, and mock Regents in order to assess exam readiness and the percentage of students performing at mastery level. Based on these assessments, students who are beneath the 85% threshold will receive AIS intervention. In most cases, students who fail to earn a mark of 85% or higher, will sit for the Regents again the next time it is offered.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for after-school and Saturday Regents-prep classes (\$10,000)  Order replacement copies of Regents review texts as needed. (up to \$19,747)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will review the results of interim and diagnostic assessments, as well as Regents Exam data from January and June.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ALL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In June 2010, at least 80% of students will graduate with an Advanced Regents Diploma.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Conduct group guidance sessions for students, starting in Grade 9, on the importance and requirements of earning an Advanced Diploma; create, distribute, and use a checklist for students to monitor progress towards meeting the advanced requirements; familiarize students with their transcript  <b>By When:</b> September and February  <b>Who:</b> Mr. Weiss, Guidance counselors  <b>Indicator of Progress:</b> Observation of group guidance sessions and use of the checklist  <b>Review Date:</b> September and February</p> <p><b>Step 2:</b> Plan and conduct a workshop for parents on graduation and diploma requirements; post relevant information on the school website  <b>By When:</b> February  <b>Who:</b> Mr. Weiss, PTA, Guidance counselors  <b>Indicator of Progress:</b> Observation of the presentation; feedback from parents; monitoring of website “hits”  <b>Review Date:</b> February and on-going</p> <p><b>Step 3:</b> See action plans for Goals #1 and #2.</p> <p><b>Indicators of Interim Progress/Benchmarks:</b> This statistic is calculated once annually, in June, upon graduation. However, using report card and Regents Exam data, the school will identify each marking period which students are in danger of failing to attain this standard. The school will then provide relevant tutoring and/or counseling to assist students in meeting this goal.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for guidance counselors to prepare workshops for students and parents (up to \$10,226)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each semester, the school will monitor the progress of all students towards earning an advanced diploma. The school will also review final graduation data in June.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ALL / GUIDANCE

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of graduates will continue to be accepted to college or an approved alternative.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Update the school profile  <b>By When:</b> October  <b>Who:</b> Mr. Weiss, Mr. Halabi, Guidance counselors  <b>Indicator of Progress:</b> Review and revision of the profile; feedback from Gail Reilly.  <b>Review Date:</b> September, January, and June</p> <p><b>Step 2:</b> Convene individualized college counseling sessions with juniors and seniors  <b>By When:</b> Early fall for seniors; spring for juniors  <b>Who:</b> Mr. Weiss, Guidance counselors  <b>Indicator of Progress:</b> Observation of selected sessions.  <b>Review Date:</b> September and upon release of the test sampler</p> <p><b>Step 3:</b> Plan and conduct workshops for parents on the application process  <b>By When:</b> Early fall for parents of seniors; spring for parents of juniors  <b>Who:</b> Guidance counselors, Parent coordinator, PTA  <b>Indicator of Progress:</b> Observation of parent workshops; review of materials disseminated; posting of materials on the school’s website.  <b>Review Date:</b> Throughout the fall and spring.</p> <p><b>Step 4:</b> Schedule visits by college representatives in the Fall  <b>By When:</b> Visits in early fall  <b>Who:</b> Mr. Weiss, Guidance counselors  <b>Indicator of Progress:</b> At least 50 visits will be scheduled.  <b>Review Date:</b> September and on-going throughout the fall.</p> <p><b>Step 5:</b> Use Naviance to track applications and analyze acceptance results</p>

	<p><b>By When:</b> On-going  <b>Who:</b> Guidance counselors  <b>Indicator of Progress:</b> Running of Naviance reports.  <b>Review Date:</b> January and May</p> <p><b>Indicators of Interim Progress/Benchmarks:</b> The school will use Naviance in order to calculate this statistic at the end of each marking period, beginning at the end of the fall semester. Since not all colleges inform students of acceptance at the same time, this statistic is difficult to measure on an interim basis. The school will work intensively with all students who, by the end of April, have not been admitted to college.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for guidance counselors to prepare workshops for students and parents (up to \$10,226)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will review data from Naviance each marking period and will conduct a comprehensive review of admissions data each June.</p>

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

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

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

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

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

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

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**  
*New York State Education Department (SED) requirement for all schools*

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

NOTE: The school does NOT have any students at Performance Level I or II in both ELA and Math. No students have failed any of the five required Regents Exams. Additionally, the school does not employ a psychologist or social worker.

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	90	90	90	90	15	N/A	N/A	0
10	98	98	98	98	15	N/A	N/A	0
11	92	92	92	92	15	N/A	N/A	0
12	89	89	89	89	15	N/A	N/A	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Tutorials are provided on an as-needed basis during the tutorial period. All ninth-grade students attend a mandatory writing workshop. Tutoring is also available during lunch.</b>
<b>Mathematics:</b>	<b>Tutorials are provided on an as-need basis during the tutorial period, with special focus on preparing for the Algebra, Geometry, Math B, Trigonometry, and AP Calculus Examinations. Tutoring is also available during lunch.</b>
<b>Science:</b>	<b>Tutorials are provided on an as-need basis during the tutorial period, with special focus on preparing for the Living Environment, Chemistry, Physics, and AP Chemistry Examinations. Tutoring is also available during lunch.</b>
<b>Social Studies:</b>	<b>Tutorials are provided on an as-need basis during the tutorial period, with special focus on preparing for the AP World History and AP US History Examinations. Tutoring is also available during lunch.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Counselors meet regularly with students whose report card grades are sub-par or who present significant social adjustment issues.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A – The school does not employ a psychologist.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A – The school does not employ a social worker.</b>
<b>At-risk Health-related Services:</b>	<b>N/A – No students meet the criteria for this category.</b>

**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. (see directly below)**

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NOTE: The High School of American Studies does NOT have any ELL students on register and does not receive any over-the-counter admissions.

**Part A: Language Allocation Policy (LAP)**

**10X696 – High School of American Studies at Lehman College**

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**I. Language Allocation Policy Team Composition:**

<i>Principal:</i> Alessandro Weiss	<i>ESL Teacher:</i> N/A
<i>Assistant Principal:</i> Martin Olivieri	<i>Assistant Principal:</i> N/A
<i>Guidance Counselor:</i> Michele Harris	<i>Literacy Coach:</i> N/A
<i>Content Area Teacher:</i> Emily Gorman	<i>Math Coach:</i> N/A
<i>Content Area Teacher:</i> Rosanny Genao	<i>Parent Coordinator:</i> Anna Paula Trebo- Fiore

**II. Teacher Qualifications**

Please indicate the following:

- Number of certified ESL Teachers 0
- Number of certified bilingual Teachers 0
- Number of certified Foreign Language Teachers teaching NLA 0
- Number of Content Area Teacher with Bilingual Extension 0
- Number of Special Education Teachers with Bilingual Extension 0
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension 0

**III. School Description / Demographics (Be sure to include the number of students in school and number of ELLs in the school.)**

The High School of American Studies has 351 students on register. The school does NOT have any ELLs on register and has not had any for the past four years.

**IV. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:**

- Initial identification process for ELLS( include HLIS and LAB-R)

- The school does not receive over-the-counter students. Students are admitted based on scores achieved on the SHSAT. A home-language survey is completed for students entering from non-public high schools. If necessary, the LAB-R is then administered. Based on these criteria, the school does NOT have any ELLs on register and has not had any for the past four years.
- Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R
  - Martin Olivieri (APO)
- Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)
  - The school does NOT have any ELLs on register.
- Parent information/ Parent Orientation Process and parent Program Choice Procedures Include process, outreach plan and timelines for parent choice options
  - The school does NOT have any ELLs on register.
- Yearly distribution and collection of parent choice letters
  - The school does NOT have any ELLs on register.
- Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents
  - The school does NOT have any ELLs on register.
- Trends in parent program choice as evidenced by past years
  - The school does NOT have any ELLs on register and has not had any on register for the past four years.
- Align school programs to parent choices
  - The school does NOT have any ELLs on register.
- Future plans to align school programs to parent choices for educational program models
  - The school does NOT have any ELLs on register.

V. ELL Programs Please include the following:

Number of ELLs in Transitional Bilingual Education Programs 0  
 Number of ELLs in Dual Language Education Programs 0  
 Number of ELLs in ESL Self Contained Classes by grade Education Programs 0  
 Number of ELLs in ESL Push –In / Pull-Out by grade Education Programs 0

VI. Years of Services / Programs / ELLs by Sub-groups (Please refer to worksheet.) Include:

- Number of ALL ELLs 0
- Number of SIFE 0
- Number of Newcomers 1 (not ELL)
- Number of ELLs in grades 4-6 0
- Number of ELLs in special education 0
- Number of Long – term ELLs 0
- Number of ALL ELLs by subgroup and years of service 0

VII. Home Language Breakdown and ELL Programs

1. ESL Program - Break down by grade and language NONE
2. Transitional Bilingual Education –Break down by grade and language NONE
3. Dual Language – Include
  - Break down by grade and language NONE

- Number of ELLs participating NONE
- Number of bilingual students fluent in both languages NONE
- Number of third language speakers NONE
- Ethnic breakdown of English Proficient Students in DL Program NONE

VIII. Program and Schedule Information

The school does NOT have any ELLs on register.

- Describe how instruction is delivered.
- Include sample student schedule.
- Describe model
- Staffing for compliance with CR Part 154 (required instructional time)
- Content Instruction
- Differentiating Instruction for ELLs / Sub-groups

IX. Plan for SIFE

The school does NOT have any ELLs or SIFE students on register.

X. Plan for ELLs in school less than 3 years/ Newcomers

The school does NOT have any ELLs on register.

XI. Plan for ELLs in school 4-6 years

The school does NOT have any ELLs on register.

XII. Plan for ELLs in school 6 years completed or more / Long Term ELLs

The school does NOT have any ELLs on register.

XIII. Plan for ELL Special Needs Students

The school does NOT have any ELLs on register.

XIV. Intervention Programs for ELLs (AIS)

The school does NOT have any ELLs on register.

XV. Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years)

The school does NOT have any ELLs on register.

XVI. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

The school does NOT have any ELLs on register.

XVII. Equal access to all programs

The school does NOT have any ELLs on register.

- XVIII. After school programs for ELLS  
The school does NOT have any ELLs on register.
- XIX. Instructional materials including technology  
The school does NOT have any ELLs on register.
- XX. Instructional materials in Content Areas  
The school does NOT have any ELLs on register.
- XXI. Native Language Support  
The school does NOT have any ELLs on register.
- XXII. Support Services  
The school does NOT have any ELLs on register.
- XXIII. Professional Development
- PD plan for teachers and staff working with ELLS NONE
  - Training of all staff – 7.5 Hours required/ records NONE
- XXIV. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)  
The school does NOT have any ELLs on register.
- Implications for Instruction N/A
  - *Implications for LAP in English Language Arts Area N/A*
  - *Implications for LAP in Mathematics Content Area N/A*
  - *Implications for LAP in Science Content Area N/A*
  - *Implications for LAP in Social Studies Content Area N/A*

*For High Schools (ONLY)*

The school does NOT have any ELLs on register.

*The assessment data must include an analysis of Content Area Tests and Regents including*

- *Comprehensive English*
- *Math A and B*
- *Integrated Algebra*
- *Geometry*
- *Biology*

- *Chemistry*
- *Earth Science*
- *Global History and Geography*
- *Foreign Language*
- *NYSAA*

XXV. Describe ELL program success

The school does NOT have any ELLs on register.

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

**Form TIII – A (1)(a)**

**Grade Level(s) 9-12      Number of Students to be Served: NONE LEP    356 Non-LEP**

**Number of Teachers 25      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.

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The High School of American Studies does NOT have any ELL students on register.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The High School of American Studies does NOT have any ELL students on register.

**Form TIII – A (1)(b)**

**School:** High School of American Studies at Lehman College      **BEDS Code:** \_\_\_\_\_

The High School of American Studies does NOT have any ELL students on register.

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	0	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	0	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>	0	
<b>Other</b>	0	
<b>TOTAL</b>	0	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Each year, we diligently review the home language survey results of entering students.

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.

Nearly all of our parents speak English. A few parents need translation services in Spanish, Chinese, or Korean. This information was reported at PA and SLT meetings.

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

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

All school materials are translated upon request. If necessary, external services are utilized.

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.

Bilingual personnel are always ready to provide translation services in Spanish, Italian, or Chinese. If necessary, external services are utilized.

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 complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that translation services are available if needed.



**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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_
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.

### **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.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

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

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We will use state assessment data to determine the alignment of our curriculum with state standards.

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

Applicable   X 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?

In 2008-2009, 100% of students passed the NYS Regents Examination in English, demonstrating that our curriculum is aligned with state standards.

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

N/A

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**1B. Mathematics**

## Background

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

## Specific Math Alignment Issues:

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

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

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

We will use state assessment data to determine the alignment of our curriculum with state standards.

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

Applicable   X  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?

In 2008-2009, 100% of students passed the NYS Regents Examinations in Integrated Algebra, demonstrating that our curriculum is aligned with 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.

N/A

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

The school will consult feedback from the annual Quality Review and from formal and informal classroom observations.

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

Applicable   X  Not Applicable

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

The 2007-2008 Quality Review indicated that students were highly engaged in instruction and that teachers varied instructional methodology in lesson delivery. The school received scores of "well developed" or "outstanding" in every instructional category.

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.

N/A

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

The school will consult feedback from the annual Quality Review and from formal and informal classroom observations.

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

Applicable   X  Not Applicable

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

The 2007-2008 Quality Review indicated that students were highly engaged in instruction and that teachers varied instructional methodology in lesson delivery. The school received scores of "well developed" or "outstanding" in every instructional category.

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.

N/A

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

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.

We will examine the teacher retention rate.

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

Applicable   X  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?

For the new school year, two new teachers were hired. Both teachers possessed significant prior experience in the classroom.

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.

N/A

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

The High School of American Studies at Lehman College does NOT have any ELL's.

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

Applicable   X  Not Applicable

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

The High School of American Studies at Lehman College does NOT have any ELL's.

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.

N/A

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

The High School of American Studies at Lehman College does NOT have any ELL's.

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

Applicable   X Not Applicable

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

The High School of American Studies at Lehman College does NOT have any ELL's.

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

N/A

**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.

We will assess the scholarship rate and Regents passing rates of our four special education students (all of whom are entirely mainstreamed).

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

Applicable X  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?

The students passed all of their classes and all required Regents Examinations, indicating that instructional practice is effective.

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.

N/A

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

We will assess the scholarship rate and Regents passing rates of our four special education students (all of whom are entirely mainstreamed).

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

Applicable   X  Not Applicable

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

The students passed all of their classes and all required Regents Examinations, indicating that instructional practice is effective.

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.

N/A

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

### **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).

One student currently resides in temporary housing.

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

The school conducts extensive guidance outreach and offers tutorial services to ensure that the student makes adequate progress.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A