



**STUYVESANT HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (DISTRICT 2/ MANHATTAN/ NUMBER I.E., 02M475)**  
**ADDRESS: 345 CHAMBERS STREET, NYC, NY 10282**  
**TELEPHONE: 212/312-4800**  
**FAX: 212/587-3874**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M475      **SCHOOL NAME:** Stuyvesant High School

**SCHOOL ADDRESS:** 345 Chambers Street, New York, NY 10282

**SCHOOL TELEPHONE:** 212/312-4810      **FAX:** 212/587-3874

**SCHOOL CONTACT PERSON:** Stanley Teitel      **EMAIL:** steitel@schools.ny  
**ADDRESS:** c.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rotates

**PRINCIPAL:** Stanley Teitel

**UFT CHAPTER LEADER:** Megan Breslin

**PARENTS' ASSOCIATION PRESIDENT:** Alex Cai/Wei Wah Chin

**STUDENT REPRESENTATIVE:** Oren Bukspan  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 02      **CHILDREN FIRST NETWORK (CFN):** 201

**NETWORK LEADER:** Gerard Beirne

**SUPERINTENDENT:** Elaine Gorman

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

**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
Stanley Teitel	*Principal or Designee	
Megan Breslin	*UFT Chapter Chairperson or Designee	
Wei Wah Chin/Alex Cai	*PA/PTA President or Designated Co-President	
Loretta Au	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Daniel Frankel – SLT Rep.	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Oren Bukspan /Student.	SU President	
Doris Tang/Student	SU Vice President	
Scott Thomas	Admin/AP Chem/Physics	
Eric Grossman	Admin/AP English	
Liliya Shamazov	Teacher/Music & Fine Arts	
Milton Diaz	Teacher/World Language	
Robert Rosen	Teacher/Technology Education	
Megan Breslin	UFT Chapter Leader	
Emily Shapiro	Parent/Senior Rep	
Monica Kaufmann Watt	Parent/Junior Rep	
Pam Lambert	Parent/Junior Rep	
Mary Wong	Parent/Sophomore Rep	
Michele Herman	Parent/Sophomore Rep	
Loretta Au	Parent/Student/Freshman Rep	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

The current student body consists of 3314 youngsters admitted through competitive examination. Stuyvesant High School has been synonymous with excellence in public education since the beginning of the last century. Upwards of sixty percent of the current population is Asian, including non-American Indian. Twenty-five percent is white and the remainder represents underrepresented minorities. Stuyvesant High School students are among the most hardworking and committed in the New York City Public School System. Students come from all five boroughs and they represent every ethnic, racial, economic and cultural group traditionally in the city. Many are first and second generation immigrants. Although this is the case, all students test out in Language Assessment Battery Examinations. In order to ensure that support is given to these students, a writing sample is administered at the August orientation or in early September. With each incoming student submitting an essay, those with particular needs are easily identified. Students who need assistance in terms of writing are monitored.

The high school's curricula are among the most challenging in the United States. While Stuyvesant specializes in Mathematics, the Physical and Biological Sciences and Technology Education, it is also recognized for excellence in the humanities and in the social sciences. Each semester there are 23 advanced placement courses offered in all disciplines. Electives include classes in Astronomy, Medical Ethics, Medical Human Genetics, Physical Chemistry, Multivariate Calculus, Architecture, Robotics, Gothic Literature, Women's Voices in Literature, Forensics, Law Studies/Criminal Justice, Prejudice and Persecution, Wall Street, Italian, Spanish, German, Latin, French, Chinese, Korean and Japanese and a complete sequence in computer science.

Stuyvesant's reputation as a first rate college preparatory school is recognized by the leading universities. Virtually all of its graduates go on college and an extraordinary number is accepted into the most competitive universities and colleges in the nation. Hundreds of Stuyvesant students serve the community as volunteers, helping the sick, the elderly and children. There are numerous extracurricular activities, which add a special quality to the life of the school. There are more than 200 clubs and 30 publications chronicling all aspects of student life and interests. The school fields 35 sports teams including championship soccer, wrestling, fencing, swimming, gymnastics and football. Each year the students mount close to a dozen concerts, musicals and dramatic productions. Our musical groups rival those found in professional music schools and include a one hundred piece symphonic orchestra, symphonic band, stage chorus, Renaissance choir, stage band and a number of chamber music ensembles.

The achievements of the current student body continue the tradition of excellence and accomplishments begun in 1904. Our school almost invariably leads the nation in National Merit Scholars, Intel semifinalists and finalists, in Mathematics competitions (city, state and nationwide), in Debate, in Foreign Language achievements, in poetry and Literature competitions and in musical accomplishments. Our graduates continue to win more academic scholarships than any other school in the city or in the state. Currently over 75 students are involved in research work in all areas of science, mathematics and social science.

## SECTION III – Cont'd

### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Stuyvesant High School								
District:	2	DBN:	02M475	School BEDS Code:	310200011475				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		97.1	97.3	TBD		
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		99.8	99.9	TBD		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		16.8	22.3	36.7		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		0	2	TBD		
Grade 9	816	840	868	<b>Recent Immigrants - Total Number:</b>					
Grade 10	826	820	844	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	789	802	783		0	1	0		
Grade 12	694	782	782	<b>Special Education Enrollment:</b>					
Ungraded	0	1	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	3125	3245	3277		0	1	0		
				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)				(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	18	36	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	11	TBD		
Number all others	5	7	9	<b>Special High School Programs - Total Number:</b>					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	0	0		
<b>English Language Learners (ELL) Enrollment:</b>				Early College HS Program Participants	0	0	0		
(BESIS Survey)				<b>Number of Staff - Includes all full-time staff:</b>					
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	150	154	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	0	0	0						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	43	45	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	1	TBD	% fully licensed & permanently assigned to this school	100.0	97.5	TBD
				% more than 2 years teaching in this school	80.3	83.9	TBD
				% more than 5 years teaching anywhere	75.8	76.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	91.0	TBD
American Indian or Alaska Native	0.1	0.1	0.1		93.4	99.7	TBD
Black or African American	2.0	2.0	1.8				
Hispanic or Latino	3.0	3.1	2.8				
Asian or Native Hawaiian/Other Pacific Isl.	64.8	67.3	69.3				
White	30.1	27.5	25.8				
Male	57.2	58.2	58.3				
Female	42.8	41.8	41.7				
<b>2009-10 TITLE I STATUS</b>							
	Title I Schoolwide Program (SWP)						
√	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			√
Math:				Math:			√
Science:		-		Graduation Rate:			√
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	
<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>Students with Disabilities</b>							
Limited English Proficient							
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>1</b>	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	76.7			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	8.9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	46.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

#### **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/Teacher 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 your school's 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?

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Stuyvesant High School continues to be the school of choice for the highest quality education in New York City. This is our greatest accomplishment and one we will continue to pursue.

It is a school that students want to attend, and one to which its students are committed. An example of this commitment is illustrated by our consistently high attendance percentage. It shows that we have created an environment where students are comfortable and come to learn everyday. It also is highlighted in our goal of students achieving at least 90% in all their Regents (See Attachment #1) there are a few subjects where we need to focus in order to bring them in line with the goal). Our high attendance percentage supports the students' commitment to learn, and can also be linked to the number of students who take the Advanced Placement Examination and receive scores of 4 or 5. (See Attachment #2) It likewise links to the number of students who achieve perfect or near perfect scores on their SAT and ACT examinations. These scores are an indicator of their preparedness to do college work.

Our graduation rate has increased over the years and we can equate this largely to the reorganization of our guidance staff. Through this reorganization, counselors are able to follow the same students academically for four years.

Although we are proud of our many accomplishments over the past few years, there are several challenges we face to continue our success. For example:

- We will provide more support and direction to our subject teachers to know exactly what they should be reviewing in a student's writing as they try to follow the goal of "Writing Across the Curriculum." Where should the greater focus be between grammar, spelling, punctuation, content and organization?
- Our guidance counselors met over the summer of 2010 on a new initiative to help ease the transition for incoming freshman from middle school to Stuyvesant High School. This initiative turned into workshops that included lessons on time management, organizational skills, study skills and Stuyvesant High School graduation requirements. Although these workshops have been presented to all of the freshmen, the next step is to have these skills reinforced by each subject teacher on a daily or weekly basis.
- We will increase our efforts to encourage our struggling students to avail themselves of the Academic Intervention Services (AIS) after school, and our ARISTA students to increase their tutoring services during the lunch period.

- We must also address a challenge that we have struggled with for years, which is how to increase the number of minority students at Stuyvesant. Over the years, we have conducted outreach programs to middle schools with high minority populations, attended Open Houses at those schools, and invited students to tour Stuyvesant and to meet our students. We will continue these efforts plus any new initiatives that we feel will be successful.

The following documents for Stuyvesant High School analysis data information are available online:

- School Report Card
- Progress Reports
- Quality Review
- Self Assessments
- Periodic Assessments
- ARIS

Part B of Section III -- Demographic and Accountability. (See Pages 6 – 8.)

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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The following school goals have been identified for the 2010-2011 school year:

### **1. Writing Across the Curriculum**

Teachers in every discipline to incorporate writing exercises and assignments into their classroom instruction.

### **2. Study Habits/Organizational Skills**

It is the school's desire and expectation and all students acquire excellent study habits/organizational skills during their freshman year; by the end of the year, all students demonstrate competent level of organizational and time management skills.

### **3a. Strengthen Guidance Office Services**

Guidance Services will focus on the Stuyvesant HS student population for students with low grade point averages.

### **3b. Strengthen College Advisement**

To strengthen college advisement for all students

### **4. Creative Learning**

To have staff reflect upon classroom practices in a manner that furthers the learning process and helps foster a more creative professional practice in all disciplines.

### **5. Elevating Development of Research Skills**

Elevating research skills of Stuyvesant students by expanding the participation in small independent projects into the classroom setting.

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** 1. WRITING ACROSS THE CURRICULUM

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For teachers in every discipline to incorporate writing exercises and assignments into their classroom instruction.</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>	<ol style="list-style-type: none"> <li>1. By September 2010, Principal Teitel will clearly articulate to the faculty his goals and expectations for the Writing Across the Curriculum initiative. Specifically, teachers will incorporate writing exercises into classroom instruction, and will use substantial written assignments (essays, journals, essay questions on exams, research papers, creative assignments, etc.) as a significant way of assessing student understanding and performance.</li> <li>2. By January 2011, each department will revise – and post online – their mission statements/grading policies/grading rubrics to reflect the type of writing students should expect to encounter at each grade level, how the writing relates to larger departmental goals, and what role the writing will play in their overall assessment. Assistant Principals should encourage teachers within each department to collaborate in creating these documents, and should allocate time during department meeting and staff development days to do so.</li> <li>3. By April 2011, each departmental website should include links to models of exemplary student work that represent “typical” assignments on every grade level. Explanations of what about each individual example is effective should be clearly posted as well. Again, members of individual departments should collaborate to select these examples based on the mission statements/grading policies/grading rubrics they have agreed upon.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Department meetings and Staff Development Days devoted to fulfilling the Action Plan</li> <li>2. The maintenance and expansion of Stuyvesant’s Writing Center, which will serve as a resource for student writers in every discipline (and for teachers seeking help in creating effective assignments and responding to them in a helpful way)</li> <li>3. Hired additional English teachers (Title 1 Funding) and reduce class sizes.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Departmental supervisors will collect and evaluate teachers’ syllabi, assignments and tear sheets from the Writing Center</li> <li>2. In observation conferences and reports, departmental supervisors will focus on how teachers use writing</li> <li>3. Anecdotal evidence culled from cabinet meetings, departmental meeting minutes and informal discussions</li> </ol>

**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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Subject/Area (where relevant):** 2. STUDY HABITS/ORGANIZATIONAL SKILLS

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>It is the school’s desire and expectation that all students acquire excellent study habits/organizational skills during their freshman year; by the end of the year, all students demonstrate competent level of organizational and time management skills.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To help freshman year students acquire competent level of study habits/organizational skills</p> <ul style="list-style-type: none"> <li>• All students are required to use the Agenda Book, which they receive during the first week of school in September;</li> <li>• All students are required to maintain an organized notebook for each subject that they take</li> <li>• All classroom teachers will teach general study skills and demonstrate subject-specific study skills including note taking;</li> <li>• All classroom teachers will check students’ notebooks on a regular basis</li> <li>• All classroom teachers will allocate a percentage of report card grade to evaluate students’ note taking skills and organizational skills</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>To ensure consistency among the teachers and the skills be relevant to individual subjects, assistant principals of all curriculum areas will draft a guideline to outline general study skills for classroom teachers; each classroom teacher will outline their individual plan for their classes, including when and how the notebooks are reviewed and allocation of a percentage of their report card grade to evaluate the students’ note taking and organizational skills; in addition to learning organizational skills in classrooms, the freshman year students may also be assigned to learn from upper classmen who are members of such student organizations as the Big Sibs, ARISTA; When necessary, classroom teachers will refer students to their guidance counselors for individual or small group training on study skills</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 levels of achievement of the skills will reflect in the following:</p> <ul style="list-style-type: none"> <li>• Teacher rubric based informal assessments</li> <li>• in-class tests and quizzes</li> <li>• Scantron periodic assessments</li> <li>• Student report cards that are distributed three times per term, six times per year</li> <li>• ARIS</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** 3a. STRENGTHEN GUIDANCE OFFICE SERVICES

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• To devote more time and focus on the Stuyvesant HS student population with an 80% average or below -the currently underserved population.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Divide guidance counselor case load evenly by last name as opposed to homeroom.</li> <li>• Have a guidance counselor dedicated to students with averages below 80%.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Hire one additional full-time guidance counselor</li> <li>• Provide guidance counselors with staff development to decrease SSR disparity and set-up system by which counselors edit each other's reports</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Review of random sample of SSRs from each guidance counselor.</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** 3b. STRENGTHEN COLLEGE ADVISEMENT

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>To strengthen college advisement for all students</li> </ul>
<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>	<ul style="list-style-type: none"> <li>Guidance counselors will play a more active role in preparing students for college and beyond by offering small group seminars beginning freshman year. Topics to include curriculum and class choices to maximize acceptance into colleges of their choice; time-table and strategy for taking standardized tests; college essay writing, interview and teacher communication skills; career choices using the Myers-Briggs Assessment; summer internships, workshops, and activities.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>Hire ½ time secretary for the college office. (Carol Cutter worked as a college office volunteer for 1 year. Pat Cleary would like to hire her for 20 hours a week at \$15 an hour. Carol knows the college office and is proficient on the college application process from start to finish)</li> <li>Hire outside independent professional college counselors to provide evening Junior parent/student college advisement funded by Stuyvesant Parents Association</li> <li>New computer system in college office to expedite increased demands caused by the “common application” and funded by money left to Stuyvesant by deceased alumnus</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>A comparison of college acceptances from 2010 to 2011 for all students maintaining averages below 80%</li> <li>A review of all college applicants’ statistics versus previous years</li> <li>A review of the number of Junior parent/student advisement sessions versus previous years</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** 4. CREATIVE LEARNING

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To have the staff reflect upon classroom practices in a manner that furthers the learning process and helps foster a more creative professional practice in all disciplines.</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>The Creative Learning Initiative will depend upon a collective effort from all school constituencies:</p> <ul style="list-style-type: none"> <li>• Top down support from the Principal to Assistant Principals to Teachers to students and to parents.</li> <li>• Staff development and departmental meetings should include activities, discussions and guest speakers that will help promote creative ways of approaching education within all disciplines.</li> <li>• Empower passionate and creative teachers by providing opportunities for them to attend lectures, workshops and seminars that will help keep them up to date within their respective disciplines while motivating them to build curriculum around experiential learning.</li> <li>• Foster stronger communication among staff members by creating more interdisciplinary projects, courses and events.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Use of Title 1 funds towards staff development, guest speakers and consultants that will support and further the Creative Learning Initiative.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Will be established through staff development sessions, departmental meetings, the SLT, the Student Union, the Parent Association and the UFT.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** 5. ELEVATING DEVELOPMENT OF RESERCH SKILLS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Elevating research skills of Stuyvesant students by expanding the participation in small independent projects into the classroom setting.</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>	<ul style="list-style-type: none"> <li>• To help students develop research skills, we wish to extend the model of 10 period research classes that include an independent project plus the standard curriculum for that class.</li> <li>• We have already begun our 9<sup>th</sup> grade biology research (HAT) this past Spring taught by Anne Manwell and now want to extend our Spring only model to the following subjects for which the following teachers have volunteered:             <ul style="list-style-type: none"> <li>US History – Linda Weissman</li> <li>Chemistry – Samantha Daves</li> <li>Physics – Jamal Ali</li> </ul> </li> <li>• In the fall of 2010 the students for these classes will be picked by teacher recommendation.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• In order to ensure completion of their projects, students first should have enough experience with the subject to decide on their interest level, for this reason the classes will run in the spring only. In addition, to ensure excellence in execution, the students will receive a specific grade for their project on their report card. Together these classes use only 11 additional teaching periods beyond what we used for HAT and will act as feeders into the "Intel:" research classes.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• The success of the program will be evaluated both by the total number of students who are able to pursue an independent research project inside these classes and the number of students who are able to make significant progress in subsequent independent projects, usually in the context of the Intel research classes, the following year.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9		319	86	-				
10		152	112	230				
11		145	124	-				
12		37	-	-				

**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>Mathematics:</b>	<p>The Academic Intervention Services (A.I.S.) at Stuyvesant High School is for students who are failing a course, and also for students who just improve their understanding of the subject.</p> <p>A variety of mathematics courses are offered three(3) times a week, after school, from 3:30 a.m. – 4:30 p.m. A number of teachers are offering instruction from Algebra to Calculus (AB and BC).</p>
<b>Science:</b>	<p>A.I.S. is offered after school in Living Environment, Chemistry and Physics. At each session a different topic is reviewed, followed by questions and answers. Students also have the opportunity to make-up labs.</p>
<b>Social Studies:</b>	<p>A.I.S. is offered once a week in Global History. Students work one to one with the teacher and also in small groups. They learn how to study for a history test and also how to write a meaningful essay.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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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**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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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<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	(e.g., \$9,978)	<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.	(e.g., \$5,000)	<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.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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.

Both the Parent Coordinator and the Parents Association leadership have met with PA Ethnic Outreach Committees to discuss and establish procedures and policies to meet the needs of Limited- English Proficiency parents. These committees consisting of Chinese and Korean-speaking parents have concluded that all school-to-parent communications should be translated into Chinese and Korean whenever possible. Discussions with other parent ethnic groups, such as Bengali, Russian, and Hindi, have also been conducted. Based on this outreach, both the Parents' Association and school staff have agreed that neither written translation nor oral interpretation is necessary for these groups.

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.

In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should be provided in Chinese and Korean. This policy is explained to parents' at all relevant Parent meetings and events, including Orientation for Freshman parents, monthly PA meetings, and general parent events organized by the school.

#### **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.

The school provides Chinese and Korean translations of all written communications to parents. These translations are completed and disseminated at the same time and in the same format as the English text. For hard copy documents, letters, and notices, the translated text is typically placed on the reverse side of the English message. This assures that Limited-English proficiency parents receive and read the information at the same time as do other parents.

Email messages are similarly translated in advance and sent along with the English text, usually as PDF attachments to the email messages. Communications from the Principal, Assistant Principals, and individual teachers are all translated into Chinese and Korean, as

is the weekly Parent Coordinator email parent update. The school primarily makes use of in-house school staff to translate these communications, although the D.O.E. Translation & Interpretation Office is also occasionally used as well, if sufficient lead time is available for that office to do the requested translations. The Parents' Association also uses parent volunteers to translate most of its' hard-copy monthly bulletin into Korean and Chinese, and this translated text is incorporated into the mailed bulletin.

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.

Oral interpretation services for parents are provided by the school in a variety of ways. Simultaneous oral interpretation is provided at most monthly PA and school-sponsored parent meetings, using the PA-owned simultaneous-interpretation headset system. The interpreters are provided by outside, DOE-approved vendors, and are paid for with school funds designated for parent interpretation/translation support.

When funds are not available, parent volunteers are employed for these meetings.

Interpretation is also provided for individual parent meetings with teachers, counselors, and other school staff. In-house staff is primarily used for these meetings, although the DOE "over-the-phone" interpretation is also occasionally used to facilitate interpretation.

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 fulfills parental notification requirements as stated in Chancellors' regulations A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to, the two main entrances, the offices of the Principal and Assistant Principal/Guidance, and the office of the Parent Coordinator.

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,652,927		
2. Enter the anticipated 1% set-aside for Parent Involvement:	16,529.		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	82,646	*	
4. Enter the anticipated 10% set-aside for Professional Development:	165,292	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_ 100% \_\_\_\_
6. 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.

**(SEE APPENDIX #5 – Page 44)**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

#### Part A: School Parental Involvement Policy

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 the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

***Sample Template for School Parental Involvement Policy:***

**I. General Expectations**

Stuyvesant High School agrees to implement the following statutory requirements:

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

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

1. Stuyvesant High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PTA and School Leadership monthly meetings along with various Parent Out-Reach Programs that the school will conduct during the school year. *i.e.*, parent meetings for all grade levels, College and Career Fair, Parent/Teacher conferences, and several mailings informing parents of upcoming events.
2. Stuyvesant High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Quality Review and Learning Environment Survey.
3. Stuyvesant High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: PA, School Leadership monthly meetings, and workshops.
4. Stuyvesant High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following policy: Monthly Departmental “Meet and Greet” Parent/Administrator Sessions.
5. Stuyvesant High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies: Quality Review, Learning Environment Survey, Principal’s Goals and Objectives, Principal’s Performance Review; Parent Coordinator; Parent Teacher Association; Teacher-Generated Progress Reports.
6. Stuyvesant High School will build the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State’s academic content standards
    - ii. The State’s student academic achievement standards
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Monthly Meet and Greet Sessions, Teacher-Generated Progress Reports, Credit Recovery; Guidance Conferences, and Pupil Personnel Team Conferences. Students are also offered preparatory classes prior to taking Regents.
    - iv. College Preparation
    - v. Financial Literacy
    - vi. Freshman Orientation.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by January, 2011. The Welcome Back Breakfast for all Parents and Students, Grade level orientation meetings, and the Freshman Parent Orientation in September, 2010.

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: the school messenger calls made by the Parent Coordinator, school newspaper, the school website: <http://www.stuy.edu>, Parents' Association website, [www.stuy-pa.org](http://www.stuy-pa.org), scholarship information:, and teacher and parent instructional information:.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents' Association and other entities, and conduct other activities, such as parent resource events, that encourage and support parents in more fully participating in the education of their children, by: Parent Coordinator's Office, Workshops, and Community-Building events and programs.

e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in languages that Limited-English proficiency parents can understand: Monthly mailings, PTA news bulletins, school newspaper, school website, utilization of the school listserv, and robocall outreach messages.

### **III. Discretionary School Parental Involvement Policy Components**

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

o informing parents of the training for teachers, principals, and other educators to improve the effectiveness of that training;

o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

o paying reasonable and necessary expenses associated with parental involvement activities, including refreshments and transportation to enable parents to participate in school-related meetings and training sessions;

o training parents to enhance the involvement of other parents;

o maximizing parental involvement and participation in their children's education by arranging school meetings at a various times; or conducting

before school or after school conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences during school;

o adopting and implementing model approaches to improving parental involvement;

o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team (“SLT”) and the Parents’ Association (“PA”). This policy was adopted by Stuyvesant High School Spring 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2010.

#### **Part B: School-Parent Compact**

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 below as a framework for the information to be included in their school-parent compact.

(Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

#### ***Sample Template for School-Parent Compact:***

Stuyvesant High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.

### **Required School-Parent Compact Provisions**

School Responsibilities:

Stuyvesant High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will maintain a wide range of enrichment elective courses, provide A.I.S. afterschool tutoring sessions, and continue to implement Guidance-related outreach sessions.
2. Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Thursday, October 28, 2010, Friday, October 29, 2010, Thursday, March 17, 2011 and Friday, March 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will be notified through the School Listserv, individualized phone calls made by teachers and electronic distribution of report cards; and failing letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: The staff is available for consultation during Parent/Teacher Conferences and for individual phone or in-person meetings by appointment. Mailing post cards and notification letters.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Twice-yearly Open School mornings.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and

explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report card six times per school year.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring use of internet.
- o Volunteering.
- o Chaperoning trips.
- o Participating, as appropriate, in decisions relating to my children's education through the PA and SLT.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and on the school website, [www.stuy.edu](http://www.stuy.edu), the Parents' Association website, [www.stuy-pa.org](http://www.stuy-pa.org), or the Department of Education website, [www.schools.nyc.gov](http://www.schools.nyc.gov), either received by my child or by mail and responding, as appropriate. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- o Attend monthly PA meetings and special events committees.

#### Optional Additional Provisions

##### Student Responsibilities (revise as appropriate to grade level)

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

- o Do homework projects and all tasks every day and ask for help when needed.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- o Gain mastery in academic, social, workforce and employability skills.
- o Attend all college preparation workshops and use the material.
- o Attend State mandated assessments, PSAT/SAT and ACT preparation classes.

**SIGNATURES:**

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**SCHOOL PARENT(S) STUDENT**

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**DATE DATE DATE**

**(Please note that signatures are not required)**

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

**Section I: Schoolwide Program (SWP) Required Components**

**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.

**School Leadership Team decided that the Title 1 money should be spent across the entire school. The faculty and PA both decided this. Lowering class size, hiring teachers and offering specialty classes to the entire student body is how we went above the state content and the achievement standards.**

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

**Stuyvesant High School is currently offering more tutoring than in previous years due to Title 1 money. We are also offering many advanced classes due to Title 1 money. If we did not have this money then we would not be offering tutoring or have the specialty classes. Low performing students now have the opportunity to take advantage of many tutoring sessions.**

3. Instruction by highly qualified staff.

**Our staff is a highly qualified staff. They receive professional development and have all received their masters' degrees or are in the process of finishing their masters' degrees.**

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.

**Professional Development is ongoing. Special guest speakers are brought in and we have many assistant principals that offer professional development in their area of expertise. There are faculty and departmental meetings and every AP meets with teachers; observes teachers and offers assistance. Also, all Assistant Principals ask new teachers to observe senior teachers in their classrooms.**

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

**We are not in need of perfecting strategies to attract high quality teachers. All teachers go through a rigorous interview process-- demo lessons in front of not only teachers, but students. Also, since we are a specialized High school teachers long to teach here. Attracting the best is not a problem.**

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

**We have strategies to increase parent involvement. Parents can register to view their child's progress online with our system. They can log in and check grades, attendance, cutting, etc. Also, we increased our guidance staff so there can be more one on one interaction and better communication with parents. Students with IEP's and 504's were given to a counselor so she can be on top of their needs and make sure that she communicates with parents effectively.**

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.

**Does not apply to Stuyvesant High School.**

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.

**Department meetings are held once a month where teachers are given the opportunity to express their opinions. The principal meets with the UFT once a month to share any on-going decisions that must be made.**

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.

**Stuyvesant High School provides Academic Intervention Services (A.I.S.) for those students who experience needed assistance, along with additional Guidance Counselors to insure that students with any difficulties are identified. All teachers have office hours and students can meet with them for help.**

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.

**Does apply to Stuyvesant High School.**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		X				
Title I, Part A (ARRA)	Federal	X			\$1,652,927.00	See Attachment #4 – Page 44	
Title II, Part A	Federal		X				
Title III, Part A	Federal		X				
Title IV	Federal		X				
IDEA	Federal	X			\$976.00		
Tax Levy	Local	X			\$16,800,000.00		

**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;

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learning environment that supports student achievement.

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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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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: 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.) NONE.
2. Please describe the services you are planning to provide to the STH population.  
Before services are provided, one has to determine if they meet the criteria for “homelessness” according to McKinney – Vento definition. The student is eligible, providing the appropriate service(s) is met. For example it could be clothing, school supplies, free meals, academic needs, transportation, or 504 services. If needed, contact outside agencies for assistance.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Stuyvesant High School					
<b>District:</b>	2	<b>DBN:</b>	02M475	<b>School</b>		310200011475

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.1	97.3	97.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		99.8	99.9	99.7
Grade 6	0	0	0				
Grade 7	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	840	868	841		16.8	36.7	41.3
Grade 10	820	844	855				
Grade 11	802	783	812	<b>Students in Temporary Housing - Total Number:</b>			
Grade 12	782	782	779	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	1	0	0		0	2	2
Total	3245	3277	3287	<b>Recent Immigrants - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	18	36	17
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	11	3
Number all others	7	9	17				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	150	154	148
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	43	45	43
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	1	1	1
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	2	% fully licensed & permanently assigned to this school	100.0	97.5	99.3
				% more than 2 years teaching in this school	80.3	83.9	93.2
				% more than 5 years teaching anywhere	75.8	76.4	82.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	91.0	96.0
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	93.4	99.7	99.3
Black or African American	2.0	1.8	1.2				
Hispanic or Latino	3.1	2.8	2.9				
Asian or Native Hawaiian/Other Pacific	67.3	69.3	71.6				
White	27.5	25.8	24.1				
<b>Male</b>	58.2	58.3	58.8				
<b>Female</b>	41.8	41.7	41.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:	-	Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	-	-	-	v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				-	-	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White	-	-	-	v	v	
Multiracial						
Students with Disabilities	-	-	-	-	-	-
Limited English Proficient						
Economically Disadvantaged				v	v	
<b>Student groups making</b>	0	0	0	4	4	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	72.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	8.9	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	23.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	39.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)