



**BENJAMIN N. CARDOZO H.S.
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 26Q415
ADDRESS: 57-00 223RD STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 415 **SCHOOL NAME:** Benjamin Cardozo High School

SCHOOL ADDRESS: 57-00 223rd street, bayside NY

SCHOOL TELEPHONE: 718-279-6500 **FAX:** 718- 279-6761

SCHOOL CONTACT PERSON: Gerald Martori **EMAIL ADDRESS:** gmartor@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dino Sferrazza

PRINCIPAL: Gerald Martori

UFT CHAPTER LEADER: Dino Sferrazza

PARENTS' ASSOCIATION PRESIDENT: Karen Musicka

STUDENT REPRESENTATIVE:
(Required for high schools) Bora Jung

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 201

NETWORK LEADER: Gerard Beirne

SUPERINTENDENT: Juan Mendez

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
Gerald Martori	*Principal or Designee	
Dino Sferrazza	*UFT Chapter Chairperson or Designee	
Karen Musicka	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Bora Jung	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our central mission is to design, implement and operate programs throughout the school reflective of the specific needs and unique challenges of our school community as defined by all its students (General Education and Instructional Support Services, ELL, at-risk and advanced) and, faculty, staff, parents and the broader community at large. Known for its academic achievement, Cardozo recognizes that a brilliant mind devoid of compassion is lacking the humanity that defines success. Therefore, we promote character by creating a community in which each individual is valued and respected. Put succinctly, Cardozo's mission is to be a school of excellence AND a school with a heart.

Benjamin N. Cardozo High School is a four- year comprehensive educational institution accredited by the New York State Department of Education. As one of the leading academic high schools in New York City, it serves the needs of students who are zoned for the school from such areas in Northeast Queens as Bayside, Little Neck, and Douglaston, and those students who enter the school by meeting the qualifications for one of three special programs: the DaVinci Math and Science Research Institute, the Mentor Law Program, and the Performing Dance Program, as well as those who do not live in any school's catchment area – Cambria Heights, St. Albans, Hollis, Queens Village etc. Cardozo High School is located in a residential area in Bayside, Queens. The 4,071 students (3,824 in General Education, 171 students in Instructional Support Services, 52 students in CTT and 24 students in Life Skills) are taught by a professional staff of 195. The student body is approximately 45% Asian, 19% African-American, 17% Hispanic and the remaining 17% Caucasian and 2% from other ethnic groups.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Benjamin Cardozo High School			
District:	26	DBN #:	Q415	School BEDS Code:

DEMOGRAPHICS										
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> x 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: % of days students attended*						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K										
Kindergarten					90.5	91	92			
				Student Stability: % of Enrollment						
Grade 2				(As of June 30)	2007-08	2008-09	2009-10			
Grade 3					95.9	96.9	97.5			
Grade 4										
Grade 5					Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10			
Grade 7					19	21	31			
Grade 8										
Grade 9	873	1010	985	Students in Temporary Housing: Total Number						
Grade 10	1077	1075	986	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	1069	1070	1085		3	6	5			
Grade 12	883	815	778							
Ungraded			261	Recent Immigrants: Total Number						
				(As of October 31)	2007-08	2008-09	2009-10			
Total	3902	3970	4092		82	93	95			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Number in Self-Contained Classes	116	150	160							
No. in Collaborative Team Teaching (CTT) Classes	0	10	18	Principal Suspensions	275	245	283			
Number all others	136	161	187	Superintendent Suspensions	18	21	17			

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	77	74	75	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	182	169	171	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	17	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	201	195	196
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	49	45	44
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	4	5
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	99.0	100	100.0
American Indian or Alaska Native	7	7	7	Percent more than two years teaching in this school	82.1	88.1	89.1
Black or African American	760	709	752	Percent more than five years teaching anywhere	68.1	74.1	74.2
Hispanic or Latino	591	591	587				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0	Percent Masters Degree or higher	90	95.0	95.0
White	865	787	774	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.9	97.1	97.3
Multi-racial	0	0	0				
Male	47	48	48				
Female	53	52	52				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)		x	
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	x
	Math:		Math:	
	Science:		Grad. Rate:	

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**	
All Students	Y	Y				Y	
Ethnicity							
American Indian or Alaska Native	Y	Y					
Black or African American	Y	Y					
Hispanic or Latino	Y	Y					
Asian or Native Hawaiian/Other Pacific Islander	Y	Y					
White	Y	Y					
Multiracial	Y	Y					
Other Groups							
Students with Disabilities	X	Y					
Limited English Proficient	X	Y					
Economically Disadvantaged	Y	Y					
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	proficient
Overall Score	63.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	C	Quality Statement 2: Plan and Set Goals	proficient
School Performance (Comprises 25% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	proficient
Student Progress (Comprises 60% of the Overall Score)	C	Quality Statement 4: Align Capacity Building to Goals	proficient
Additional Credit	B	Quality Statement 5: Monitor and Revise	proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

The graduation rate of 80% over the last 3 years is a tremendous accomplishment. As one of only a handful of zoned schools having over 80% of the students graduate is a tremendous accomplishment. In addition, 98% of our graduates go to college. 80% go on to a 4 year school and 18% go on to a 2 year school. 172 are attending 4 year colleges of CCNY, 120 are attending 4 year SUNY colleges, 56 are attending private colleges in New York State and 77 are attending 4 year colleges out of state

We have not met AYP in ELA for both special ed and ELL students for the last 2 years. This has put our school into the SINI status year 1 focused.

Our subgroups of African – American and Hispanic ahs improved with credit accumulation

The most significant barrier to the school is the budget. This school year 2010-2011 we lost \$800,000.00 and increase the student population by 156 students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

To increase the graduation rate the amongst the following sub groups

African-American, Hispanic, Limited English Proficient, and Economically disadvantaged

To promote consistency in differentiation throughout all subject areas

To improve instruction for students with disabilities and to promote high expectations for special education students

To introduce and begin the process of Common Core standards across the school community

To use formal and informal data to track student outcomes

	<p>Minutes of meetings with in each inquiry group Implementation in lesson plans by teachers in their disciplines</p>
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Describe your goal.

To promote consistency in differentiation throughout all subject areas

Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> -Teachers will continue to engage in professional development around differentiation of instruction to address the individual needs of their Students'. -
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> -Assistant Principals will monitor teachers in their departments' lesson plans and their department conference will discuss this. -Adjustment of Faculty meeting to meet in small groups across disciplines
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> -Check minutes of department meetings - Check minutes of Inquiry Groups - Written-Walk through observations by administration -Observations by Assistant Principals and Principal

<p>Goal</p>	<p>Describe your goal.</p> <p>To improve instruction for students with disabilities and to promote high expectations for special education students</p> <p>-</p>
<p>Measurable Objective</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>-Special Education transcripts will be evaluated in January to determine accumulation of credits</p>
<p>Action Plan</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>-Special education teachers are being supervised by subject Assistant Principals</p> <p>-Set up team teaching within special education classes</p>
<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Observations by subject specific assistant principals</p> <p>Observations by the principal</p>

<p>Goal</p>	<p>Describe your goal.</p> <p>To introduce and begin the process of Common Core standards across the school community</p>
<p>Measurable Objective</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>- Inquiry work will reflect this by having the inquiry team study and report to staff the on Common Core State Standards</p>

Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding. Use the Inquiry funding and data funding to support the inquiry team in their work Increase writing across the disciplines</p>
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Observations by both assistant principals and Principal</p>

Goal	<p>Describe your goal.</p> <p>-To use formal and informal data to track student outcomes</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Teachers will continue to engage in formal and informal professional development around data that addresses the needs of all students including students with disabilities and English Language learners.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Continue to use the data tracking tool that was established last year tracking specific sub groups The use of Dadelus for all teachers</p>

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Lesson plans that track the use of data - Teachers understanding the data tool</p>
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ACTION PLAN A-1.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

<p>WHAT - Strategic Objective</p>	<p>Establish and implement school-wide reading and writing standards for all students, based on New York City Performance Standards and the College Board’s Critical Reading and Writing Skills for the PSAT/SAT.</p>
<p>WHO - Target Population</p>	<p>All students grades 9 – 12</p>

<p>WHEN - Frequency/Duration</p>	<p>Start Date: September 2010 End Date: June 2011</p>
<p>HOW - Major Tasks/Activities</p>	<p>A. Require that all students be trained in the use of the NYC Performance Standards and the College Board’s standards for Critical Reading and Critical Writing. B. Require that all Reading and Writing Standards are implicit in differentiated classroom settings. C. Administer periodic assessments in grades 9-11. D. Use Department Meetings to train teachers in the use of periodic assessments E. Use Department Meetings and Inquiry Teams for teachers to develop strategies for the implementation of the Reading and Writing standards. F. Use the Formal/Peer Observation templates and “Snapshots” to include “skills taught”</p>
<p>SUPPORT - Resources/Cost/Source</p>	<p>Instructional Programs</p>
<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<p>English Regents; standardized writing initiatives in the English Department; random evaluation; PSAT results; Benjamin Cardozo High School Periodic Assessments, report card grades. Teachers will do task analyses of the PSAT results and the BCHS periodic assessments in order to determine the level of skill improvement in their classes.</p>

ACTION PLAN A-1.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

<p>WHAT - Strategic Objective</p>	<p>Provide ongoing support for students struggling to meet higher standards</p>
<p>WHO - Target Population</p>	<p>All students grades 9-12</p>

WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	A. Require all sophomores to take EWCS College Writing class B. Offer a schedule of tutoring during the regular school day using teachers on their Professional Assignment C. Offer remedial support classes to designated freshmen and struggling sophomores.. D. Offer Regents review sessions during the school day and as part of the Saturday Academy E. Require all students in grades 9-11 to take periodic assessments. F. Require all incoming sophomores and incoming juniors to complete a summer reading and/or writing project.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	English Regents; standardized writing initiatives in the English Department; random evaluation; PSAT results; Benjamin Cardozo High School Periodic Assessments, report card grades. Teachers will do task analyses of the PSAT results and the BCHS periodic assessments in order to determine the level of skill improvement in their classes.

ACTION PLAN A-1.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Continue to develop the BCHS ELA Curriculum so that it reflects ELA Standards and the requirements to meet with success on the PSAT/SAT and the English Regents.
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WHO - Target Population	All students grades 9-12
WHEN - Frequency/Duration	Start Date: September 2009 End Date: June 2010
HOW - Major Tasks/Activities	<p>A. Continue to hone the 9th grade curriculum to reflect the basic skills needed to succeed with the ELA Standards and on the ELA Regents i.e. outlining, notetaking, auditory comprehension and retention</p> <p>B. Continue to hone the 9th grade curriculum to include instructional units relating to each of the seven performance areas: Reading; Writing; Speaking, Listening and Viewing; Conventions, Grammar, and Usage of the English Language; Literature; Public Documents; Functional Documents</p> <p>C. Continue to hone the 10th grade curriculum to include instructional units relating to each of the seven performance areas: Reading; Writing; Speaking, Listening and Viewing; Conventions, Grammar, and Usage of the English Language; Literature; Public Documents; Functional Documents</p> <p>D. Continue to hone the 10th grade curriculum to reflect the basic skills needed to succeed with the ELA Standards and on the English Regents i.e. Regents Task 1-Listening and Writing for Information and Understanding, and Regents Task 2-Reading and Writing for Information and Understanding</p> <p>E. Continue to hone the 11th grade curriculum to include instructional units relating to each of the seven performance areas: Reading; Writing; Speaking, Listening and Viewing; Conventions, Grammar, and Usage of the English Language; Literature; Public Documents; Functional Documents</p> <p>F. Continue to hone the 11th grade curriculum to reflect the basic skills needed to succeed on with the ELA Standards and on the new English Regents i.e. Regents Task 3-Reading and Writing for Literary Response, and Regents Task 4-Reading and Writing for Critical Analysis</p> <p>G. Continue to hone the 12th grade curriculum to include instructional units relating to each of the seven performance areas: Reading; Writing; Speaking, Listening and Viewing; Conventions, Grammar, and Usage of the English Language; Literature; Public Documents; Functional Documents</p> <p>H. Continue to hone the 12th grade Senior Thesis so that it reflects the seven performance areas of the new ELA Standards</p>
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	English Regents; standardized writing initiatives in the English Department; random evaluation; PSAT results; Benjamin Cardozo High School Periodic Assessments, report card grades. Teachers will do task analyses of the PSAT results and the BCHS periodic assessments in order to determine the level of skill improvement in their classes.

ACTION PLAN A-1.3 (Cont'd)

ACTION PLAN A-2.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	A. Increase capacity of parents to work collaboratively with the school B. Increase parental contact by teachers C. Increase parent/teacher communication through ARIS, progress reports, phone calls, and emails.
WHO - Target Population	All students grades 9-12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	A. Use the Phonemaster system to notify parents of deadlines relating to schoolwide and even teacher specific initiatives like the Senior Thesis, Regents review and testing B. Encourage teachers to contact all parents, at least twice during the course of the year, through progress reports, phone calls, and emails. C. Ask teachers to keep a log of parental contacts
SUPPORT - Resources/Cost/Source	Instructional Programs

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	A. Anecdotal Reports B. Parental Contact Logs
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ACTION PLAN A-2.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Improve parent-school contact and communication in order to make parents genuine partners in our efforts to raise standards for all students
WHO - Target Population	All students grades 9-12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	A. Send an early warning report to parents indicating student's areas of concern B. Make it a formal requirement that all parents sign and return our "Providing for Success in the English Class" contracts C. Create a schedule through which parents would know the precise times at which they could reach teachers by phone or hold face-to-face meetings D. Encourage parents to stay informed about the responsibilities of their students by logging on to the BN Cardozo website.

SUPPORT Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Anecdotal reports

ACTION PLAN A-2.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Improve parents' and community's understanding of the meaning and impact of high student achievement
WHO - Target Population	All students grades 9-12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	A. Use Parent Association Meetings as a forum for explaining department curriculum, the new standards, the Regents, and the research components in each class. B. Involve local newspapers and civic organizations in disseminating the latest information on the new standards and the new Regents

SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Anecdotal reports

ACTION PLAN A-2.4

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Educate parents and community on the breath, and scope and sequence of English instruction
WHO - Target Population	All students grades 9-12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	A. Offer a series of evening and Saturday seminars for parents in which they can be educated in depth on the scope of the BN Cardozo standards; the Regents; and the PSAT B. Distribute to all parents a reading list and curriculum guide indicating scope

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SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Anecdotal reports

ACTION PLAN A-3.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	A. Mobilize internal and external resources to support student achievement B. Use BN Cardozo teacher designed periodic assessments to help drive and implement appropriate instruction.
WHO - Target Population	AP English Teachers Students grades 9-12 Librarians AP students
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011

HOW - Major Tasks/Activities	A. Requests the library services in this school to meet with individual departments in order to assess their particular needs relating to the library. B. Design Periodic Assessments to meet the needs of all students.
SUPPORT - Resources/Cost/Source	Instructional Program
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Satisfactory hiring of teachers Spending plan Inventory Regents examination AP Examination Periodic Assessments PSAT

ACTION PLAN A-3.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	Recruit, hire and retain qualified teachers to meet the needs of our students and enhance instruction
WHO - Target Population	College instructors Student Teachers APs Teacher AP English

WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	A. Invite students from local colleges and universities to workshops that will better prepare them for the Cardozo standards and the Regents B. Encourage teachers to work cooperatively with student teachers. C. Encourage ongoing collaboration between teachers in the development of lessons.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Placement of teachers Classroom evaluation reports Student achievement Materials produced

ACTION PLAN A-3.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	Facilitate staff development on Cardozo standards, periodic assessments, the Common Core Standards, and the Regents
WHO - Target Population	AP English Teachers Teachers
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011

HOW - Major Tasks/Activities	A. Devote Department Meetings to the topics of the standards, the periodic assessments, and the English Regents B. Utilize time during the school day(Lunch,preparation periods etc.) to informally discuss relevant instructional issues C. Request training for staff on computers D. Plan and implement Inquiry Teams to develop strategies for teachers E. Use department walkthroughs to demonstrate and implement teaching strategies
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	Department meeting minute Anecdotal reports Workshop minutes

ACTION PLAN A-3.4

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	Expand technological service that will contribute to higher achievement
WHO - Target Population	All students grades 9-12 Teachers AP English
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011

<p>HOW - Major Tasks/Activities</p>	<p>A. Offer teachers the opportunity to teach in a complete and accessible computer environment B. Offer teachers and students introductory and advanced training on the Internet C. Offer teachers training in the methodology of multimedia computer-based instruction D. Offer teachers training in the use of the Turnitin.com website E. Offer Drama Teacher per-session hours to direct school productions F. Offer teachers the opportunity to train with a Smart Board G. Offer teachers the opportunity to train using the Insight4 Scanner and Prosper Software.</p>
<p>SUPPORT - Resources/Cost/Source</p>	<p>Instructional Programs</p>
<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<p>Department program Workshop minutes</p>

<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<p>Department meeting minute Anecdotal reports Workshop minutes</p>
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CEP
MATHEMATICS
2010-2011

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At Benjamin N. Cardozo High School, all math teachers are aware of the New York State Learning Standards for Mathematics and utilize them in their lesson plans on a daily basis. We follow the AMAPS curriculum (Association of Mathematics Assistant Principals Supervision) which breaks down each day's lesson by both process content and process strand. Teachers are asked to write down the performance indicators in their lesson plans and include it as part of their AIM for students to copy down. We assess the relevance of the SEC findings based on past and current student performance.

AMAPS, of which I am an Executive Board Member, is also currently working on aligning the New York State Learning Standards to the National Core State Standards to the curricula in Integrated Algebra, Geometry and Algebra 2/Trigonometry.

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

Based on the analysis of our statistical data, we find the SEC data for mathematics curriculum alignment, which shows a lack of depth in what's being taught in the mathematics classroom, not to be applicable to Cardozo High School.

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

Cardozo HS is a high achievement school in all areas of mathematics. The total passing percentage rate in all math classes have traditionally been in the 80's as are passing regents rates on the Integrated Algebra, Geometry and

Trigonometry regents exams. A majority of our students score 3, 4 and 5s on the Advanced Placement exams in Calculus, Statistics and Computer Science.

Among the many things that we do to better assess and teach our students include:

- **Monthly math department monthly meetings in which we discuss how to best incorporate process strands as we teach the content strands**
- **Sharing of best practices by teachers on strategies and activities that worked**
- **Dissemination of information from Math Assistant Principal meetings**
- **Use of uniform in-class exams, midterm exams and final exams**
- **The use of data (ARIS/DAEDALUS) to determine whether students are correctly placed into classes**
- **Offering in-house tutorials by math teachers and Arista students**
- **Participating in Acuity testing and using the data to decide whether to go on with new topics or to set aside time for additional review**
- **Using data from exams to develop review sheets that students can bring to tutorials**
- **Using test data to form class groups for differentiated instructions for different topics**

ACTION PLAN B-1.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Establish and implement school-wide writing performance standards for all students
WHO - Target Population	All students grades 9 – 12

WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Teachers will again be given a list of guidelines for lesson plans at the first meeting in September. One of the guidelines is, "Did the students have the opportunity to communicate in this lesson (Verbally or in writing?)" During post observation conferences, the AP will ask them if this objective was met and will offer suggestions on how to meet them. 2. Teachers will be encouraged to get students to <u>write down</u> responses to teacher questions rather than raise their hands each time (as suggested by the "AAA" training).
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. Observation reports will show that teachers are implementing strategy #2 above. 2. Collection of teacher exams to ensure that writing questions are being asked.

ACTION PLAN B-1.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Provide ongoing support for students struggling to meet higher standards
WHO - Target Population	<ol style="list-style-type: none"> 1. All students 2. All students in targeted classes 3. All Freshman below the 60th percentile in math and/or reading 5. "At risk" students

WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. For group activities, teachers will use data such as test scores to group students by ability. 2. A tutoring schedule will again be constructed using teachers' professional assignments. 3. Peer tutors will be provided through students who want to do service. Additional student tutors will come from the Advanced Placement classes after AP exam. 4. Incoming students scoring at Level I on State Math and ELA Tests will be placed into a Collaborative Pre-Algebra class to build up their basic skills. 5. Incoming students scoring at Level II on State Math and ELA Test will be placed into a 4 semester Integrated Algebra course. 6. Collaborative classes in Algebra and Geometry between Math and Special Education will continue as part of the new continuum. 7. Regents Review classes will be offered 8. Student progress in the 4 semester Integrated Algebra classes will be tracked via the DOE's Acuity Testing System.
SUPPORT - Resources/Cost/Source	<ol style="list-style-type: none"> 1. None needed 2. None needed 3. Instructional Programs 4. Instructional Programs 5. Chapter 53 money
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. A log of the tutoring which occurred. 2. Improved passing percentages of struggling students at the end of each marking period. 3. Improved passing percentages on Integrated Algebra Regents Exam.

ACTION PLAN B-1.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Provide strong models for incoming Freshman or Sophomores
WHO - Target Population	Incoming "at risk" students.
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Freshman classes and sophomore classes containing "at risk" students will again be provided with strong veteran teachers. 2. Teachers of Freshmen and Sophomore classes will meet formally once a month to plan out uniform lessons and informally on a daily basis via grade leaders. 3. Teachers will be encouraged to participate in peer observations of each other. 4. The problem solving unit will continue to be taught throughout ME41 and ME21. More literacy will be stressed via journal entries and DO NOW problems. 5. Students will be provided with testing strategies and will receive intensive test preparation at the end of the curriculum. 4. Feeder schools will assist in properly placing students into appropriate classes by administering an assessment exam.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. Teacher programs. 2. Students' ability to solve non traditional problems will increase. 3. More kids will be properly placed.

ACTION PLAN B-1.4

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To revise curricula to help students to begin meeting the National Core State Standards
WHO - Target Population	<ol style="list-style-type: none"> 1. Students currently in ME21, ME41 and ME43. 2. Students currently in MG21, MG21PH, MG21PNR 3. Students currently in MR21, MR21PH 2. Students scoring at or below "level" in reading and math. 3. Teachers with the same class and different section during the same period.
WHEN - Frequency/Duration	<p>Start Date: September 2010</p> <p>End Date: June 2011</p>
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. The four term Integrated Algebra class will again be offered starting with ME41 and the 2 term Integrated Algebra class will be offered starting with ME21. 2. The Bridge to Algebra Collaborative class will undergo ongoing revision to integrate more "hands on" approaches to learning and more emphasis on problem solving strategies. 3. Problem Solving will be emphasized <u>throughout</u> ME21 and ME41. 4. A new collaborative Geometry class will provide students that struggled with Integrated Algebra with a more hands on approach to Geometry. 4. Different sections of the same class will be offered during the same period so teachers can switch places or have both classes meet together as the lesson indicates. This could be accomplished in a double room or the auditorium. 5. The graphing calculator will again be used as a teaching aid. 6. Students will be introduced to more web based sites and resources for practice problems.
SUPPORT - Resources/Cost/Source	<ol style="list-style-type: none"> 1. Instructional Programs 2. Instructional Programs 3. Instructional Programs 4. Instructional Programs 5. Staff Development Day will be used to train teachers on using different methods to differentiate student instruction and also to use data in a more effective way for grouping students and to catch failing students ASAP. Dept. meetings will focus on aligning State Standards with National Standards.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. The revision of the Integrated Algebra, Geometry and Algebra II syllabi in terms of sequencing. 2. The revision of the precalculus curriculum to reflect the added changes to the Algebra 2/Trigonometry course. 3. Logs can be kept. 4. Observations will reflect use the differentiation techniques in the classroom and how teachers use both soft data and hard data to monitor and adjust student learning.

ACTION PLAN B-1.4 (Cont'd)**ACTION PLAN B-2.1**

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Improve parent-school contact and communication in order to make parents genuine partners in our efforts to raise standards for all students
WHO - Target Population	<ol style="list-style-type: none"> 1. At risk students 2. All students 3. At risk students 4. Students changing track
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Encourage teachers to contact parents early on for students who are at risk via progress reports, emails, phone calls, etc. 2. Teachers will have access to their students' contact information through ARIS. 3. Letters will again be sent home indicating that the teacher is recommending that the student be placed in a differently paced class. 4. Every failing student must have at least one failure letter sent home as well as at least one phone call home to parents.
SUPPORT - Resources/Cost/Source	Instructional Programs

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Parents will call the teachers more frequently. 2. The lists themselves. 3. Records of letters will be kept. 4. Records of letters sent will be kept. 5. Anecdotal reports of better classroom behavior and better class performance
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ACTION PLAN B-3.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	Recruit, hire and retain qualified teachers to meet the needs of our students and enhance instruction
WHO - Target Population	1. All students 2. All new teachers 3. All teachers 4. All teachers 5. All teachers
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1. We will continue to nurture student teachers so that the "farm system" of teachers can continue to grow. 2. Regular meetings will be held with the AP Math and teachers of core courses where development of effective lessons plans will be discussed and tried. 3. Teachers will continue to participate in inter-visitation 4. A file of ideas will be kept and copies of lessons and worksheets will be distributed to the staff throughout the year. 5. Exams will be collected and by the AP and returned to the teachers to give them feedback as to how to

	incorporate the New Standards and writing on them. 6. Exams will be filed in the math office for teachers to peruse and use for their classes.
SUPPORT - Resources/Cost/Source	1. None 2. None 3. None 4. None 5. Instructional Programs Tax levy
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Effective student teachers will be hired as teachers 2. Logs of meetings will be kept 3. Teachers will use each others' ideas in their lessons 4. Teachers will use each others' ideas in their lessons 5. Veteran teachers will model lessons for less experienced teachers 5. The "graded" exams and a change in the way teachers construct exams; less multiple choice, more open ended

ACTION PLAN B-3.1 (Cont'd)**ACTION PLAN B-3.2**

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	To integrate technology into the classroom.
WHO - Target Population	1. All students

WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Smart board classrooms will be assigned to the trained teacher. 2. Peer visitation between teacher who are trained in using the Smart board and teachers who want to learn the technology. 3. Graphing calculator will be used more frequently. 4. Teachers will take classes into computer room to use software such as the Geometer's Sketchpad 5. Teachers will use internet based software such as "explore learning.com" to give support to students. 6. Teachers will be encouraged to use power point presentations as part of their lessons.
SUPPORT - Resources/Cost/Source	<ol style="list-style-type: none"> 1. Technology funds
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. Teachers will be signing up to use the computer room.

ACTION PLAN B-3.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	<ul style="list-style-type: none"> • To develop plans for failing students in anticipation of the State eventually eliminating January and August administrations of math regents exams. • To allow more students to take Calculus (AP and non-AP) during their senior year at Cardozo.
WHO - Target Population	Failing juniors and seniors who need at least one math regents exam.

WHEN - Frequency/Duration	Start Date: Fall 2010 End Date: Spring 2011
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Students in ME43 will finish the curriculum by the end of the fall semester so that the spring semester can be devoted to regents prep and testing strategies. 2. Develop more hands on activities for ME43 and ME44 to learn to answer questions using the graphing calculator. 3. Students in the DaVinci Math and Science Program will be placed into Geometry Honors and Algebra II Honors classes and follow on Honors track. 4. Current juniors who excel in math that are currently in Algebra II (Regular and Honors) will be allowed to take Calculus in their senior year depending on their Algebra II regents score and class grade. 5. Juniors who are interested in taking Calculus in the senior year will be encouraged to sign up for pre-calculus during the summer of their junior year.
SUPPORT - Resources/Cost/Source	<ol style="list-style-type: none"> 1. Instructional programs.
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. The percentage of students passing ME43 and ME44 in the fall 2010 and spring 2011 semesters will be compared to those of ME43 and ME44 from last year. 2. The passing percentage of DaVinci students passing in comparison to other Honors students. 3. The passing percentage of seniors who skipped precalculus versus those seniors that took a full year of precalculus.

ACTION PLAN C-1.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Establish and implement school-wide writing performance standards for all students
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WHO - Target Population	1. All Science Students				
WHEN - Frequency/Duration	<table border="0"> <tr> <td style="text-align: center;">Start Date</td> <td style="text-align: center;">End Date</td> </tr> <tr> <td>1. September 2010</td> <td>ongoing</td> </tr> </table>	Start Date	End Date	1. September 2010	ongoing
Start Date	End Date				
1. September 2010	ongoing				
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Continue the implementation of the Living Environment Regents Curriculum. 2. Revise Living Environment, Earth Science, and Environmental Science Laboratory exercises to emphasize problem solving, hypothesis testing, and scientific method in line with the Living Environment Core Curriculum. 3. Provide students and parents with clear expectations in writing for all science courses. 4. Redesign science exams to include extended response questions, essay questions, and analysis of data, charts, graphs, etc. to meet new standards. 5. Department involvement in writing Department Exams in January to mimic the new Living Environment Regents and NYS Science Exams. 6. Curriculum Development/Revisions. 7. Daily in class and HW writing activities. 8. Staff Development Activities with emphasis on 1)Writing in Science and 2)Technology Infusion in the Classroom. 9-Staff development on differentiated instruction and data gathering. 				
SUPPORT - Resources/Cost/Source	Instructional Program				
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. Students will be responsible for keeping a "Laboratory Notebook" with complete lab investigations in an accepted scientific format 2. Letter to Students and Parents, Course Outlines 3. Improved writing as assessed on new exams 4. January Departmental Finals taken by students 5. New Teaching and Learning Plans 6. Completed assignments 7. Increased staff members taking technology workshops 				

OS**ACTION PLAN C-1.2**

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Prepare teachers and students for the New Curriculum and Regents in Chemistry and Physics
WHO - Target Population	All 10 th and 11 th graders
WHEN - Frequency/Duration	Start Date: September 2010 End Date: ongoing
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Distribute the New Core Curriculum and sample tests. 2. Arrange for ongoing weekly staff development "sharing sessions" and encourage intervisitation/team teaching when practicable. 3. Continue to emphasize a conceptual, problem solving approach to the course. 4. When possible, arrange for double period labs, with the same teacher, to ensure continuity of instruction and foster a sense of "partnership" with the class. 5- Staff development on differentiated instruction and data gathering.
SUPPORT - Resources/Cost/Source	Instructional Program

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Regents results. 2. Evidence provided by laboratory notebooks. 3. Increased Labs completed, reduced cutting statistics. 4. Teacher feedback and increase in use of charts, diagrams, etc. on examinations.
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ACTION PLAN C-1.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Provide ongoing support for students struggling to meet the higher standards				
WHO - Target Population	1. Incoming ninth graders with Reading Score < 26% - ile - Program for Living Environment Course 2. Bilingual Students in Living Environment and Chemistry 3. Special Education Students 4. Seniors who need 1 additional science class to graduate 5. All Science students				
WHEN - Frequency/Duration	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;">Start Date</td> <td style="text-align: center; border: none;">End Date</td> </tr> <tr> <td style="border: none;">1. September 2010</td> <td style="border: none;">June 2011</td> </tr> </table>	Start Date	End Date	1. September 2010	June 2011
Start Date	End Date				
1. September 2010	June 2011				
HOW - Major Tasks/Activities	1. Allow students to participate in Regents course beginning in 9 th grade, continuing if necessary with Environment Science in 10 th grade. 2. Bilingual Instruction in Science for LEP Students. 3. Collaborative Class with Special Education Students. 4. Tutoring as an ongoing part of C6 circular D1 professional assignment. 5. Differentiated instruction and data gathering.				

SUPPORT - Resources/Cost/Source	Instructional Program
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. Bilingual Instruction in Living Environment and Chemistry 2. Collaborative Class 3. Tutoring Schedule

ACTION PLAN C-2.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Improve parent-school contact and communication in order to make parents genuine partners in our efforts to raise standards for all students.	
WHO - Target Population	1. All students and parents	
WHEN - Frequency/Duration	Start Date	End Date
	1. September 2010	ongoing
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Encourage department members to make use of the PhoneMaster 2000 system and the science department bulletin board feature. 2. Hold a "Science Information" meeting with the PTA to inform them of ongoing science initiatives and activities. 3. Encourage continued use by teachers of report card commend codes and department letters. 4. Encourage enhanced parental involvement in parent-teacher conferences. 5. Inform parents of Science Department "News and Events". student activities, honors, achievements, etc. 6. Create a "Science Department" Web Page, complete with e-mail addresses, photos, test schedules, information, etc. 	

SUPPORT - Resources/Cost/Source	
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. Feedback from PTA, teachers. 2. Meeting 3. Report Cards 4. Letter to parent, increase in number of parents at open school conferences 5. Bimonthly Newsletter sent to parents 6. Science Department Web Page on the Internet

ACTION PLAN C-2.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Increase capacity of parents to work collaboratively with the school				
WHO - Target Population	1. All Students and Parents				
WHEN - Frequency/Duration	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><i>Start Date</i></td> <td style="text-align: center;"><i>End Date</i></td> </tr> <tr> <td>1. September 2010</td> <td>ongoing</td> </tr> </table>	<i>Start Date</i>	<i>End Date</i>	1. September 2010	ongoing
<i>Start Date</i>	<i>End Date</i>				
1. September 2010	ongoing				
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Parent/student instructional technology nights (use of computers, Internet, software programs, etc.). 2. Invite parents employed in the science field (doctors, lab technicians, engineers, physical therapists, research scientists, etc.) to come to the school and talk about "careers and professions". 3. Invite parents to a "SCIENCE LAB EXPERIENCE" night. 4. Invite and encourage parents to help chaperone field trips and science outings/competitions (Science Olympiad, Envirothon, AP Environmental Science trips, etc). 				

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<p>SUPPORT - Resources/Cost/Source</p>	
<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<p>1. Feedback from PTA, teachers 2. Guest Talks 3. Scheduled "Lab Night" 4. Parent participation</p>

ACTION PLAN C-3.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievements

<p>WHAT - Strategic Objective</p>	<p>Mobilize internal and external resources to support achievement, particularly for innovations</p>				
<p>WHO - Target Population</p>	<p>1. All students 2. DaVinci/Research students 3. Ninth Grade Students 4. AP Science students 5. All students and science teachers</p>				
<p>WHEN - Frequency/Duration</p>	<table border="0"> <tr> <td style="text-align: center;">Start Date</td> <td style="text-align: center;">End Date</td> </tr> <tr> <td>1. September 2010</td> <td>Ongoing</td> </tr> </table>	Start Date	End Date	1. September 2010	Ongoing
Start Date	End Date				
1. September 2010	Ongoing				

<p>HOW - Major Tasks/Activities</p>	<ol style="list-style-type: none"> 1. Encourage teachers to seek and write grant proposals to provide external resources for their classrooms and the department. 2. Expand articulation with colleges, universities, and research institutions as sites for student research to support our DaVinci and Intel Research programs. 3. Seek out collaboratives and programs with NYC Agencies (Parks, Environment Protection, etc.) and other science organizations (Alley Pond Environmental Center, Museum of Natural History, etc.) to enhance the learning experiences of science students. 4. Implement a "Technology" component to Living Environment curriculum by scheduling time in a computer lab (PowerPoint, Excel, WWW, etc). 5. Implement use of Calculator Based Labs (CBL Units and Probes) and Graphing Calculators in AP Science Courses. 6. Provide staff development workshops in the use of computers and technology in the science classroom. 7. Have an annual science fair. 8. Have a monthly science magazine. 9. Increase cooperation and improve relations with Queensborough Community College. 10. Invite student from feeder Junior High School to come visit the school Science Department during Science Fair. 11. Institute a 2 week Science Summer Program on Technology to be held here at school.
<p>SUPPORT - Resources/Cost/Source</p>	
<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<ol style="list-style-type: none"> 1. Department Statistics 2. Number of students doing research, papers submitted to competitions 3. Formed Partnerships 4. Computer/Technology Lessons 5. CBL Labs 6. Staff Development Workshops

ACTION PLAN C-3.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievements

WHAT - Strategic Objective	Recruit, hire and train qualified teachers to meet the needs of our students and enhance instruction
WHO - Target Population	<ol style="list-style-type: none"> 1. Teacher recruits 2. Science Teachers 3. PPT's, CPT's, untenured teachers 4. New Teachers
WHEN - Frequency/Duration	<p>Start Date: September 2010</p> <p>End Date: ongoing</p>
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Host student-teachers from St. John's University and Queens College whenever possible. 2. Encourage experienced, effective teachers to serve as cooperating mentors to both teacher recruits and newly appointed teachers in the department. 3. Encourage new teachers to attend professional development workshops and Institutes, and provide them with opportunities for professional growth and development. 4. Maintain an active file for recently received resumes and encourage qualified substitutes to apply for science openings.
SUPPORT - Resources/Cost/Source	
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. Department teacher interns from the Education Schools 2. Teacher Mentors (D1 Assignments) 3. Attendance at workshops, meetings, and professional development activities 4. Resumes on file in science office

ACTION PLAN C-3.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievements

WHAT - Strategic Objective	Increases advanced placement classes
WHO - Target Population	11 th & 12 th Graders
WHEN - Frequency/Duration	On going
HOW - Major Tasks/Activities	1. Choosing good and competent teachers to teach AP classes. 2. Explaining to student the importance of AP classes for college acceptance.
SUPPORT - Resources/Cost/Source	Instructional

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Percent passing on science AP exams. 2. College acceptances.
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ACTION PLAN D-1.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Establish and implement school-wide writing standards for all students
WHO - Target Population	1. 9 - 12 Grades 2. 9 - 12 Grades throughout the School 3. 9 - 12 Grades 4. 9 - 12 Grades 5. 9 - 12 Grades
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1. Strategies developed will be shared at Department Meetings. 2. Samples of student work will be collected & evaluated by a committee with the expectation of developing a uniform department rubric assessing student performance. 3. Unit exams and projects will be monitored by the AP to determine if various types of written assignments matching the new regents exam are being implemented. 4. Formal and informal observations to ensure that reading and writing are infused into every lesson.

SUPPORT - Resources/Cost/Source	Instructional Program
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. List of strategies to incorporate writing into every lesson 2. A department wide rubric for assessing student written performance 3. A department file of the various writing assignments students ability to read and analyze primary source documents, Improvement in student writing skills 4. Increase in student's ability to use critical thinking skills. Improvement in students ability to read and analyze primary source documents. Improvement in student writing skills

ACTION PLAN D-1.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Provide ongoing support for students struggling to meet higher standards
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	<ol style="list-style-type: none"> 1. Using teacher's professional assignments, create a tutorial schedule. 2. Provide after school tutoring for Regents exams. 3. Use Arista members in appropriate classrooms as teacher assistants to provide extra individual help. 4. Develop a file of projects that students can complete in order to improve their performance in class. 5. Create skill class(es) as necessary
SUPPORT - Resources/Cost/Source	Instructional Program

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Attendance during tutorial periods 2. Student improvement in Social Studies skills. Student improvement on exams 3. File of student work 4. Measured by an increase in D.B.Q. Essay scores
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ACTION PLAN D-1.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To raise student achievement levels by developing new performance standards		
WHO - Target Population	1. 9 - 12 Grades 3. 9 - 12 Grades 5. Selected Special Education Social Studies students	6. 9 - 12 Grades 7. 9 - 12 Grades 8. 9 - 12 Bilingual and ESL students	7. 9 - 12 Grades
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011		
HOW - Major Tasks/Activities	1. Require students to complete a project for every Social Studies class taken. 2. Conduct formal and informal observations emphasizing the new standards. 3. Collaborative classes with Special Education in Global and American History. 4. Recognition of student achievement. 5. Development of programs using ERSSA funds in order to provide instructional support for those students who are in need. 6. Provide additional tutorial support for ESL and bilingual students so they can meet the new standards.		
SUPPORT - Resources/Cost/Source	PSEN: Instructional Program		

<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<ol style="list-style-type: none"> 1. File of exams. Improved student performance. 2. Improved student performance. Display of Student work as part of Cardozo Celebrates. 3. Observation Reports. 4. Improved student performance as demonstrated by the number of students passing courses. 5. Improved student performance as demonstrated by the number of students passing standardized exams. 6. Improvement in the quality of research papers. 7. Increase in the number of students on the Honor roll. Increase in the number of departmental awards given 8. Creation of Saturday Classes. Improved student's performance on exams. Increase in passing percentage. 9. Improved English acquisition. Improve score. Increase in passing percentages.
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ACTION PLAN D-1.3 (Cont'd)

ACTION PLAN D-2.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningful and broadly in the education of their children

<p>WHAT - Strategic Objective</p>	<p>Increase the capacity of parents to work collaboratively with the school</p>
<p>WHO - Target Population</p>	<p>9 – 12</p>
<p>WHEN - Frequency/Duration</p>	<p>Start Date: September 2010 End Date: June 2011</p>
<p>HOW - Major Tasks/Activities</p>	<ol style="list-style-type: none"> 1. Use the phonemaster system to keep parents informed of events. 2. To hold fairs such as Cardozo Celebrates where student work is featured. 3. Conferencing with parents on nights when counseling is being offered. 4. Use of the Cardozo website to post pertinent information. 5. Encourage students to use Teacher Web so parents can track student assignments, etc.

SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none"> 1. The message is on the machine 2. Exhibition of student work 3. Attendance log 4. Attendance at Cardozo Celebrates 5. Increase in quantity and quality of student work.

ACTION PLAN D-2.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Improve parent-school contact and communication in order to make parents genuine partners in our efforts to raise standards for all students
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	State Date: September 2010 End Date: June 2011

56140

HOW - Major Tasks/Activities	<ol style="list-style-type: none">1. Encourage teachers to use Teacher Web.2. Student presentations on financial literacy at P.A. meetings3. Invite parents on school trips.4. Wide advertisement of the ARIS system so that parents can check on their child's progress.5. Increase use of ARIS and the school's website
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ol style="list-style-type: none">1. Participation in school related events2. Number of phone calls3. Increased attendance at Parent Teacher Conferences4. Increased usage of ARIS and the Cardozo Website.

ACTION PLAN D-2.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	To promote communication between the Social Studies department and parents
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011

HOW - Major Tasks/Activities	1. As part of teacher's professional assignment, develop a system of facilitating home contracts. 2. Update department events and test dates in the Parents Association newsletter and on the school website. 3. Encourage parents to attend semi-annual parent-teacher conferences. 4. Provide teachers easy computer access to student information to encourage early home contact. 5. Invite parents into the classroom as community base resources.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Increased parental contact with teachers and A.P. 2. Written articles. Updated information on the school website. 3. Increase attendance as noted on logs during conferences. 4. Increased parental contact. Improved student performance.

ACTION PLAN D-2.4

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	To increase parental awareness of the new standards and changes in Social Studies graduation requirements.
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58140

WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1. Attend parent association meetings and explain the state standards and any changes in the Social Studies curriculum, such as The Financial literacy unit of study. 2. Familiarize Parents with the Common Core standards. 3. Teachers will explain how students are progressing in meeting the standards during Parent Teacher Conferences.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Attendance at the meetings. 2. Disibution of material. 3. Improved student performance.

ACTION PLAN D-3.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resource of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	To mobilize internal and external resources to support achievement, particularly for innovations
WHO - Target Population	1. 9 - 12 2. Selected grades 3. Grade 11 4. 9 - 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1. Continue to work closely with such educational organizations as WISE. 2. Use of an interdisciplinary approach to instruction complete with library, computer room, and internet access. 3. To enhance classroom instruction by assigning selected classes to the computer room on a regular basis 4. To supply classes with equipment such as: SmartBoards, VCR's, and overhead projectors, enriching instruction. 5. Invite guest speakers from various community organizations when appropriate.
SUPPORT - Resources/Cost/Source	Instructional Program
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Computer generated research projects 2. Presentation using such technology as Hyper-Studio and Powerpoint programs. Computer literate classes 3. Improved student performance as demonstrated by passing percentages

ACTION PLAN D-3.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

60140

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	Recruit, hire and retain qualified teachers to meet the needs of our students and enhance instruction
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1. Monitor the progress of student teachers. 2. Attend university recruitment sessions. 3..Collaboration with local Colleges providing seminars in related course content.
SUPPORT - Resources/Cost/Source	Instructional Program
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Creation of a core of competent new teachers. 2. Interviews of potential teachers. 3. Network of potential candidates. 4. Improved instruction. Improved student performance. 5. Innovative instruction with increased student involvement. 6. Teacher generated projects. Improved student performance.

ACTION PLAN D-3.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

61140

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

<p>WHAT - Strategic Objective</p>	<p>To increase the number of students passing the Global History and U.S. History and Gov't Regents</p>
<p>WHO - Target Population</p>	<p>1. 9 - 12 2. 10 & 12 3. 9 – 12</p>
<p>WHEN - Frequency/Duration</p>	<p>Start Date: September 2010 End Date: June 2011</p>
<p>HOW - Major Tasks/Activities</p>	<ol style="list-style-type: none"> 1. Conduct department meetings and staff development workshops on the new Common Core Standards. 2. Prepare extensive Regents review material. 3. Provide staff and inter-visitations and peer tutoring opportunities. 4. Create a DBQ / Thematic Essay Portfolio Project for all 9th and 10th graders. 5. Create a bank of document-based questions for teachers to use. 6. Prepare uniform final exams that model Regents format. 7. Formal and informal observations to ensure that reading and writing are infused into lessons.
<p>SUPPORT - Resources/Cost/Source</p>	<p>Instructional Programs</p>
<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<ol style="list-style-type: none"> 1. Increase in the use of alternative teaching strategies (differentiation of instruction) through classroom observations. 2. Increase number of students passing the Regents. 3. Development of new strategies for Regents review. 4. Increase use of differentiating instruction. Increase number of student passing. 5. Improved writing skills. 6. Increase in students ability to use critical thinking skills. Improvement in students ability to read and analyze primary source documents. Improvement in student writing skills. 7. Increase in students ability to use critical thinking skills. Improvement in students ability to read and analyze primary source documents. Improvement in student writing skills. 8. Increase in student's ability to use critical thinking skills. Improvement in students ability to read and analyze primary source documents. Improvement in student writing skills.

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ACTION PLAN D-3.3 (Cont'd)**ACTION PLAN D-3.4**

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	To enable Social Studies teachers to implement the New York State learning standards for Social Studies
WHO - Target Population	1. 9 – 12 2. 10 & 12 3. 9 - 12 4. 9 - 12 5. 9 - 12 6. 9 - 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1. Hold meetings to make teachers aware of how to use student data to drive instruction. 2. Provide teachers with instructional strategies for improving student performance. 3. Development of assessments tools to evaluate student's progress. 4. Provide teachers with staff development concerning the new Common Core Standards.. 5. Familiarize teachers with available technology to assist and enhance the implementation of the new standards. 6. Prepare final exams that model Regents format.
SUPPORT - Resources/Cost/Source	Instructional Programs

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. A calendar of lessons. Model lesson plans in thematic units. 2. File with differentiated materials. 3. A departmental rubric for the evaluation of student work. 4. Innovated instruction. Collection of materials. Improve student performance, 5. Innovated instruction. Computerized student projects. Computer literate student body. 6. Increase in student's ability to use critical thinking skills.
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ACTION PLAN D-3.5

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	Maximize the use of instructional time.
WHO - Target Population	1. 9 – 12 Grades
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1. Annualization of school term. 2. Review/Restructure of calendar of lessons. 3. Provide a more functional framework for the continuity of instruction. 4. create pacing calendars for each course
SUPPORT - Resources/Cost/Source	Instructional Program
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Increase passing percentages in classes and on Regents exams. 2. Better defined intricate classroom projects. 3. More efficient deployment of school resources and materials.

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ACTION PLAN E-1.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Establish and implement school-wide writing performance standards for all students
WHO - Target Population	All Students
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	1.1 Establish a department writing Standards Policy that is consistent with the school wide plan and in line with the new Core Curriculum State Standards. 1.2 Writing Standards guideline will be distributed and displayed in all classes 1.3 Teachers will incorporate the Writing Standards guidelines into their daily lesson plans 1.4 Students will be encouraged to engage in active class discussions that will promote student participation
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	1. Improvement in Regents/RCT's 2. Improved writing skills 3. Formal/Informal observations 4. Subject area instruction

ACTION PLAN E-1.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	Provide ongoing support for students struggling to meet higher standards
WHO - Target Population	2.1 Incoming 9th & 10th grade Level 1 & 2 students 2.2 All “at risk” students 2.3 All art students
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	2.1 Data collected from student and teacher assessments that will increase student learning by differentiating instruction to address specific deficits. 2.2 To supplement classroom instruction with the infusion of technology/Smart Boards. 2.3 To begin to infuse and implement the Core Curriculum State Standards into all content areas
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	2.1 Improve standardized test scores and report cards 2.2 Additional Smart Boards installed in more classrooms

ACTION PLAN E-1.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To increase the number of local diplomas
WHO - Target Population	3.1 All Students 3.2 12 th grade
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	3.1 To continue to schedule meetings between students, teachers, grade advisor & guidance counselor to review credits and/or any outstanding RCT's/Regents. 3.2 To continue to send letters and/or progress reports to parents of seniors by guidance counselor, outlining credits and courses earned and/or needed to graduate.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	3.1 Increase in percentage of local diplomas 3.2 To continue to send letters to parents of seniors by guidance counselor, outlining credit, RCT/Regents status and diploma options

ACTION PLAN E-1.4

68140

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To improve the passing percentage of Regents/RCT exams
WHO - Target Population	4.1 All incoming freshman and sophomore students 4.2 "At risk" students 4.3 Art students
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	4.1 To meet with teachers to share strategies being implemented that will incorporate the new Core Curriculum State Standards 4.2. To utilize department meetings to discuss courses that will supplement and enhance student outcomes. 4.3 To meet with students to discuss their areas of interest and courses they might take to follow an art sequence that would culminate in an Art Regents.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	4.1 Improved scholarship and greater number of students passing Regents/RCT's 4.2 Increase in number of students taking Art

ACTION PLAN E-2.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The entire school community shall be engaged in creating and supporting strategies for improved student achievement

WHAT - Strategic Objective	Increase the number of parents participating effectively in their children's education
WHO - Target Population	All students
WHEN - Frequency/Duration	<i>Start Date: September 2010</i> <i>End Date: June 2011</i>
HOW - Major Tasks/Activities	5.1 To inform parents of various school activities, contests and art programs available in the community for their children. 5.2 To include parents in special events, awards, and shows that involve students. 5.3 To invite parents to attend Open School Conferences and workshops
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	5.1 The number of students participating in these activities 5.2 The number of parents participating in these activities 5.3 The number of parents attending "Open School" Conferences

ACTION PLAN E-3.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievements

WHAT - Strategic Objective	Mobilize internal and external resources to support achievement, particularly for innovations
WHO - Target Population	6.1 Art Students 6.2 All Students
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	6.1 To continue specialized art classes, e.g. studio art, cartooning, fashion art and art club. 6.2 To review and revise curriculum by updating course outlines 6.3 To continue to participate in art contests, special after school and/or Saturday art programs (Cooper Union), Parsons School of Design.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	6.1 Increase in number of students taking art 6.2 Improved scholarship

ACTION PLAN E-3.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievements

WHAT - Strategic Objective	Recruit, hire and train qualified teachers to meet the needs of our students and enhance instruction
WHO - Target Population	7.1 Selected 9th and 10th graders 7.2 All students
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	7.1 To recruit teachers interested in working in a team teaching/collaborative model. 7.2 To continue to involve staff in "Open House" activities for parents, students and community liaisons. 7.3 To encourage teachers to attend content area workshops that focus on the new core Curriculum State Standards.
SUPPORT - Resources/Cost/Source	Instructional Programs
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	7.1 Increase in taking advanced art classes/Portfolio Development 7.2 Better communication between Art Department and community 7.3 Better understanding of content area material and student diploma requirements

YB – emailed to GM on 10/18/10

ACTION PLAN K-1.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To provide ongoing support of school-wide writing performance standards for all students
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	a) <u>Staffing</u> - Assure appropriate hiring and processing of instructors (all areas) and education assistants. b) <u>Per-session</u> - allow scheduling of support classes. c) <u>Programming</u> - allow scheduling of appropriate courses, including support classes. d) <u>Instructional materials support</u> - provide necessary textbook and software allocations and copy room and print shop supplies to allow publication of school Literary Magazine, School Newspaper, as well as all instructional resource material.
SUPPORT - Resources/Cost/Source	TL Fair Student Funding TL Children First Funding DRA Stabilization H.S.

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Attendance Records, BEDS Survey b) Table of Organization, Per-Session Service Reports c) Report Cards-Final grades, Regents and RCT scores d) OTPS Records
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ACTION PLAN K-1.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To provide ongoing support for students struggling to meet higher standards
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	a) <u>Staffing</u> - Assure appropriate hiring and processing of guidance counselors and family paras to provide necessary guidance services. b) <u>Per-Session Allotments</u> - Target funds for staff development, evening counseling, concurrent options, independent study and parent training (ESL classes, etc.) c) <u>Programming</u> - Assure scheduling of appropriate courses, including support classes(Math, Science, Social Studies, English)and Saturday Academy. d) <u>Instructional Materials Support</u> - provide necessary textbook and software allocations as well as copy room, and print shop supplies for the reproduction of all school materials. These items are to be distributed to parents and community, and for in-class lessons as well as tutoring and other support resource materials.

SUPPORT - Resources/Cost/Source	TL Fair Student Funding TL Children First Funding Title III LEP TL NYSTL HS
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Table of Organization/Organizational list b) Per-Session Service Reports/Per-Session Activity Logs c) Report cards, Final grades, Regents-RCT scores, Attendance records, Cutting statistics, In HSST the, Scholarship reports & Failure Reports d) OTPS Records

ACTION PLAN K-1.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To advance the school-wide Technology Plan for greater student achievement and administrative efficiency
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	a) Continue to purchase SMART BOARDS for classrooms b) Promote technology staff development activities to assure the above c) Continue upgrade of Computer Labs and Computers d) Update our website with a new database
SUPPORT - Resources/Cost/Source	TL Fair Student Funding TL NYSTL Hardware TL NYSTL Software TL Children First Funding

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Computer terminals and suites wired in all offices and classrooms b) Inventory records c) Department Programs and Computer Room Logs d) Staff development agendas, memos, attendance records, per-session activity records e) Department programs and computer room logs, custodial records
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ACTION PLAN K-1.4

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: All students shall achieve high expectations in a rigorous K-12 Core Curriculum

WHAT - Strategic Objective	To support the continuation of Saturday Academy, Independent Study, and Concurrent Options Collaborative class support
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	a) <u>Staffing</u> - post openings for positions to staff named programs. b) <u>Budgeting</u> - allow funds for executing named programs. c) <u>Consulting</u> - provide implementation and administration of all named programs. d) <u>OTPS</u> - provide copy services and supplies needed to run such programs.
SUPPORT Resources/Cost/Source	TL Fair Student Funding TL Children First Funding DRA Stabilization H.S.

<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<p>a) Organization list, Per-session records, Table of organization b) Enrollment and attendance records of programs named, report cards, credit accumulation, Regents scores, Final grades c) Memos, meetings d) OTPS records</p>
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ACTION PLAN K-2.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningful and broadly in the education of their children

<p>WHAT - Strategic Objective</p>	<p>Increase the capacity of parents to work collaboratively with the school</p>
<p>WHO - Target Population</p>	<p>9 – 12</p>
<p>WHEN - Frequency/Duration</p>	<p>Start Date: September 2010 End Date: June 2011</p>
<p>HOW - Major Tasks/Activities</p>	<p>a) Provide opportunities for field trips and extra curricular activities, including parental involvement. b) Publicize achievement of students and staff: reproduction and circulation. c) Encourage parents and teachers to assume active roles in school-wide committees. d) Participate and support in early registration and orientation program for new students: staffing, reproduction, consulting. e) Provide semi-annual term calendars to parents advising them of all school activities and events: open school, PA meetings, plays, concerts, etc. f) Offer bulletins or brochures to parents by having our information translated to different languages to be distributed to all parents. g) Distribute ARIS parent LINK letters to gain ACCESS for student records</p>

SUPPORT - Resources/Cost/Source	TL Fair Student Funding Title III LEP
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Field trip records/Daily coverage records b) Documents on file/The Brief c) PA attendance rosters, Open school letters to parents d) Per-session logs e) Term calendar, phone master messages f) Monitor ARIS usage by posting ARIS LINK on our website

ACTION PLAN K-2.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	Improve parent-school contact and communication in order to make parents genuine partners in our efforts to raise standards for all students
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	State Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	a) <u>Parent Counseling</u> - provide per-session capability and per-session postings and mailings. b) <u>ESL Classes for Parents</u> - provide per-session capability and per-session postings and mailings. c) <u>PA Meetings</u> - process necessary building permit and S.S.O. over time. d) <u>Organize Open School</u> visits and distribution of related materials teachers, parents and students. e) Parent Coordinator – provide budgetary allocation for newly created parent liasion position.
SUPPORT - Resources/Cost/Source	TL Fair Student Funding TL Children First Title III LEP

INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Parent counseling logs/Per-session postings and reports/Building permit records b) Per-session postings and reports/Attendance rosters/Building permit records c) Building permit records/S.S.O. over time records d) Open school correspondence/Phone master messages/Weekly and term calendars/Special schedule for Open school afternoon/Open school attendance statistics

ACTION PLAN K-2.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: Parents and families shall participate meaningfully and broadly in the education of their children

WHAT - Strategic Objective	To promote student responsibility and parental cooperation in character building
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	a) Communicate with parents appropriately to promote student responsibility in transportation matters. b) Communicate with parents appropriately to promote student responsibility in lunch application. c) Communicate with parents appropriately to promote fiscal responsibility in students for AP Exam payments and payments for PSAT Exam, Senior Dues, etc. d) Organize system to retrieve unreturned textbooks with parental communication.
SUPPORT - Resources/Cost/Source	a) TL Fair Student Funding

<p>INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains</p>	<p>a) Transportation rosters, parent correspondence, school policy, and statistics on replacement Metrocards b) Lunch application records c) Treasurer's records on AP Exams, PSAT Exams, Senior Dues and other accounts, Informational letters to students and parents, Phone master messages d) Textbook retrieval policy and procedures, unreturned textbook records, related correspondence on file</p>

ACTION PLAN K-3.1

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

<p>WHAT - Strategic Objective</p>	<p>To mobilize internal and external resources to support student achievement, particularly for innovations</p>
<p>WHO - Target Population</p>	<p>9 – 12</p>
<p>WHEN - Frequency/Duration</p>	<p>Start Date: September 2010 End Date: June 2011</p>
<p>HOW - Major Tasks/Activities</p>	<p>a) Control and coordinate all sources of OTPS funding to maximize supplies, equipment and services for all programs. b) Work cooperatively with the UFT to get the most efficient use of teacher's choice funding. c) Monitor and control student's programs and class size to facilitate maximum utilization of school</p>

	allocation.
SUPPORT - Resources/Cost/Source	TL Fair Student Funding
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Table of Organization, Organization Report, Galaxy Report b) School Spending Plans, OTPS Records, Teacher's Choice purchase and records c) Teacher's Choice purchases and records

ACTION PLAN K-3.2

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	Recruit, hire and retain qualified teachers to meet the needs of our students and enhance instruction
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011

HOW - Major Tasks/Activities	a) <u>Staffing</u> - Circulate resumes to Department AP's, hire new per-diems on trial basis, process ed paras and family paras. b) <u>Postings</u> - Per-session and Comp-Time to assure qualified staff for all school programs. c) <u>Budgeting</u> - Utilize all available funds to maximize the hiring and retaining of the qualified teachers and other staff necessary to deliver instruction. d) <u>Scheduling</u> - Work collaboratively with AP's to allow Collaborative/Mentor Teachers to work together. e) <u>Programming</u> To experiment with 9 th grade block programming to meet special needs and promote innovation by providing a freshman 101 course
SUPPORT - Resources/Cost/Source	TL Fair Student Funding Title III/LEP
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Organizational list, BEDS Survey, Resume File, per-session records b) Organizational list, comp-time list, per-session records c) Organizational report, comp-time lists, per-session records d) Mentoring matches e) Organizational report, department programs, 9 th grade academic achievement

ACTION PLAN K-3.3

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	To streamline administrative system using technology in support of high student achievement
WHO - Target Population	9 – 12
WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011

HOW - Major Tasks/Activities	<ul style="list-style-type: none"> a) Monitor and support new multi-line school messenger system to assure on-going communication with parents; provide operator, trouble-shoot technical problems, expansion needs, etc. b) Maintain daily coverage information on a computer system for monthly summary report to be submitted to Payroll Office. c) FAMIS processing of Imprest Fund Vouchers. d) Promote EIS processing of per-session payroll.
SUPPORT - Resources/Cost/Source	<ul style="list-style-type: none"> a. PA donations d. TL Fair Student Funding
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	<ul style="list-style-type: none"> a. Attendance records, attendance and cutting statistics, Phone master logs b. Monthly coverage reports, Payroll records c. OTPS records d. Payroll records

ACTION PLAN K-3.4

The Action Plan(s) for each goal identified is a working document that clearly and briefly describes the strategic objective(s) and activities to be undertaken for each particular goal.

GOAL: The resources of the school shall be strategically developed and deployed in service of high student achievement

WHAT - Strategic Objective	To further the integration of technology into the instructional program
WHO - Target Population	9 – 12

WHEN - Frequency/Duration	Start Date: September 2010 End Date: June 2011
HOW - Major Tasks/Activities	a) <u>Staffing</u> - Seek appropriately knowledgeable computer aides and other staff to manage computer labs and troubleshoot school-wide technology problems. b) <u>Staff development</u> - Design and implement a staff development program for supervisors and instructors to encourage computer assisted instruction. c) <u>OTPS Purchases</u> - Provide outer office computers in all department offices for teacher use, supplies for computer labs, furniture and software for network classrooms. d) <u>Upgraded classrooms with SMARTBOARD Technology</u> - Provide staff and scheduling support as well as programming classes so as to maximize use of labs.
SUPPORT - Resources/Cost/Source	TL Fair Student Funding
INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains	a) Organizational list b) Staff development records/agendas c) OTPS records, Computer inventories d) Department programs, Computer lab logs

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								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.
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.

Part B: Strategies and Activities

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

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

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.

* 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**.

Explanation – 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – 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 which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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 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.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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: SINI year 1 focused **SURR³ 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.

We did not make AYP for ELA for both SWD and ELL. We had students in the cohort 2010 in the sub categories of SWD and ELL that needed to pass the ELA regents. We needed an additional 7 SWD students and 9 ELL students to make AYP.

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.***

We scheduled those students in the sub categories SWD and ELL for the new English regents for January 11, 2011

We have tutoring for those students before the regents in January. If they do not pass in January we will continue with tutoring in the Spring and look at additional classes to prepare. We are also looking at peer tutoring

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.

School Under Registration Review (SURR)

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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
We have 5 students in temporary housing
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
We use the funds for tutoring and credit recovery. In addition, we use it for attendance outreach and collaborative teaching
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.

We received \$16,000.00

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.

A-7.1

2010-2011 Request for Extension of Services

School District 26

School District Address 30-48 Linden Place; Flushing, NY 11354

School Building Benjamin N. Cardozo High School

School Building Principal Gerald Martori

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

SE	LEP students with disabilities whose IEP recommends ESL or bilingual instruction (<i>Provide an explanation</i>) Students of Special Education (indicated by the letters SE on the Extension of Services Report) work with ESL paraprofessionals and resource room teachers, and they are provided with related services as indicated in their Individual Education Plans. Students use tape recorders or have the paraprofessional take notes for them. Teachers provide large print exams and materials when appropriate.
AR	LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education There is small group instruction tailored to individual needs of students. A team is in place that includes a special education guidance counselor, a group of the teachers and a success sheet for each youngster at risk. Each AR student is assigned a buddy (big brother or sister – former ELL) to improve each pupil's chances of success under the supervision of an ESL teacher.

2010-2011 Request for Extension of Services

School District 26

School District Address 30-48 Linden Place; Flushing, NY 11354

School Building Benjamin N. Cardozo High School

School Building Principal Gerald Martori

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

RF	LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation. There are congruency meetings held for such students involving subject area, ESL and bilingual teachers to assess the best action for each individual pupil in this category. The services of a special education counselor and special education dean are employed as well. Students are tested for language ability and are given remediation. Based on students' language proficiency, additional intervention is provided to them.
NL	LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language. Such students take additional classes with ESL/Bilingual teachers during the teachers' professional periods to improve pupil performance in ESL, ELA, math, science and social studies. Special Bilingual/ESL texts are utilized for this category of student. Student teachers also work individually with such youngsters under the supervision of teachers.
HO	LEP students held over in grade. Such students take a concurrent options course during a teacher's professional period to help students get back on track and get them closer to obtaining a high school diploma. Student teachers also work with such students in a regular class setting under the supervision of an ESL/bilingual teacher.
L	LEP students who have not met the performance standard in listening: Those students designated with L on the Extension of Services Report receive intensive additional training with tapes/CDs to increase their auditory understanding of English. A team of teachers for each individual student is assembled to work to improve each individual student's auditory skills.
S	LEP students who have not met the performance standard in speaking: Those students designated with S on the Extension of Services Report receive additional extensive conversation practice whether in small groups in class or during an ESL/Bilingual teacher's professional period. Such students are encouraged to verbalize in class whether it be through descriptions, skits, dramatizations or speeches.

2010-2011 Request for Extension of Services

School District 26

School District Address 30-48 Linden Place; Flushing, NY 11354

School Building Benjamin N. Cardozo High School

School Building Principal Gerald Martori

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

R	<p>LEP students who have not met the performance standard in reading Those students designated with R on the Extension of Services Report receive additional intensive reading practice through novels, short stories and newspaper articles to strengthen their reading comprehension. Pre and post testing of reading comprehension will be employed to monitor individual student progress. Students also get additional practice working with ESL/Bilingual teachers during teachers' professional periods.</p>
W	<p>LEP students who have not met the performance standard in writing Those students designated with W on the Extension of Services Report receive additional extensive writing practice through paragraphs, themes and compositions so that they can make themselves better understood with regard to written form. Student teachers utilize journals and portfolios to monitor student progress under the supervision of ESL/ bilingual teachers.</p>
LTA	<p>Long term absences Students with long term absences are referred to the attendance office to determine status and why students have been LTAs. Translators work with parents/guardians to encourage students to return to school. If and when such students return to school, they are paired with peer tutors or buddies, preferably upper termers, under the supervision of an ESL/ Bilingual teacher. In addition, a meeting with a guidance counselor, parent, student and translator is set up to smooth the transition of an LTA returning after an extended period of time.</p>

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ol style="list-style-type: none"> 1. Create time delayed sequences for students having difficulty with regular Regents track. 2. Establish p.m./Saturday school class for students who need to repeat a course. 3. Organize peer tutoring for students having difficulty. 4. Encourage one on one or small group tutoring with teacher (professional assignment). 5. Offer F7 rather than F7H to students having difficulty with language.
Mathematics:	<ol style="list-style-type: none"> 1. A tutoring schedule will again be constructed using teacher’s professional assignments. 2. Peer tutors will be provided through students who want to do service. Additional student tutors will come from the Advanced Placement classes after AP exam. 3. Incoming students scoring at Level I and II on State Math Test will be placed into 4 semester Integrated Algebra course. 4. A collaborative class between Math and Special Education will continue as part of the new continuum. 5. Regent Review classes will be offered. 6. Student progress in ME21, ME41 and ME43 classes will be tracked.
Science:	<ol style="list-style-type: none"> 1. Distribute the New Core Curriculum and sample tests. 2. Allow students to participate in Regents course beginning in 9th grade, continuing if necessary with Environment Science I 10th grade. 3. Bilingual Instruction in Science for LEP Students. 4. Collaborative Class with Special Education students. 5. Revise Environmental Class to include lab Component with a sixth period. 6. Tutoring as an ongoing part of C6 circular D1 professional assignment. 7. When possible, arrange for double period labs, with the same teacher, to ensure continuity of instruction and foster a sense of “partnership” with the class.
Social Studies:	<ol style="list-style-type: none"> 1. Using teacher’s professional assignments, create a tutorial schedule. 2. Provide after school tutoring for Regents exams. 3. Use Arista members in appropriate classrooms as teacher assistants to provide extra individual help. 4. Develop a file of projects that students can complete in order to improve their performance in class. 5. Create skill class(es) as necessary.

At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	1. The school social worker continues to work with the Pupil Personnel Team and the Guidance staff to identify those at risks students and to develop groups around those students
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL x Both Number of LEP (ELL) Students Served in 2010 - 2011: 248
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2010 - 2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Above issues addressed below.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010 - 2011

School Building: Benjamin N. Cardozo High School (415) District 26

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2010 - 2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program 2	ESL Program 6	Bilingual Program 0	ESL Program 0	Bilingual Program 0	ESL Program 0	
						8

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning,

Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 26

School Building: 415

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	Subject (Specify)				
2	From: 8:20 To: 9:09	Subject (Specify) L3/1 (ESL)				
3	From: 9:13 To: 9:59	Subject (Specify) ZLUL/23 (Lunch)	Subject (Specify) SC1LB/2 (Chem. Lab)	Subject (Specify) ZLUL/23 (Lunch)	Subject (Specify) ZLUL/23 (Lunch)	Subject (Specify) ZLUL/23 (Lunch)
4	From: 10:03 To: 10:49	Subject (Specify) SC1PPB/2 (Chem.)				
5	From: 10:53 To: 11:39	Subject (Specify) PEY/3 (Phys. Ed.)				
6	From: 11:43 To: 12:29	Subject (Specify) H5PB/2 (Soc. Studies)				
7	From: 12:33 To: 1:19	Subject (Specify) ZSer/7 (Serv. Eng. Off.)				
8	From: 1:23 To: 2:09	Subject (Specify) L3E/2 (ESL)				
9	From: 2:13 To: 3:02	Subject (Specify) MG21/13 (Math)				
10	From: To:	Subject (Specify)				

SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 26

School Building: 415

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2	8:20-9:06	ZSER/2 (Serv. Eng. Off.)	ZSER/2 (Serv.. Eng. Off.)			
3	9:13-9:59	L5/3 (ESL)				
4	10:03-10:49	SL1PPB/2 (Living Environment)				
5	10:53-11:39	ZLUN/5	ZLUN/5	ZLUN/5	ZLUN/5	ZLUN/5
6	11:43-12:29	E3PB/1 (English)				
7	12:33-1:19	ME21/6 (Math)				
8	1:23-2:09	H1PB/1 (Soc. Studies)				
9	2:13-3:02	PP1F/7 (Phys. Ed.)				
10						

SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 26

School Building: 415

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2						
3	9:13- 9:59	ME21/1 (Math)	ME21/1 (Math)	ME21/1 Math)	ME21/1 (Math)	ME21/1 (Math)
4	10:03 10:49	L1E/1 (ESL)				
5	10:53- 11:39	L1/1 (ESL)				
6	11:43 12:29	L1/1 (ESL)				
7	12:33- 1:19	ZLUN7	ZLUN/7	ZLUN/7	ZLUN/7	ZLUN/7
8	1:23- 2:09	H1PB/1 (Soc. Studies)				
9	2:13- 3:02	SL1PPB/3 (Living Environment)				
10	3:06 3:52	PP1F/8 (Phys. Ed.)				

SAMPLE STUDENT SCHEDULE 2010-2011 (Bilingual)

Bilingual Program Type: x TBE Dual Language
 Indicate Proficiency Level: x Beginning Intermediate Advanced

School District: 26

School Building: 415

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 8:20 To: 9:09	Subject (Specify) H5PPC/1 (Bilingual Soc. Studies)	Subject (Specify) H5PPC/1 (Bilingual Soc. Studies)	Subject (Specify) H5PPC/1 Bilingual Soc. Studies)	Subject (Specify) H5PPC/1 (Bilingual Soc. Studies)	Subject (Specify) H5PPC/1 (Bilingual Soc. Studies)
3	From: 9:13 To: 9:59	Subject (Specify) ZLUN/3	Subject (Specify) ZLUN/3	Subject (Specify) ZLUN/3	Subject (Specify) ZLUN/3	Subject (Specify) ZLUN/3
4	From: 10:03 To: 10:49	Subject (Specify) FN3PC (NLA)	Subject (Specify) FN3PC (NLA)	Subject (Specify) FN3PC (NLA)	Subject (Specify) FN3PC (NLA)	Subject (Specify) FN3PC (NLA)
5	From: 10:53 To: 11:39	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)
6	From: 11:43 To: 12:29	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)	Subject (Specify) L1/1 (ESL)
7	From: 12:33 To: 1:19	Subject (Specify) PEH/2 (Phys. Ed.)	Subject (Specify) PEH/2 (Phys. Ed.)	Subject (Specify) PEH/2 (Phys. Ed.)	Subject (Specify) PEH/2 (Phys. Ed.)	Subject (Specify) PEH/2 (Phys. Ed.)
8	From: 1:23 To: 2:09	Subject (Specify) L1E/2 (ESL)	Subject (Specify) L1E/2 (ESL)	Subject (Specify) L1E/2 (ESL)	Subject (Specify) L1E/2 (ESL)	Subject (Specify) L1E/2 (ESL)
9	From: 2:13 To: 3:02	Subject (Specify) SL1PC/3 Bilingual Living Environment)	Subject (Specify) SL1PC/3 (Bilingual Living Environment)	Subject (Specify) (SL1PC/3 (Bilingual Living Environment)	Subject (Specify) (SL1PC/3 (Bilingual Living Environment)	Subject (Specify) (SL1PC) (Bilingual Living Environment)
10	From: 3:06 To: 3:52	Subject (Specify) ME43/7 (Math)	Subject (Specify) ME43/7 (Math)	Subject (Specify) ME43/7 (Math)	Subject (Specify) ME43/7 (Math)	Subject (Specify) ME43/7 (Math)

SAMPLE STUDENT SCHEDULE 2010-2011 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 26

School Building: 415

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1						
2	8:20-9:09	H5PPC/1 (Bilingual Soc. Studies)	H5PPC/1 (Bilingual Soc. Studies)	H5PPC/1(Bilingual Soc. Studies)	H5PPC/1	H5PPC/1
3	9:13-9:59	ZLUN/3	ZLUN/3	ZLUN/3	ZLUN/3	ZLUN/3
4	10:03-10:49	FN3PC/1 (NLA)	FN3PC/1 (NLA)	FN3PC/1 (NLA)	FN3PC/1 (NLA)	FN3PC/1 (NLA)
5	10:53-11:39	SC1PC/6 (Bilingual Chem.)	SC1PC/6 (Bilingual Chem.)	SC1PC/6 (Bilingual Chem.)	SC1PC/6 (Bilingual Chem.)	SC1PC/6 (Bilingual Chem.)
6	11:43-12:29	PP1M/64 (Phys. Ed.)	PP1M/64 (Phys. Ed.)	PP1M/64 (Phys. Ed.)	PP1M/64 (Phys. Ed.)	PP1M/64 (Phys. Ed.)
7	12:33-1:19	L3/3 (ESL)	L3/3 (ESL)	L3/3 (ESL)	L3/3 (ESL)	L3/3 (ESL)
8	1:23-2:09	L3E/2 (ESL)	L3E/2 (ESL)	L3E/2 (ESL)	L3E/2 (ESL)	L3E/2 (ESL)
9	2:13-3:02	MR21/16 (Math)	MR21/16 (Math)	MR21/16 (Math)	MR21/16 (Math)	Mr21/16 (Math)
10						

SAMPLE STUDENT SCHEDULE 2010-2011 (Bilingual)

Bilingual Program Type: x TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate x Advanced

School District: 26

School Building: 415

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:30-8:16	SC1PC/1 (Bilingual Chem.)				
2	8:20-9:09	H5PPC/1 (Bilingual Soc. Studies)				
3	9:13-9:59	SC1L/1 (Chem. Lab)	ZLUN/13	ZLUN/13	ZLUN/13	ZLUN/13
4	10:03-10:49	FN3PC/1 (NLA)				
5	10:53-11:39	E5PB/2 (English)	E5PB/2 (English)	E5PB/2 (English)	E5PB.2 (English)	E5PB/2 (English)
6	11:43-12:29	MG21/7 (Math)				
7	12:33-1:19	L5/1 (ESL)				
8	1:23-2:09	H7PPC/2 (Bilingual Soc. Studies)				
9	2:13-3:02	PF/7 (Phys. Ed.)				
10						

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

Form TIII – A (1)(a)

Grade Level(s) 9 - 12 **Number of Students to be Served:** 248 **LEP** 0 **Non-LEP**

Number of Teachers 11 **Other Staff (Specify)** Assistant Principal, Guidance Counselor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

We offer an early morning and late afternoon program to our 248 English language learners, in grades 9-12, at the beginning, intermediate and advanced levels of proficiency. This will include extensive English language preparation that concentrates on the four skills: listening, speaking, reading and writing. This is a supplemental program to augment work that will be presented in our regular ESL program during the school day. By use of such a program in the past, we have found that the scores of our youngsters in the NYSESLAT and New York State Regents Examinations have increased dramatically. Many students have tested out of ESL as a result or at least have moved up one or two levels higher after receiving this enrichment. We are targeting this population so that a strengthening of the skills of our ELL students will impact favorably on their gains and facilitate smooth transition for them to the mainstream. A vast number of our students have also been able to be graduated as well as obtain Regents endorsed diplomas as a result of this additional program.

The rationale for our program can be supported by "Literacy for English Language Learners: Four Key Issues" by Diane August as presented at the U.S> Department of Education's First Summit on English Language Acquisition in Washington, D.C. on November 13, 2002. In order to measure progress of ELLs in our Title III program, we will administer a diagnostic test at the beginning and end of the year for assessment. Portfolios for student work will also be utilized.

The supplemental afternoon program includes services above and beyond those rendered during the school day. We concentrate on portions of

the NYSESLAT and English Regents examinations such as the auditory and reading comprehension passages as well as specific tasks that need to be mastered such as note taking and the critical lens written composition. We have found that these elements need more time than that allotted during the regular school day for many English language learners. There is extensive vocabulary drill and critical thinking is encouraged at all times. In addition, students are introduced to the process of research so that they can be more successful when writing term papers throughout high school as well as college and beyond. It is our goal to give every English language learner the tools to be independent thinkers and productive citizens. An integral part of our supplemental afternoon program includes content area classes. As in the past, we concentrate on NLA (Chinese), social studies (global history and American government), science (living environment and chemistry), mathematics (levels I, II and III) as well as English.

Our supplemental program takes place on Monday through Friday between the hours of 7:00 – 9:00 and 2:15 – 6:15. This accommodates as many youngsters as possible since we are on quadruple session due to an overcrowded school. Many of our students end their regular school day at 2:00 while many others end at 4:00. Many students in the morning part of the program begin their school day at 9:15/ This flexible schedule is able to address the needs of everyone. The program runs for 20 weeks, alternating between 2 and 3 hour sessions per week., Monday through Friday, days dependent on student and teacher schedules. We expect 15-20 students per class (beginning, intermediate and advanced levels). There are eleven teachers involved: three ESL, two science, one NLA, three social studies and two math. In addition, there is a guidance counselor available to students and one supervisor to oversee the program. All staff is New York City licensed and New York State certified personnel.

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.

Our professional development aligned with our supplemental afternoon program consists of workshops and seminars conducted by three licensed and certified ESL teacher experts within our department, one guidance counselor who deals primarily with English language learners and one supervisor. These individuals work exclusively with several teachers of ESL, science, social studies, math and native language arts who are part of our supplemental after school program. It consists of 6 hours of training for each teacher involved between the hours of 4:00 and 5:00 p.m., Monday through Wednesday. Professional topics include “Encouraging Critical Thinking for ESL/Bilingual Students,” “Necessary Strategies for Success in the Regents and NYSESLAT exams,” “How to turn ELL Pupils into Effective Writers,” and “Reading for Meaning.” In addition, two teachers are involved in curriculum development, developing materials for use in the program.

Insofar as parental outreach is concerned, we offer a supplemental ESL course (beginning, intermediate and advanced levels) for English language learning parents of our ELL morning and afternoon enrichment program students from November 2010 – June 2011 to foster increased parental involvement in the school and in the education of their children. We have found this ESL course to be the bridge that the parents of ELL students in our supplemental program need to be able to communicate with their children in English. As a result of this course, parents of English language learners in the before and after school enrichment program are more willing to become involved in the workings of the school. The ESL course for English language learning parents includes three teachers one each for the beginning, intermediate and advanced classes. A guidance counselor is also involved to serve the needs of the parents in the program.

As described above, we, at Benjamin N. Cardozo High School, will continue to strive to be a school of excellence so that “all children are considered first and no child is left behind.”

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$37,229.90	<p>Teacher per session cost for after school instruction of students $\\$49.89 \times 44 \text{ hours} \times 11 \text{ teachers} = \\$24,146.76$ $\\$52.21 \times 44 \text{ hours} \times 1 \text{ supervisor} = 2,297.24$ $\\$53.63 \times 20 \text{ hours} \times 1 \text{ counselor} = 1,072.60$ Total: \$27,516.60</p> <p>Professional Development $\\$22.72 \times 6 \text{ hours} \times 6 \text{ teachers} = 817.92$ $\\$49.89 \times 6 \text{ hours} \times 3 \text{ teacher trainers} = 898.02$ $\\$53.63 \times 4 \text{ hours} \times 1 \text{ counselor} = 214.52$ Total: 1,930.46</p> <p>Curriculum Development $\\$49.89 \times 12 \text{ hours} \times 2 \text{ teachers} = \\$1,197.36$ Total: \$1,197.36</p> <p>ESL Evening Program for Parents $\\$49.89 \times 44 \text{ hours} \times 3 \text{ teachers} = \\$6,585.48$ Total: \$6,585.48</p> <p>Grand Total: \$37,229.90</p>
Purchased services such as curriculum and staff development contracts	none	

Supplies and materials		Consumable supplies = \$ 510.00 Textbooks = \$ 5,120.10
Travel	none	
Other	none	
TOTAL	\$42,860.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school's needs were culled from the home language survey forms (HLIS), teacher surveys, the parent coordinator, guidance counselors, admission and discharge secretaries and previous requests from parents.

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

We found specific needs in Chinese, Korean and Spanish for translations for parents of ELLs and non-ELLs who speak languages other than English. The findings were reported at general, departmental and content area congruency meetings for the school community.

Part B: Strategies and Activities

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

The school provides written translations of the parent handbook, parent association bulletins/newsletters, open school announcements and invitations for parents. Department letters informing parents of student progress are also translated. These written translation services are provided in-house by school staff and parent volunteers.

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 translation services are provided in-house by school staff and parent volunteers. Machinery for simultaneous translations is also made available to parents in order to communicate with school personnel.

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>.

Through newsletters, written notices, phone master messages, signs posted in conspicuous locations, in-house translations or contact with the Translation and Interpretation Unit, parents are informed in a timely fashion and have access to programs and services critical to their child's education.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 26	School Benjamin N. Cardozo H.S.
Principal Gerald Martori	Assistant Principal Robert Goodman
Coach	Coach
Teacher/Subject Area Roberta Meyerson/ESL	Guidance Counselor Adriana Saponara
Teacher/Subject Area Phyllis Liang/ESL	Parent Karen Musika
Teacher/Subject Area Miri Choi-Shin/ESL	Parent Coordinator Barbara Nunziata
Related Service Provider	SAF
Network Leader Gerard Beirne	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	4100	Total Number of ELLs	252	ELLs as Share of Total Student Population (%)	6,15%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

... coordinator. The home ... is given a one to one ... parents understand all ... program choices .Each year the guidance department holds periodic meetings for parents of ELLs to discuss school requirements at which time translators are readily available. The LAB-R is administered if necessary and students are placed in appropriate classes based on results and parental options. Every student in the ESL/bilingual program must take the annual NYSESLAT exam administered every Spring. Before and after school tutoring is available to ELL students on an ongoing basis to facilitate their success throughout the year. The results of the NYSESLAT exam are analyzed and utilized by the school staff to address pupil needs and to place youngsters in the proper level according to their abilities. Entitlement letters are distributed, and the ESL coordinator keeps records of the Parent Survey and Program Selection forms as they are returned. Students are placed in ESL or bilingual classes honoring the wishes of their parents. Translators are made available to parents so that they fully understand their options. In the past year, we have found that slightly more parents opted for bilingual education this year (from 39 last year to 52 this year). As a result, we have aligned our program models with parental requests.

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual	8	11	28	5	52

Education (60%:40% → 50%:50% → 75%:25%)					
Dual Language (50%:50%)					0
Freestanding ESL					
Self-Contained	68	49	64	19	196
Push-In					0
Total	76	60	92	24	248

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	252	Newcomers (ELLs receiving service 0-3 years)	188	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44	0	0	8	0	0	0	0	0	52
Dual Language										0
ESL	146	0	0	46	0	0	8	0	0	200
Total	190	0	0	54	0	0	8	0	0	252
Number of ELLs in a TBE program who are in alternate placement: <u> </u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese	8	11	28	5	52
Russian					0
Bengali					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	8	11	28	5	52

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0
This Section for Dual Language Programs Only										
Number of Bilingual students (students fluent in both languages):						Number of third language speakers: __				
Ethnic breakdown of EPs (Number)										
African-American: __			Asian: __			Hispanic/Latino: __				
Native American: __			White (Non-Hispanic/Latino): __			Other: __				

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	15	6	8	5	34
Chinese	43	32	39	11	125
Russian	2		1	1	4
Bengali	1		1		2
Urdu			1	1	2
Arabic			1		1
Haitian Creole			1		0
French			1		1
Korean	5	8	9	1	23
Punjabi					0
Polish					0
Albanian					0
Other		2	3		5
TOTAL	65	48	64	19	199

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 organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-

. Our students are in either transitional bilingual education or freestanding ESL classes. We have no dual language classes at the present time. ESL classes are ungraded (9-12) and departmentalized in that the proficiency level is the same in each class, governed by a student's previous performance on the NYSESLAT exam. It is for this reason that freestanding ESL classes are heterogeneous. As a result, students are grouped by ability in beginner, intermediate or advanced classes. Bilingual classes in social studies and science are homogeneous (20 students or more on grade) with teachers utilizing the native language while integrating English when practical while NLA classes tend to be heterogeneous, with mixed proficiency levels. This is because in NLA classes, students in grades 9, 10, 11 and 12 are not all on the same performance level. The number of minutes strictly follows the guidelines of CR Part 154: Level I students have three periods of ESL, Level II students have 2 periods and Level III and IV students have one period each of ESL and English language arts. Bilingual students, in addition to the required ESL classes, receive NLA instruction and bilingual classes in social studies and science. Our current bilingual program is in Mandarin Chinese.

In content area classes, while the native language is certainly used, teachers use a transitional approach to English whenever possible in order to strengthen language skills. SIFE students, newcomers (ELLs with less than three years), those with 4-6 years and long term ELLs who have completed 6 years participate in after school/weekend programs that are designed to improve their performance in ESL, math, science and social studies. For those students unable to attend after school or weekend sessions, student teachers, under the supervision of classroom teachers, work with ESL/bilingual youngsters during teacher professional periods. The goal of all of this is to enable ESL/bilingual students to ultimately secure a Regents endorsed diploma. There are collaborative classes to help ESL/bilingual students identified to have special needs so that they too can meet Regents exam requirements. ELLs with less than three years (newcomers), those with 4-6 years and long term ELLs who have completed 6 years utilize glossaries and dictionaries in class. They also work with student teachers in class under the supervision of a licensed ESL/bilingual teacher to strengthen their skills. Newcomers (less than three years) receive 540 minutes of ESL instruction per week. Students with 4-6 years receive 360 minutes of ESL instruction per week, and long term ELLs receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction as well. Transitional bilingual education students, newcomers (less than three years) receive 45 minutes of NLA per day, intermediate students (4 -6 years) receive 45 minutes of NLA instruction per day and long term ELLs receive 45 minutes of NLA per day. All four strands: listening, speaking, reading and writing are addressed in all classes. The content area instructional materials as well as language materials that are used to support ELLs include textbooks, newspapers, magazines, class libraries, computer based materials, DVDs and films.

To insure that transitional students are served, after they have tested out of ESL through the NYSESLAT exam, there is a designation on their programs, ZFESL, (former ESL) to insure that they may use glossaries and/or dictionaries in all classes and on Regents examinations to help them with their English. Transitional students also receive extra time/are entitled to extra time on their tests and Regents/examinations.

Bilingual/ESL students of special education work with resource room teachers, and they are provided with related services as indicated in their Individual Education Plans. Some students use tape recorders or have an aide take notes for them under the supervision of a classroom teacher. Teachers also provide large print exams and materials to students with visual challenges. Student teachers, also under the classroom teachers' supervision, work with ESL/bilingual special education students during teacher professional periods.

LEP students designated as at risk have small group instruction tailored to their individual needs. A team is in place that includes a guidance counselor, a group of teachers and a success sheet for each youngster at risk. Each at risk student is assigned a buddy (big brother or sister - former ELLs) to improve each pupil's chances of success under the supervision of an ESL:/bilingual teacher.

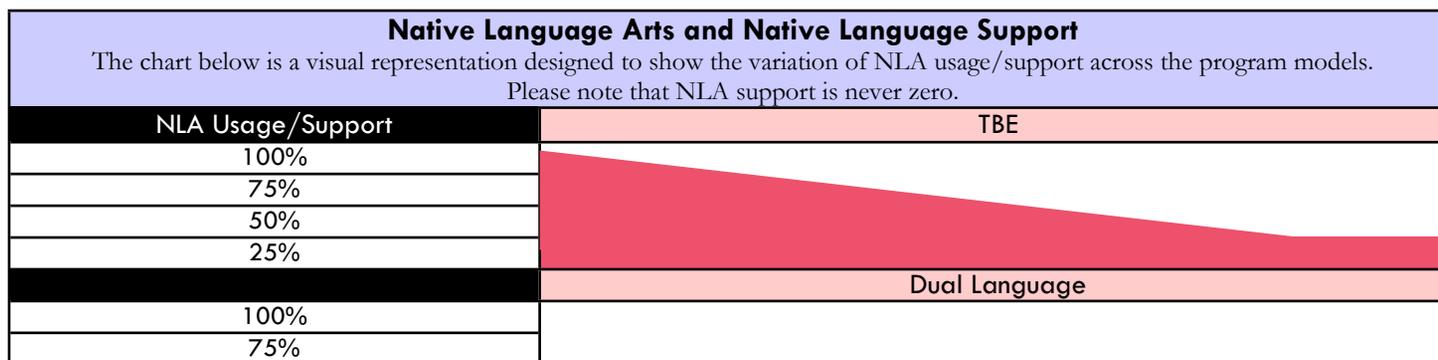
LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language take additional classes with ESL/bilingual teachers during the teachers' professional periods to improve pupil performance in ESL, ELA, science, social studies and math. Special bilingual/ESL texts are utilized for this category of student. Student teachers, as noted above, also work individually with such youngsters under the supervision of classroom teachers.

LEP students held over in grade take a concurrent options course during a teacher's professional period to help students get back on track and get them closer to obtaining a high school diploma. Student teachers also work with such students in a regular class setting under the supervision of an ESL/bilingual teacher.

ESL/bilingual students with long term absences are referred to the attendance office to determine status and why students have been LTAs. Translators work with parents/guardians to encourage students to return to school. If and when such students return to school, they are paired with peer tutors or buddies, preferably upper termers, under the supervision of an ESL/bilingual teacher. In addition, a meeting with a guidance counselor, parent, student and translator is set up to smooth the transition of an LTA returning after an extended period of time.

All ELLs are afforded equal access to all school programs including art, music, physical education and all clubs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS	540 minutes per week	360 minutes per week	180 minutes per week
ESL instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Each department has structured tutoring, both teacher and peer (in class) tutoring, to help ELLs. In addition, there is ARISTA tutoring available to ELLs as a supplement, and student assistants act as buddies and role models in the classroom to help ESL/bilingual students to succeed. Tutoring classes, before and after school, and extra enrichment with student teachers during the school day, under the direction of classroom teachers, (for those students not able to make the before and after school sessions) help ELLs reach proficiency on the NYSESLAT and the NYS Regents exams. Continued transitional support for ELLs reaching proficiency on the NYSESLAT includes a designation on student programs that they are former ELLs (ZFESL) and are entitled to glossaries/dictionaries and extra time for all tests and Regents examinations. Any new programs or discontinuation of programs are considered at congruency meetings of teachers, administrators and guidance personnel. Appropriate decisions are an outgrowth of those meetings. Computer rooms and Smartboards are available to all ELLs, under teacher/librarian supervision, as are textbooks specifically ordered for their use. Bilingual services are available for those students who need them while our in school tutoring and before and after school sessions are non graded, intentionally, to maximize the amount of instruction students receive. Newly enrolled ELLs are given an individual orientation before the beginning of the school year to make for a smoother transition to a new school setting. In addition, ELLs are encouraged to study electives such as play production, film, elective math and science courses and foreign language courses where appropriate.

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	23	13	9	1	46
Intermediate(I)	36	23	14	0	73
Advanced (A)	17	24	69	23	133
Total	73	59	92	24	248

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I				
	A				
	P				
READING/WRITING	B				
	I				
	A				
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	83		14	
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

Global History and Geography	78	74	53	50
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	4	6	7	42				

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
- a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

The data reveals that there are common areas to be addressed for all ELLS. Some students fare better in listening and speaking while others are more proficient in reading and writing. In terms of patterns across proficiencies and grades are concerned, data has revealed that there is much differentiation, and that differentiated instruction has to be implemented. The analysis of the periodic assessment results helps to determine which groups need more, or less, tutoring or support. The success of our programs for ELLs is determined by the results of the NYSESLAT exam, the Regents exams and uniform departmental tests at each level. In addition, portfolios are utilized to help assess student success. Data patterns across proficiency levels on the NYSESLAT exam, English Regents exam and LAB-R have indicated that students do less well in the areas of reading and writing than in listening and speaking. As a result, more time needs to be spent in these areas (reading and writing) to strengthen the skills of ELLs.

Part VI: LAP Team Assurances

Assistant Principal		10/29/10
Parent Coordinator		10/29/10
ESL Teacher		10/29/10
Parent		10/29/10
Teacher/Subject Area		10/29/10
Teacher/Subject Area		10/29/10
Coach		
Coach		
Guidance Counselor		10/29/10
School Achievement Facilitator		
Network Leader		
Other		

	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

LANGUAGE ALLOCATION POLICY NARRATIVE 2010-2011

Benjamin N. Cardozo High School is located in Bayside, Queens in a middle class neighborhood. It serves 4,070 students of whom 6.19% are recent immigrants with the majority coming from China. By ethnicity, 46% of the school population is Asian, 21% is Caucasian, 18% is Hispanic, 13% is African American, 2% is Pacific Islander, 1% is Other. We currently have beginning, intermediate and advanced levels of ESL.

We have a free standing ESL program with 18 classes and a bilingual program in Chinese. Each class is student centered with smartboards utilized when possible. Students are identified as to level by use of the NYSESLAT examination as well as the English Regents exam. New students to the system are identified and placed by means of the LAB-R exam. All New York State and City mandates are followed while data such as regular exams and portfolios as well as the above mentioned NYSESLAT and New York State Regents exams are also analyzed to improve instruction and meet the needs of every child. There are special sections for ESL students in English, social studies and other content area classes and there is a before and after school program for our ELL youngsters to supplement their education during the regular school day. Those students not able to attend before or after school sessions work with student teachers under the supervision of classroom teachers during the classroom teachers professional periods. ELL students are afforded the opportunity and are actively encouraged to participate in our wide range of extracurricular activities.

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

Form TIII – A. (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 248 **LEP** 248 **Non-LEP** 0

Number of Teachers 11 **Staff (Specify)** Assistant Principal, Guidance Counselor
 Parents are involved in their children's education by means of evening guidance meetings, explaining educational requirements with translators available to meet parents' needs. Information about state standards, assessments and school policies are translated into the various languages, and translators are available during the school day if needed.

School Building Instructional Program/Professional Development Overview

As a jump start, new students meet with the ESL coordinator and the individual guidance counselor before the first day of school. They are each assigned a buddy student who speaks the same language who can help to ease the transition into a new school setting.

Title III, Part A LEP Program

There is ongoing staff development throughout the year to sensitize faculty to the needs of ELL learners. In addition to general faculty meetings, there are also departmental and cross-departmental meetings in which instruction for ELLs is discussed at length. There is a preliminary meeting in August for all faculty and subsequent meetings in October, December, February, April and May. Topics include "Encouraging Critical Thinking for ESL/Bilingual Students," "Necessary Strategies for Success in the Regents and NYSESLAT Exams," "How to Turn ELL Pupils into Effective Writers across the Curriculum," "Reading for Meaning for ELL Learners" and "Differentiated Instruction for ELL Students."

There is an extensive network of services for ELL learners. Tutoring is available by teachers as well as peer tutoring during lunch and study periods. Student teachers

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

We will offer an early morning and late afternoon program to our 248 English language learners, in grades 9-12, at the beginning, intermediate and advanced levels of proficiency. This will include extensive English language preparation that concentrates on the four skills: listening, speaking, reading and writing. This will be a supplemental program to augment work that will be presented in our regular ESL program during the school day. By use of such a program in the past, we have found that the scores of our youngsters in the NYSESLAT and New York State Regents Examinations have increased dramatically. Many students have tested out of ESL as a result or at least have moved up one or two levels higher after receiving this enrichment. We are targeting this population so that a strengthening of the skills of our ELL students will impact favorably on their gains and facilitate a smooth transition for them to the mainstream. A vast number of our students have also been able to be graduated as well as obtain Regents endorsed diplomas as a result of this additional program.

The rationale for our program can be supported by "Literacy for English Language Learners: Four Key Issues" by Diane August as presented at the U.S. Department of Education's First Summit on English Language Acquisition in Washington, D.C. on November 13, 2002. In order to measure progress of ELLs in our Title III program, we will administer a diagnostic test at the beginning and end of the year for assessment. Portfolios for student work will also be utilized.

The supplemental afternoon program will include services above and beyond those rendered during the school day. We will concentrate on portions of the NYSESLAT and English Regents examinations such as the auditory and reading comprehension passages as well as specific tasks that need to be mastered such as note taking and the critical lens written composition. We have found that these elements need more time than that allotted during the regular school day for many English language learners. There will be extensive vocabulary drill, and critical thinking will be encouraged at all times. In addition, students will be introduced to the process of research so that they will be more successful when writing term papers throughout high school as well as college and beyond. It is our goal to give every English language learners the tools to be independent thinkers and productive citizens.

An integral part of our supplemental afternoon program will include content area classes. As in the past, we will concentrate on NLA (Chinese and Korean), social studies (global history and American government), science (living environment and chemistry), mathematics (levels I, II and III) as well as English.

Our supplemental program will take place on Monday through Friday between the hours of 7:00 - 9:00 and 2:15 -6:15. This will accommodate as many youngsters as possible since we will be on quadruple session due to an overcrowded school. Many of our students will end their regular school day at 2:00 while many others end at 4:00. Many students in the morning part of the program begin their school day at 9:15. This flexible schedule will be able to address the needs of everyone. The program will run for 20 weeks, alternating

between 2 and 3 hour sessions per week. Monday through Friday, days dependent on student and teacher schedules. We expect 15-20 students per class (beginning, intermediate and advanced levels). There will be nine teachers involved: three ESL, two science, two NLA, one social studies and one math. In addition, there will be a guidance counselor available to students and one supervisor to oversee the program. All staff will be New York City licensed and New York State certified personnel.

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.

Our professional development aligned with our supplemental afternoon program will consist of workshops and seminars conducted by three licensed and certified ESL teacher experts within our department, one guidance counselor who deals primarily with English language learners and one supervisor. These individuals will work exclusively with several teachers of ESL, science, social studies, math and native language arts who are part of our supplemental after school program. It will consist of 6 hours of training for each teacher involved between the hours of 4:00 and 5:00 p.m., Monday through Wednesday. Professional topics will include “Encouraging Critical Thinking for ESL/Bilingual Students,” “Necessary Strategies for Success in the Regents and NYSESLAT Exams,” “How to Turn ELL Pupils into Effective Writers,” and “Reading for Meaning.” In addition, two teachers will be involved in curriculum development, developing materials for use in the program.

Insofar as parental outreach is concerned, we will offer a supplemental ESL course (beginning, intermediate and advanced levels) for English language learning parents of our ELL morning and afternoon enrichment program students in the events from November 2009 – June 2010 to foster increased parental involvement in the school and in the education of their children. We have found this ESL course to be the bridge that the parents of ELL students in our supplemental program need to be able to communicate with their children in English. As a result of this course, parents of English language learners in the before and after school enrichment program are more willing to become involved in the workings of the school. The ESL course for English language learning parents will include three teachers, one each for the beginning, intermediate and advanced classes. A guidance counselor will also be involved to serve the needs of the parents in the program.

As described above, we, at Benjamin N. Cardozo High School, will continue to strive to be a school of excellence so that “all children are considered first and no child is left behind.”

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted	Explanation of Proposed Expenditure

	Amount	
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$37,229.90	Teacher per session cost for after school instruction of students 20 weeks – alternating between 2 & 3 hour sessions per week $\$49.89 \times 44 \text{ hours} \times 11 \text{ teachers} = \$24,146.76$ $\$52.21 \times 44 \text{ hours} \times 1 \text{ supervisor} = \$2,297.24$ $\$53.63 \times 20 \text{ hours} \times 1 \text{ counselor} = \$1,072.60$ Total: \$27,516.60 Professional Development $\$22.72 \times 6 \text{ hours} \times 6 \text{ teachers} = \817.92 $\$49.89 \times 6 \text{ hours} \times 3 \text{ teacher trainers} = \898.02 $\$53.63 \times 4 \text{ hours} \times 1 \text{ counselor} = \214.52 Total: \$1,930.46 Curriculum Development $\$49.89 \times 12 \text{ hours} \times 2 \text{ teachers} = \$1,197.36$ Total: \$1,197.36 ESL Evening Program for Parents $\$49.89 \times 44 \text{ hours} \times 3 \text{ teachers} = \$6,585.48$ Total: \$6,585.48 Grand Total: \$37,229.90
Purchased services such as curriculum and staff development contracts	none	
Supplies and Materials	\$3,650.10	Consumable supplies = \$510.00 Textbooks = \$5,120.10
Travel	none	
Other	none	
TOTAL	\$42,860.00	

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Benjamin N. Cardozo High School					
District:	26	DBN:	26Q415	School		342600011415

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		90.5	91.6	92.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1010	1033	1105				
Grade 10	1075	1118	1055				
Grade 11	1070	1072	1107				
Grade 12	815	794	795				
Ungraded	0	1	1				
Total	3970	4018	4063				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.9	97.3	96.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	17.4	21.6	35.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	25	25

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	82	92	54

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	150	137	177	Principal Suspensions	273	245	288
# in Collaborative Team Teaching (CTT) Classes	10	52	76	Superintendent Suspensions	17	21	17
Number all others	141	147	209				

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	74	45	TBD	Number of Teachers	201	189	188
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	49	45	39
# receiving ESL services only	169	234	TBD	Number of Educational Paraprofessionals	4	4	7
# ELLs with IEPs	17	38	TBD				

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
	41	34	228	% fully licensed & permanently assigned to this school	99.0	100.0	100.0
				% more than 2 years teaching in this school	82.1	88.1	93.1
				% more than 5 years teaching anywhere	68.1	74.2	90.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	95.0	96.8
American Indian or Alaska Native	0.1	0.1	0.3	% core classes taught by "highly qualified" teachers	93.9	97.1	95.5
Black or African American	18.7	18.8	18.5				
Hispanic or Latino	16.2	16.9	18.1				
Asian or Native Hawaiian/Other Pacific	45.4	44.8	45.8				
White	18.5	17.2	17.2				
Male	46.8	47.2	47.8				
Female	53.2	52.8	52.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		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:	X
Math:		Math:	X
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**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	
Students with Disabilities				X	X	
Limited English Proficient				X	v	
Economically Disadvantaged				v	v	
Student groups making				6	7	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	63	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	15.7	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	31.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	7.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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