

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Paula Holmes	*Principal or Designee	
Jerrick Rutherford	*UFT Chapter Chairperson or Designee	
Emily Clark	*PA/PTA President or Designated Co-President	
James Johnson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Louise Hallett Randall	DC 37 Representative, if applicable	
Malcolm Clark	Student Representative, if applicable	
Latika Clark	Student Representative, if applicable	
Desire General	Parent	
Joyce Winston	Parent	
Juanita Briggs	Security	
Helen Henderson	Teacher	
Najuma Russell	Teacher	

* 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.

This mission and vision was created after a year-long process (2007-2008) during which students, teachers, administrators, parents/guardians and other stakeholders in the community came together to discuss their own visions for what McKinney and its students could become. We believe this mission and vision statement more accurately reflects the potential of McKinney as a school and community than the previous mission and vision statement – *to provide a learning environment that recognizes that security of belonging is essential to every student's development of confidence, academic achievement, social development and connectedness to learning through: education; communication; involvement; participation; facilitation; and support* – that was in place since 2001.

Vision:

- ❖ To engage in a rigorous arts curriculum in all content areas that prepares students academically and socially for success in college and the world of work.
- ❖ To develop civic engagement at both the school and community levels.

Mission:

1. *To continue to develop the internal academic and physical structure of our school to support a learning environment and atmosphere conducive for learning for all students while developing life-long learners*
2. *To improve the quality of instruction for all students by providing continuous and varied professional support based on individual and collective needs for staff and parents*
3. *To foster and facilitate a collegial and collaborative relationship with all stakeholders, the community and its agencies that will support the educational and social development of all McKinney students*

The Dr. Susan S. McKinney Secondary School of the Arts is a 6-12 performing and visual arts school. JHS 265 is a 6-8-grade, located in the Fort Green /Farragut section of Brooklyn in Community School District 13, Region 8. Sharing the building is the Dr. Susan S. McKinney Secondary School of the Arts (a performing and visual arts high school created in September 2000.) In September 2004 the middle school added **grade 6 (120 students)**.

McKinney High School currently has **327** students of which **40**(SETSS) and **15** (CTT) are Special Education, **64** LEP. **5** students are ESL. Classes are heterogeneously grouped with an average of 30 students per class. There are inclusion classes/groups in each high school grade – servicing grades 9-11.

McKinney Middle School currently has **222** students of which **42**(SETSS) and **6** (CTT) are Special Education, **14** (Self-Contained) **32** LEP. **10** students are ESL. Classes are heterogeneously grouped with an average of 30 students per class. There 1 one (1) inclusion classes/groups in the middle school – servicing grade 6.

An English as a Second Language Teacher and two resource room teachers provide support services. The literacy and numeracy curricula are sequentially developed and aligned across the grades to follow the state standards and the chancellor's balanced literacy initiative, which is supported and facilitated by an in-house professional development team.

Our school day operates from 8:00am until 7:00 pm Monday –Friday and from 9:00am – 2:00 pm on selected Saturdays. Grades 9-12 and grade 7 receive individualized programs to support their instructional needs. Additionally, students in grade 7 participate in NY State Regents classes in math, science and English. Students

in grade 8 are participating in NY State Regents Math classes. There are also three (3) Read 180 labs – one for MS, one for HS and one for targeted groups in the MS (special education, ELL's)
On selected Saturday's students receive classes in literacy, science and social studies instruction, regent's preparation, as well as instruction in the performing arts.

Our physical plant has gone through several major changes in the past 5 years. We have a full (grades 9-12) performing and visual arts high school (13K866) on the top floor, which has a full dance studio, theater and art wing. The increase in students in the high school since September 2008 has had us to expand their classes to the second floor. Both our gym and auditorium were refurbished within the last 2 years making both aesthetical and functional improvement.

We are an **AVID** (Advancement Via Independent Determination) school and in May, 2006 received our certification as a *Nationally Certified AVID School*. This program uses specific strategies to encourage an early interventive approach to promoting students interests in higher education opportunities. Built into the program are mandated parent support and involvement and mentoring. Both parents and students must make a commitment to the program to participate in the training.

During July and August all incoming grade 6 and 9 students will have the opportunity to participate in a college bound program supported by the College Board. Giving support and enrichment to our current students in grades 6 and 7, they will also be able to participate in this program. In addition to receiving college preparatory materials they will also have the opportunity to join the Arts Program for August. The current middle school students in AVID will have an opportunity to participate in both science and math enrichment activities to prepare them for their upcoming courses.

Enrichment and remediation activities are an integral part of both the regular school day and the extended day activities in support of NYC BOE and NYS Standards in ELA and Mathematics. Students in grades 6 thru 12 received intensive and rigorous instruction in English and Mathematics. As part of their daily program, all students receive academic intervention and/or tutorial assistance across the content areas. Title I Schoolwide Programs Funding along with C4E and NYS Violence Prevention Grant monies are used to support both the instructional and extended day activities, parent involvement and training and professional development for all school staff.

Through SWP Title I our students receive support services in the areas of mathematics and reading. There are currently children receiving support services provided by an English as a Second Language Teacher, two resource room teachers, and a mathematics teacher. The reading and math curricula are sequentially developed and aligned across the grades.

Currently there are no bilingual (Spanish) classes. There is an ESL program for grades 6-12 which serves English language learners who are not in a bilingual program.

To support the instructional needs of our students we have designed the following model, developed by the teacher leaders in collaboration with administration, Center for Collaborative Education (Turning Points – CSR Model), New York University (Math/Science Initiative), Authentic Education, Inc. (Understanding by Design), AVID (Advancement Via Independent Determination).

McKinney is also a registered College Board school and as of September 2008 we are offering the following **Advanced Placement** courses to our high school students: Living Environment, English Composition, Foreign Language (Spanish), Physics, Psychology, 2D Art, 3D Art and Music Theory.

Strategic Collaborations and Partnerships (e.g., include partnerships with other schools, community-based organizations, businesses/corporations, colleges/universities, cultural institutions, etc.)

Organization	Relationship/Services	Years of Collaboration
Martha Stewart, Inc.	Magazine Partnership through PENCIL	2
Project Reach for Youth, Inc.	Beacon Program, College Prep Assistance	7
Bedford Stuyvesant Restoration Corp., Inc.	RITE Program – assists HS students through CAI in ELA and Math	2
Washington Mutual Bank	Literacy Development/ Libraries Student Banking Program	4
Alvin Ailey/Dance Theatre of Harlem	Arts Development – Dance Workshops for Middle and HS	4
Creative Outlet Dance Theatre of Brooklyn	Arts Development – Dance Workshops for HS	4
The Howard and Barbara Farkas Foundation	Directly supports the upgrading of the school library in order to meet the needs of a growing 6-12 complex and a school of the arts	3
School Development Program – Yale University	The Comer Project – strategies for addressing the social development needs of all students in order to improve achievement.	7
Institute for Youth Entrepreneurship	Entrepreneurship instructional classes	3
Teacher's College	Literacy Development – Classroom instruction	2
Brooklyn Center for Urban Education	Science Development for middle and HS students	3
New York University	Science/Math Professional Development	5
Chrysalis Empowerment, Inc.	Parent Involvement, College Advisement, College Preparation, Grant Writing, Professional Development	7
St. Francis College	AVID Tutors	2
Long Island University	AVID Tutors	2
Polytechnic University	Community/Academic and Cultural Support	5
Rotunda Gallery	Arts Development for Middle and HS	5
Studio in a School	Arts Development for HS	2
The Porter Foundation	Academic Recognition for HS students	5

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of "Principals' Weekly.")

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Dr. Susan S. McKinney Secondary School of the Arts				
District:	13	DBN #:	13K265	School BEDS Code #:	3313000010265

DEMOGRAPHICS									
Grades Served in 2008-09:	<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	X 6	X 7
	X 8	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							86.1	86.7	87.97
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3									
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6	88	75	60	(% of Enrollment as of October 31)			2005	2006	2007 (10/31/08)
Grade 7	102	77	74				100	100	65
Grade 8	96	98	74						
Grade 9	138	110	87	Students in Temporary Housing:					
Grade 10	114	109	74	(Total Number as of June 30)			2006	2007	07/2008
Grade 11	42	88	94						13
Grade 12	72	42	84						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2006/07	2007/08	2008/09
Total							2	3	1
Special Education Enrollment:					Suspensions:				
(October 31)	2006/07	2007/08	2008/09	(Online Occurrence Reporting System [OORS] – Number as of June 30)			05/2006	06/2007	07/2008
Number in Self-Contained Classes	24	21	24						
No. in Collaborative Team Teaching (CTT) Classes	33	21	20	Principal Suspensions			3	17	22
Number all others				Superintendent Suspensions			3	14	11

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only	20	13	15	Number of Staff:			
# ELLs with IEPs	8	5	1	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	54	58	48
				Number of Administrators and Other Professionals	9	9	12
Overage Students:				Number of Educational Paraprofessionals	7	7	4
(# entering students overage for grade as of October 31)	2006	2007	2008				
	45	38	38				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	95	95	100
American Indian or Alaska Native	.77	.99	.90	Percent more than two years teaching in this school	66	66	67
Black or African American	77.62	79.10	77	Percent more than five years teaching anywhere	30	30	30
Hispanic or Latino	18.20	17.41	19.27				
Asian or Native Hawaiian/Other Pacific Isl.	1.38	1.16	1	Percent Masters Degree or higher	65	65	66
White	1.38	1.32	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	.61	-	.1				
Male	44.13	42.12	39.09				
Female	55.86	57.87	60.72				

2008-09 TITLE I STATUS				
<input checked="" 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 checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Progress (SRAP) – Year ____						
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	5 of 5		ELA:	3 of 3	
	Math:	5 of 5		Math:	3 of 3	
	Science:	1 of 1		Grad. Rate:	75%	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X	X	X	X
Ethnicity						
American Indian or Alaska Native						
Black or African American	X	X		X	X	
Hispanic or Latino	X	X				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	XSH	X				
Limited English Proficient						
Economically Disadvantaged	X	X		X	X	
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			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	MS & HS - A	Overall Evaluation:	Proficient
Overall Score	A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	B/A	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	A/A	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	A/B	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	5.3/0	Quality Statement 5: Monitor and Revise	Underdeveloped with Proficient Features
<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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights 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?
-

Process for Reporting Needs Assessments Findings

- *Observations (formal and informal)*
- *Conversation and discussion with department at weekly meetings and faculty as a whole at monthly meetings*
- *The "GATHERINGS" are a monthly extension of the school's planning team giving staff an opportunity to talk with other staff, coordinators, staff developer, SBST members and administration regarding concerns, issues as well as plan school-wide events. Team building activities as well as presentations by staff and other constituencies are conducted during the GATHERINGS.*
- *Ongoing parent conferences conducted by the guidance department, teacher coordinators, staff and administration.*
- *Review and comparison of students' work*
- *Review of content examinations with the various departments*
- *Individual reports of students' deficiencies based on standardized type assessments*

At the beginning and end of each school year student assessment data is reviewed to determine the types of programs needed and the student population that would benefit from the service. The data was reviewed by the Leadership Team and its subcommittee's (Instructional Focus Committee, CARE{Children Are Reason Enough} Committee [SBST, Guidance Counselors, Administration, AIS Team Members] to develop the yearly course of action based on the data presented. The **data that we reviewed** were:

- ✓ *NYC Standardized Reading and Math Tests and Item Skills Analyses*
- ✓ *Acuity, Scrantron, ARIS, Teacher Ease*
- ✓ *Annual Report Card, School Environment Survey, Quality Review*
- ✓ *ATS Reports*
- ✓ *Student and Staff Attendance Rates*
- ✓ *Regents Results*

Additional review was also done of the **school's budget** in comparison with the last 3 years. The loss of registers has impacted on class size but not on student gains in both the middle and high school. The ability to build capacity through teacher empowerment by the development of teacher and grade leaders has afforded us continued weekly professional development in the focus areas of the school. Staff and administration that had the ability to participate in national professional training activities are expected to turnkey and continue to train staff throughout the school year.

Student Performance Trends –

At McKinney we use several sources of data to assess our students. These sources include the data management systems, Acuity, ARIS, Scantron and TeacherEase. We also use information gathered from our Inquiry Team, student surveys and school based assessments to help guide instructional practices.

When using any of the above mentioned data management sources or systems, our teachers can gather vital information about the students they teach. Acuity and Scantron provide and item analysis of assessments taken from each source. With this information, teachers can track how their students performed in a specific skill so they can address any deficiencies. TeacherEase, an online grading system, allows teachers to track any trends in their students' daily performance and attendance. ARIS enables teachers to view, analyze and group their students according to how they performed on standardized and regents exams. The Inquiry Team has used the student Learning Environment survey to identify any areas of the school that student's feel a need to improve.

All these data sources help to provide a clear overall picture of how a student is performing academically. This will give teachers a definitive foundation for improving their students' performance from previous years.

Middle School

- High percentage of students increasing in Math and ELA (1 year progress)
- Most progress was made in the math scores
- Decrease in the number of level 1 students.

High School

- Trend – students do not perform as well on regents examinations as they do on the completion of course

Accomplishments

- High percentage of students increasing in Math and ELA (1 year progress)
- Most progress was made in the math scores
- Decrease in the number of level 1 students.

Aids/Barriers

Barrier

- Lack of dependable technology for students

Aids

- Continuous ongoing professional development

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal Number 1

- To develop subject department teams that collaborate, communicate and plan for differentiated instruction to increase **student achievement** in all subject areas using: *systemic writing initiatives*, writing across the content combining global analysis and integration of artistic/aesthetic components.

Goal Number 2

- To increase parent participation and involvement at monthly parent academy meetings, conferences and student events.

Goal Number 3

- To develop a data literacy community of faculty, parents and students through ongoing professional development and workshop trainings utilizing a balanced program of assessments in order to impact student outcomes.
- To have an increase in **student understandings** of data specific to their academic achievement

Overall school goals and objectives, in support of the principal's goals and objectives and the school's mission statement, are to "reflect on," "bolster," and "extend" the areas of:

1. **collaboration and communication for parents** in order to increase parent participation and involvement

2. **school development/instructional, school development/long-term** in order to increase students achievement using systemic approaches to support student achievement

3. **data literacy** for parents, faculty and students to support understanding of the impact on data on student learning and achievement

The language of reflect on/reflection constructs an understanding of ongoing goals and objectives; bolster/bolstering constructs an understanding of the ways in which goals and objectives support continued work; and extend/extending constructs an understanding of building new curricular and learning experiences upon existing goals and objectives.

While the goals are further broken down into several subgoals and objectives, the goals and objectives are designed and constructed as intentionally fluid: the initiatives exist within and extend beyond categorical groupings. A thread to reflect, bolster, and extend on throughout each goal is a consideration of students' social development.

The **first goal** and objectives is reflecting on, bolstering, and extending collaboration and communication: **Collaboration and communication goals** for students include encouraging students' civic engagement school-wide; encouraging students' civic engagement community-wide; and bolstering students' oral and written communication skills. Collaboration and communication goals for teachers include providing collaboration and support based on individual and collective needs for teachers. Collaboration and communication goals for administration include increasing personal leadership skills through participation in the College Board. Collaboration and communication goals for parents include providing collaboration and support based on individual and collective needs for parents, and increasing parent involvement in all school activities.

The **second goal** and objectives is reflecting on, bolstering, and extending school development/instructional: **School development/instructional** goals include improving quality of instruction. Such an initiative is undertaken via a systemic use of Understanding by Design protocols to embolden, encourage, and support lifelong learning, including the curricular-wide utilization of enduring understandings and essential questions. School development/instructional goals include continuous, varied professional development and support; support based on individual and collective needs for staff; and support based on individual and collective needs for parents. School development/instructional goals include the development and support of subject department teams who collaborate, communicate and plan for differentiated instruction to increase student achievement; and the building upon tier-level instructional leaders who can support each other through turnkey training in target instructional area (differentiation) as it applies to Understanding by Design, AVID, the Teachers College workshop models, and Read 180 initiatives. School development/instructional goals include emboldening rigor by utilizing metacognition strategies across curricular areas, and emboldening, encouraging, and supporting critical thinking.

School development/long-term goals include the school-community's emboldening, encouragement, and support of lifelong learning; bolstering, extending and supporting an academic learning environment and atmosphere; and bolstering, extending and supporting a physical learning environment and atmosphere.

The **third goal** and objectives is reflecting on, bolstering, and extending data literacy: **Data literacy** initiatives include building, encouraging, and sustaining a data-literacy community during/in whole-school, grade-level, and department-level professional development. Data literacy initiatives include utilizing data literacy to give an accurate picture of students' abilities; and constructing an understanding of how data is impacted by social-development intervention components, and academic initiatives.

Goals/Objectives as outline:

I. Collaboration and Communication

A. Students

1. Encourage students' civic engagement school-wide
2. Encourage students' civic engagement community-wide
3. Bolster students' oral and written communication skills

B. Teachers

1. Collaboration and support based on individual and collective needs for teachers

C. Administration

1. Increase personal leadership skills through participation in the College Board

D. Parents

1. Collaboration and support based on individual and collective needs for parents
2. Increase parent involvement in all school activities

II. School development/instructional

A. Instructional goals

1. Improve quality of instruction
 - a. Systemic use of UbD to embolden, encourage, and support lifelong learning
 - i. Systemic use of enduring understandings
 - ii. Systemic use of essential questions
2. Continuous, varied professional development and support
 - a. Support based on individual and collective needs for staff
 - b. Support based on individual and collective needs for parents
 - c. Develop and support subject department teams who collaborate, communicate and plan for differentiated instruction to increase student achievement
 - d. Build on tier-level instructional leaders who can support each other through turnkey training in target instructional area (differentiated) as it applies to UbD, AVID, TC Workshop, and Read 180
3. Embolden rigor
 - a. Utilize metacognition
 - b. Embolden and encourage, and support critical thinking

II. School development/long-term

A. School-community long-term goals

1. Embolden, encourage, and support lifelong learning
2. Bolster, extend and support academic learning environment and atmosphere
3. Bolster, extend and support physical learning environment and atmosphere

IV. Data literacy

A. Build, encourage, and sustain a data-literacy community during/in whole-school, grade-level, and department-level professional development

1. Utilize data literacy initiatives to give an accurate picture of students' abilities
2. Construct an understanding of how data is impacted by social-development intervention components, and academic initiatives.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop subject department teams that collaborate, communicate and plan for differentiated instruction to increase student achievement in all subject areas using: <i>systemic writing initiatives</i>, writing across the content combining global analysis and integration of artistic/aesthetic components.</p> <p>(Measurable targets that will define whether we have met your goal. Students exhibit low performance sustainability in written competitive exams. By the end of June 2009 there will be a 3% increase in the total number of students passing the Global History regents as compared to 67% passing in 2008 5% increase in academic gains on NYS standardized tests for the number of students in the Middle School in our lowest quartiles (levels 1 and 2) 2008 ELA 135 students = (7 students in Level 1 and 128 students in Level II) 2008 Math 102 students = (20 students in Level 1 and 82 students in Level II) 20 % increase in the use of Cornell Notes as a notetaking strategy employed through the AVID program for all students in grades 6-12 in our lowest quartiles (levels 1 and 2) and or who participate in intervention programs (Read 180) 2008 Middle School 90 students from 75 in 2007 2008 High School 30 students from 25 in 2007)</p> <p>Description: (Within such curriculum, McKinney’s systemic writing initiatives will engage students academically and artistically by using differentiated instructional curriculum development and instructional delivery as measurable objectives. <i>For example, coursework in teacher-facilitated and student-centered classes will seek to tap into a range of students’ experiences and understandings which motivate and support artistic, creative, analytical, academic and arts-informed learning, therefore extending students’ written work in the writing school-wide initiatives that engages curriculum in essential questions and enduring understandings.)</i></p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students are further developed holistically by an integrated schoolwide approach which enhances their academic skills and individual accountability through the following:</p> <ul style="list-style-type: none"> • Implement a writing initiative that infuses differentiated instruction and analytical reasoning by linking instruction to the essential question and enduring understanding • Analysis of standardized testing data is the development and enhancement of students' writing as indicated by engaging students writing across all content areas, and the writing tasks of English, History, and Foreign Language culminating exams, Regents, and Advanced Placement exams • Analysis of student written work at weekly department meetings using New York State rubrics to evaluate teaching and learning • Within the classroom to engage students in peer reviews and editing so that students are accountable for their learning • Ongoing celebrations (writing celebrations, symposiums) to highlight and share student achievement keeping the goal in the forefront for authentic audiences • Continued ongoing scheduled weekly department meetings with a focus on the levels of differentiation, shared strategies and teaching methodologies that enhances student outcomes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence Extended Day Violence Prevention Middle School Planning Grant Children First Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • An increase in students written performance that is reflective of analytical and evaluative thinking, evidenced by ongoing review of student written work using NYS standardized rubrics • Review of HSST Reports for the Global History Regents results • Gains Reports: ATS, NYStart, Acuity, School Report Card, ARIS • Ongoing and systemic use of Cornell Notes as a tool to support organization and process thinking for students in intervention classes, evidenced by teacher and peer review

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parent participation and involvement at monthly parent academy meetings, conferences and student events</p> <p>(Measurable targets that will define whether we have met your goal.</p> <p>To increase participation rate in school meetings and activities from 10% to 20% for the 2008-2009 school year as compared to a 7% participation in the 2007-2008 school year documented from attendance at guidance conferences and monthly parent academy meetings. Committee and executive board attendance sheets will be examined, compared and reviewed periodically to monitor the increase in parent involvement.)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increase participation on the SLT & monthly Parent Academy meetings • Provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of parents • Encourage parent volunteers to be trained as Learning Leaders and volunteer during the school day • To utilize the support of <i>Partnership for Children, Inc.</i> to assist in planning ongoing parent workshops • To increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child’s teacher and to access immediate achievement information per individual class teacher • To complete the DOE web page so that all stakeholders have another vehicle for student/parent activities, updated information and curriculum components*Lead teacher meets daily with the principal and or Asst. Principal for appropriate planning
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Attendance sheets for SLT, Parent Academy and all parent activities • Listing of Parent Volunteers • Tally sheets for Open School Day & Night indicating increased participation • Increased use of Parent email lists • Increase in the number of parents actively using Teacher Ease to communicate with their child’s individual teacher and to monitor their own child academic status

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Data Literacy for staff, parents and students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a data literacy community of faculty, parents and students through ongoing professional development and workshop trainings utilizing a balanced program of assessments in order to impact student outcomes.</p> <p>To have an increase in student understandings of data specific to their academic achievement</p> <p>(Measurable targets that will define whether we have met your goal.</p> <ul style="list-style-type: none"> • 75% of teacher observation reports will reflect teacher use of data to plan instruction • 85% of the parents will have an understanding of the data specific to their child’s academic achievement as evident by parent-school interaction related to accountability tools, quality review, school report card, and TeacherEase • 85% of the 11th and 12th grade students will demonstrate competency in their use of Teacher Ease to track their academic achievement. • 75% of teacher observations will reflect teacher implementation of differentiated instruction in the classroom)
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use of the inquiry team in the understanding and dissemination of data • Continued training of administrative team, department lead teachers and their subgroups during weekly professional development time • Ongoing tri-weekly meetings of the administrative team to disseminate information, train, and plan for the use of data and the impact on differentiated instruction • Use department meeting to analyze and plan for instruction, which is subject specific, and will differentiate the learning and the assessment of all students • Monthly data presentations for whole group and individual parents at the Parent Academy • Quarterly workshops for students looking at their academic profiles (transcripts and report cards), Teacher Ease and the targeted areas of analysis which impact their overall grades (attendance/lateness/student work) <p>*Administrative team meets 3x per week *All departments meet weekly with their supervisor and or lead teacher *Department chairs/lead teacher teams meet bi monthly with the principal *Lead teacher meets daily with the principal and or Asst. Principal for appropriate planning</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Data Specialist</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher’s demonstrate knowledge of students needs through differentiated instruction, use of rubrics, and use of varied forms of instruction to measure student progress • ELA & Math teachers increase use of DOE Assessment programs for student learning and assessment • On-going reflection and review of data to monitor student progress • Inquiry teams on-going support and assistance to all staff members in the understanding and use of data • Parents will increase their understanding of the use of data through individual guidance conferences and group presentations at monthly Parent academy meetings parents will have the opportunity to view and discuss their child’s academic progress presented through various assessment tools (test results - Acuity, transcripts, report cards

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	30	30	30	30	20	3	1	1
7	25	25	25	25	35	2	0	0
8	25	45	45	45	40	2	1	2
9	64	39	30	30	50	23	23	2
10	15	10	25	25	25	8	8	0
11	17	21	25	45	15	6	6	0
12	5	7	64	39	25	5	5	15

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.).
<p>ELA: Targeted Population: MS – All level 1 and 2 students HS – All students who have not shown English proficiency and or who have not taken the English Regents</p>	<p>READ 180 is provided during the school day for all students who are level 1 and 2. The targeted focus groups of students receive a minimum of 7 periods of Read 180 per week (both middle and HS school). Small group instruction for ELA remediation in both the middle and high school is provided during the school day. ELA enrichment is provided to a group of grade 7 students who do not qualify for Read 180.</p>
<p>Mathematics: Targeted Population: MS – All level 1 and 2 students HS – All students who have not passed a Math Regents</p>	<p>Small group classes for targeted students -Math Enrichment, which offers remediation for all students who are level 1 and 2 in the middle school. Additionally, students in the middle school (targeted population grade 7 and 8) receive advanced math work (algebra prep) during the school day. These students are being prepped for the Grade 9 regents. HS students receive small group and one-to-one tutoring along during the school day.</p>
<p>Science: Targeted Population: MS – All level 1 and 2 students HS – All students who have not passed a Science Regents</p>	<p>HS students receive small group and one-to-one tutoring during the school day programmed into teachers schedules for students who need additional support in the area of science to pass a regents. Additional support is also given to students involved in AP science courses through small group and tutoring. MS students receive science support across the content inclusive of science classes and in ELA and Math enrichment activities where the selected curriculum supports content science topics making a connection to real world application/</p>
<p>Social Studies: Targeted Population: MS – All level 1 and 2 students HS – All students who have not passed a History Regents</p>	<p>HS students receive small group and one-to-one tutoring during the school day programmed into teachers schedules for students who need additional support in the area of science to pass a regents. MS students receive science support across the content inclusive of social studies classes and in ELA and Math enrichment activities where the selected curriculum supports content social studies topics making a connection to real world application.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual/small group counseling, advisory, test preparation, college preparation</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Individual conferencing</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual/small group counseling</p>
<p>At-risk Health-related Services:</p>	<p>Individual/small group counseling with services supporting the school’s health’s initiatives provide by: NYU Medical Clinic, Helen Keller, Partnership for Children</p>

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 (2008-2009) LAP narrative to this CEP.

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

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: _____ 19 _____
(No more than 2 pages) Number of LEP (ELL) Students Served in 2008-09: _____ 14 _____

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:

Beginning students receive a minimum of 10 periods of ESL instruction. Group writing, think-pair-share and guided writing are used. The language of instruction is English. Cooperative grouping and project based instruction are the strategies used.

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).

**All ELL's participate in all of the school's instructional programs: TC Reading/Writing Workshop, AVID, Regents Classes (middle/HS), Urban Advantage (Science-Middle School)
AIS services are provided during the school day along with participation in Saturday Academies (ELA Prep, Math Prep and Regents Prep). Additionally students who are a level 1 or 2 in the middle school have an additional 7 periods of READ 180. HS students who have not passed a regents are also given 7 period of Read 180, small group instruction and tutorial.**

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

All students have the opportunity to participate in the Saturday Academies, and extended day on Thursday and Friday afternoon.

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.

Quarterly parent meetings are held from October through June. The first meeting is the Parent Orientation which describes the instructional activities that all of the students will be participating in during their classes and with the ESL teacher. Individual appointments are made to speak directly with parents about their child's progress and or parent concerns. Additional presentations are made at the monthly Parent Academy meetings which include but are not limited to:

- *NYSLAT orientation*
- *High School preparation*
- *Eligibility/support/how to assist your children*
- *Review of resources for parents to assist their children at home*

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

NA

IV. Staff Development (2008-2009 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.

Staff development is scheduled into all teachers programs with all departments (grades 6-12) meeting every week. Since ELL's and special needs students are in all of our programs and because they are a targeted group the disaggregation of sub group data is part of the weekly staff development. We are looking at student attendance, Acuity, teacher-made test and student results in order to inform instruction that meets the needs of all of the students through differentiation. Learning standards are imbedded in our systemic use of the UbD model along with the strategies employed by AVID.

The overall focus for the 2008-2009 school year is centered around data and differentiated instruction and its impact on student achievement. From September to January all staff are engaged in weekly activities around data as it relates to their specific targeted populations.

Our ESL teacher continues to attend all DOE workshops related to her students. Strategies and techniques are turnkeyed back during the weekly meetings to the other staff members.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

All students participate in READ 180 (a minimum of 7 periods per week in both the middle and high school). Additional support is given in our Saturday Academies along with small group and one-to-one tutorial.

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.

NA

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: _____ 13K265 _____ District _____ 13 _____

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1					

* 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 2008-09 (ESL)

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

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008=2009

Form TIII – A (1)(a)

Grade Level(s) 6-12 **Number of Students to be Served:** 14 **LEP** _____ **Non-LEP**
Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

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.

The English as a Second Language Program (ESL) at Dr. Susan S. McKinney Secondary School of the Arts will operate on a split model. Beginning students will be pulled out for content based ESL instruction while intermediate and advanced students will get support by having the ESL teacher push into mainstream classes. While pushing in the ESL teacher will also give support to former ESL students (LEP) to assist with their continued growth in academic language development. LEP students will also be included in the Extended Day Program for English Language Arts and Math where they will receive instruction from a certified ESL and Math teacher. All students entitled to ESL services will receive at least the mandated number of minutes based upon their grade level as required by New York State mandates. Middle school beginning students will receive a minimum of 360 minutes, intermediate students will receive a minimum of 360 minutes and advanced students will get 180 minutes per week. High school students will receive the required number of ESL instruction (540). To date we do not have any ESL students in the high school, however, all records are reviewed and as new admissions arrive this is part of our required admissions process that we monitor any services that are due to new admits.

The ESL Program is designed and facilitated by Ms. W. Sykes, who is a Certified ESL Teacher, K-12.

To move students beyond survival and social fluency in English, a content-based ESL curriculum will be employed. The program will prepare all students to meet the New York State Learning Standards and give them a solid base on which to anchor higher education. Standards-based, content area lessons incorporating authentic literature and writing will be used to allow participation of all students to the highest extent they

¹ Buildings providing Title III services to immigrant students must also complete this form for the immigrant program.

are able. Language development and acquisition of content are concepts will have equal importance. Use of the Reading and Writing Workshop models of Teachers' College along with the READ 180 Program (Literacy and Math – Scholastic) will enhance student performance. Learning strategies as proposed by the CALLA method will also be used within the Reading and Writing Workshop models.

To ensure that all students are identified, parents of first time enrollees in the New York City school system will complete the Home language survey (HLIS) as part of the registration process. The parents of English Language Learners (ELL's) will be given "Bilingual and ESL Programs: A Parent's Guide", and they will complete the Parent Assurance Survey/Program Selection Form to enable them to exercise their right to choose the language model of their preference. Parents will be provided an orientation session on the state standards, assessments, school expectations and general program requirements for the ESL program, as required by state regulations. Additionally, professional development series will also be offered to ESL parents during the school year specifically designed around the Teacher College Reading and Writing Workshop Model and READ 180 Literacy and Math Programs.

ELL students will be programmed for ESL classes based on the levels of English proficiency as determined by NYSESAT Scores. Eligible incoming ELL's will be given the LAB -R Test to determine entitlement. Testing will take place within ten days of enrollment. All parents will be notified by letter when students are entitled to receive ESL service. Regularly scheduled ESL Parent Orientation meetings will be held in September 2004 and in February 2004 for parents of ESL students. This will be in addition to the Parent Involvement sessions (monthly) as well as additional orientations for parents of incoming ELL's which will be scheduled on an as-needed basis.

The ESL teacher will be involved in ongoing staff development with content area teachers and assist content area teachers in developing scaffolds to support ELL's in their classrooms. Ms. Sykes will meet with content area teachers of ESL students on a regular basis to support their instructional needs. All teachers are welcome to visit the ESL classroom at anytime.

As part of the school's program both literacy and numeracy department meetings are held weekly in which both the ESL and Special Education staff are required to attend. The Assistant Principal, Literacy Coach, Teachers' College and McK Lead Teachers conduct the Literacy components. The Assistant Principal/Math Coach, NYU Math/Science Team, and Lead Teachers conduct the Math components.

Our goal at Dr. Susan S. McKinney is to provide ESL students with a strong academic language base, in English, that prepares them for scholastic success. A content-based ESL curriculum will provide our students with the confidence to pursue college as an option in the future. We welcome the opportunity to educate and nurture English language learners in our community of learners, as they acquire English. We offer our continued support for students and parents alike as they embark on continuing their lives in New York City.

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.

To accomplish our mission, the following professional development areas have been identified for all staff: (regular, special education and ELL):

<ul style="list-style-type: none"> ▪ Wilson Reading Program Workshops 	<ul style="list-style-type: none"> ▪ Writing Workshops
<ul style="list-style-type: none"> ▪ Great Leaps Reading Program 	<ul style="list-style-type: none"> ▪ English Language Arts Coaching Sessions
<ul style="list-style-type: none"> • Participation in weekly ELA and Math department meetings 	<ul style="list-style-type: none"> ▪ Teachers College Reading and Writing Project
<ul style="list-style-type: none"> ▪ English Language Learners Summit 	<ul style="list-style-type: none"> ▪ Participation in monthly ELA meetings with TC facilitators
<ul style="list-style-type: none"> ▪ Weekly visits with ELA department to school TC lab sites 	<ul style="list-style-type: none"> ▪ In house training on Read 180 by on site trained facilitator
<ul style="list-style-type: none"> ▪ Participation in TC workshops at Teacher’s College (Teachers College Institutes) 	<ul style="list-style-type: none"> ▪ Attend all region 8 and DOE professional development for ESL teacher
<ul style="list-style-type: none"> ▪ Literacy Coaching Sessions 	<ul style="list-style-type: none"> ▪ Making English Language Learners Succeed in the Balanced Literacy Classroom

Prior and on going – including but not limited to teachers of Mathematics and Science: (ELL, Special Education)

- Math in the City
- New Visions Workshops on Impact Math
- New Visions Workshops on Connected Math
- Writing in the Math Classroom
- Middle School Science Workshops
- Preparing Students for Math and Science Regents
- Science Liaison Workshops

Prior and on going – including but not limited to teachers of Social Studies: (ELL, Special Education)

- American History Institute
- Reading and Writing about Social Studies
- Social Studies Liaison Workshops

Prior and on going – including but not limited to teachers of the Arts

- Project Arts
- Lincoln Center Jazz Project
- Alvin Ailey Workshops
- Bedford Stuyvesant Restoration Arts Workshops
- Arts Liaison Workshops

Prior and on going for new teachers: (regular, special education and ELL):

- *New Teacher Workshops*
- Conflict Resolution in the Classroom
- New Teacher Mentorship Program
- Hands On Application with Teacher Leaders

Prior and on going – including but not limited to the school’s leadership:

- Principal and Assistant Principal Conferences
- Turning Points
- Leadership Team Workshops
- Middle School Symposium
- Intervention and Prevention Workshops
- Conflict Resolution Conferences
- Academic Intervention Team Meetings
- School-wide Enrichment Coursework

Form TIII – A (1)(b)

**Title III LEP Program - TBD
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)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

Title III Immigrant Program

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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)		1ELL teacher x 1 hr for 20 sessions – training rate 1trainer x 1hr for 20 sessions – per session
Purchased services such as curriculum and staff development contracts		
Supplies and materials		Classroom instructional tools, supplies, libraries
Travel		Regional training, TC workshops, Read 180 PD Differentiated Instruction
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.

The Home Language Form, ATS Information and the ESL Teacher's interview with the parent/student are the means by which we determine our written translation and oral interpretation needs.

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.

The Department of Education provides standard Spanish translation for most important documents for parents. Additional Spanish translations are done in-house. Students who come from countries using a variety of Arabic and Bengali dialects tend to bring their own family/friends for interpretation. However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation.

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.

Written Spanish translation is provided by the Department of Education staff on-site. However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation

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 Spanish translation is provided by the Department of Education staff on-site. Students who come from countries using a variety of Arabic dialects tend to bring their own family/friends for interpretation. However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation

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>.

Spanish translation are provided by the Department of Education staff on-site. . However, for ESL students who have testing modifications we employ the necessary DOE personnel for translation

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

1. Enter the anticipated Title I allocation for the school for 2008-2009 ___\$490,619_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program ___\$4906 _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified ___\$24530_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year ___92.2%_____
5. If the percentage of high quality teachers during 2007-2008 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.
Teachers had completed their required course work and were waiting for official notification from NYS which did not come until November 2008.

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

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

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

school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

3. Instruction by highly qualified staff.

To date all of our teachers are certified. A current partnership with New York University (M-Step Program, a Math/Science Initiative) affords McKinney science and math staff an opportunity to receive a Master/s Degree in addition to on-site professional development and support in effective teaching strategies and techniques. In addition to NYU, we also have all of our teachers involved in various aspects of professional support with Teacher's College and the implementation of balanced literacy across the content areas, Urban Advantage (Science Training), Wilson, Schools Attuned. Collaboration with Teacher Fellows and their related institutions (Fordham University, Pace University, and Long Island University) as well as Teach for America have become our primary sources for hiring new teachers and teacher replacement.

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.

There will be ongoing professional development provided by Administrators, Coaches and Masters Teachers will use state standards and the NYC Dept. of Education Comprehensive approach to literacy and math as a framework for instruction. Additional support will be given from Teacher's College training as well as for the AVID Program. All of the supportive professional development follows the same standards and guidelines for NYC and NYS. During the 2006-2007 school year additional training was done by Authentic Education, Inc. (Understanding by Design – Dr. Grant Wiggins) to support pedagogue planning and preparation for the school year. Trainings started for UBD Spring 2006 for all McKinney staff and will continue during the 2008school year.

Additionally during the 2006-07 school year 25 staff members participated in the **Hope Foundation** – *Failure is not an Option* training in Washington and Chicago. The remaining staff members will participate in the training in October 2007 in Denver. By November 1, 2007 100% of the teaching staff will have participated in this training. Ongoing trainings are also provided in regional conferences through the College Board and AVID.

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

Partnership with Teach for America (summer 2007, 2008 training site), Teaching Fellows, New York University, Long Island University, Pace University, St. Francis College have supported the replacement of non-certified teachers and acquiring content specific trained staff.

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

Monthly parent academy meetings have been held for the past two years. Instructional support with an emphasis on literacy development is an ongoing part of the monthly session with presentations by staff, administration and or outside facilitators making a connection between literacy components at McKinney and support for family literacy activities

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.

NA

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.

Teachers are an integral part of the instructional process through the following vehicles they are able to engage in discussion and planning on student achievement: Subschool/Grade meetings, Department meetings, Professional Learning Community Team meetings

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.

Targeted students who fall below the proficiency levels in reading and math are scheduled for small group and individual assistance using WILSON. Additional support for students who are moving towards the proficiency levels will be involved in small group and individual assistance using the REWARDS Program. Both programs are supported by F-Status teachers who are content specialists who meet with the students 2-3 days per week. Additionally all of the students who have experienced difficulty mastering the proficiency levels are scheduled for READ 180 Lab. These students will meet in 90 minute blocks for 3 x per week.

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.

All of our programs are coordinated between two teams – the budget team and the AIS team. The budget is reviewed after final ROC approval. The AIS team, which includes guidance counselors and support staff review the existing services, student academic needs to make sure that the services provided will be the most appropriate for the current student population. Currently we have a NYS Violence Prevention Grant which parallel's existing extended day programs offering students additional courses/programs to increase /enrich their academic growth. A small portion of this grant supports both the Library and the Arts Department

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

- **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Within our school, professional development and weekly department meetings have played a significant role in staff members understanding the NYS Standards and the alignment of curriculum to support those standards for all students. Extensive training in UBD by Dr. Grant Wiggins set that tone about 3 years ago. All of the teachers have the standards for all of their content areas and the level of planning and preparation along with student performance and outcomes must follow those standards. It has created an empowered group of educators who look carefully at what and how content is presented to students reflective of learning styles and differentiations in instruction. It is noted that all staff receive the same professional development opportunities with planning time to meet and discuss concerns about all students and how to support their educational growth.

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

Applicable Not Applicable

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

Making teaching and learning a priority, developing aligned curriculum with appropriate materials, continuous and ongoing professional development are three of our school's focus areas that has made an impact on our scores over the last three (3) years. Additionally, effective use of ELA coach and teacher mentors to support teacher accountability.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **Math department meetings include: discussion of instructional and curriculum issues; review of curricula and resources; department assessment of lesson plans covering specific topics and the amount of time invested in specific areas; alignment of lesson plans and curriculum to determine depth. The seven steps for lesson plan building (Lesson Lab Model) has been the basis for our teachers' lesson plan development. Student needs are always prioritized and differentiated instruction is in focus. Technology has been integrated into the math classroom instruction at all levels in the building. Tabula Digita web program is used to motivate the students in the 6th, 8th and 9th grades. Science (TIP) that uses Lego and Robotics has encouraged the link between math and science programs. Students are encouraged to develop scientific thinking and exploring real world problems.**

The teacher-coach discussions that follow the lesson observations models best practice strategies to motivate the students.

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

Applicable Not Applicable **TO BE DETERMINED**

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?

Informal and formal observations as well as review of lesson plans and feedback from weekly departments support the findings. Math coach co-teaching and participating in student group work and sharing in the activities and follow up discussions and presentations makes the coach aware of strengths and weaknesses of the target population.

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

As we are looking into the data produced in this area we have developed a transition program that addresses some of our concerns and affords our teachers an early opportunity to make adjustments in their instructional plans.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **Effective use of ELA coach, Lead Teacher, mentors in providing instructional support through professional development and modeling of best student-centered practices. Continued weekly department meetings with ongoing professional development, specifically around the intersection of differentiated instruction and critical reading, has been a strength for the past 3 years. Additionally there is an increase in student-centered activities and the use of Socratic seminar, and reading and writing workshop models in grades 6-12. Materials used in ELA classes are reviewed and discussed by the Instructional Team.**

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

Applicable Not Applicable **TO BE DETERMINED**

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

Informal and formal observations as well as review of lesson plans and feedback from weekly departments support the findings.

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

Professional development opportunities that model and encourage student-centered orientation in classes, peer coaching, inter class visitations, sharing, reading and discussing professional literature.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **In the beginning of the school year internal assessments are used to determine students' entry points for grades 6 and 9 in order to determine deficiencies and/or targeted need for student-centered AIS services. Pre-assessments help to identify focus groups and students who need immediate and /or ongoing small group tutorial assistance in mathematics. Math department meets weekly in concert with support from our CBO partner (New York University). Additionally, effective use of Math coach and teacher mentors to support teacher accountability. All the math teachers use Smart board, School pad, Graphing boards and markers, Journals, and Web resources to enrich their lessons. They also use Princeton Review lesson plans, problems, and Interactive activities. The Tabula digita Web lessons are being practiced by 90 selected students both in class and at home and that helps them to develop math concepts.**

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

Applicable Not Applicable TO BE DETERMINED

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

Concern: students entering grades 6 and 9 with mathematical strand deficiencies

At the auditions new comers are tested on performing arts contents but not on math understanding. They need to be tested on basic proficiency in math skills and applications.

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

As we are looking into the data produced in this area we have developed a transition program that addresses some of our concerns and affords our teachers an early opportunity to make adjustments in their instructional plans.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

