



**CONCORD HIGH SCHOOL**

**2008-09**

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

**SCHOOL: 31 / R / 470**  
**ADDRESS: 109 RHINE AVENUE**  
**TELEPHONE: 718-447-1274**  
**FAX: 718-442-6276**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

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

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

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

**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**

**APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 31R470      **SCHOOL NAME:** Concord High School

**DISTRICT:** 31      **SSO NAME/NETWORK #:** Empowerment Network 16

**SCHOOL ADDRESS:** 109 Rhine Avenue, Staten Island, NY 10304

**SCHOOL TELEPHONE:** 718-447-1274      **FAX:** 718-442-6276

**SCHOOL CONTACT PERSON:** Ron Gorsky      **EMAIL ADDRESS:** RGorsky@

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

David Ashe

**PRINCIPAL**

\_\_\_\_\_  
Ronald J. Gorsky

**UFT CHAPTER LEADER**

\_\_\_\_\_  
Ivonne Sanchez

**PARENTS' ASSOCIATION  
PRESIDENT**

\_\_\_\_\_  
Patricia Ham

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

\_\_\_\_\_  
Dianyll Santana  
Amethyst Plasencia

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

\_\_\_\_\_  
Linda Waite  
\_\_\_\_\_

**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
Ronald J. Gorsky	*Principal or Designee	
Michael Sobel	*UFT Chapter Chairperson or Designee	
Patricia Ham	*PA/PTA President or Designated Co-President	
Gladys Lamboy	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Grace Hansen	DC 37 Representative, if applicable	
Dianyll Santana	Student Representative, if applicable	
Amethyst Plasencia	Student Representative, if applicable	
David Ashe	Assistant Principal	
Diana Callahan	Secretary	
Nancy Steinfeld	Ed Paraprofessional	
Anne Guinta	Parent	
Karen Pensabene	Parent	
Bernadine Meeks	Parent	
Ericker Phillips-Onaga	Parent	

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

---

**Concord High School is the only alternative transfer high school on Staten Island. Our students are drawn from the entire Island and are in grades 10 through 12. Typically, students are over-aged and under-credited and have attended at least one other school.**

**Concord High School has made AYP in ELA and Mathematics for 2 years in a row. Our latest June 2008 Regents results reflect the following passing percentages:**

#### *JUNE 2008*

<b>ELA</b>	<b>81.9</b>
<b>GLOBAL STUDIES</b>	<b>96.4</b>
<b>LIVING ENVIRONMENT</b>	<b>100</b>
<b>MATH</b>	<b>92.0</b>
<b>US HISTORY</b>	<b>100</b>

**The gains achieved by this school were partly due to a holistic, interconnected approach to school reform guided by the administrative team led by the principal and assistant principal. In addition, there has been a focus and emphasis on providing Regents-based instruction and academic support.**

**Underpinning the effort is the belief that success in a transfer school is due to an emphasis on changing the student attitudes towards the learning environment. To that end, the school implemented the following broad initiatives and principles:**

- 1. Students need to feel connected to school – and more importantly to an adult who acts as a mentor/advisor.**
- 2. Coursework needs to be standards-based and rigorous.**
- 3. There must be multiple opportunities for supplemental teaching and tutoring.**
- 4. There is a need for a broad range of “minor” course offerings with real world applications.**
- 5. All community members must feel safe in the school.**
- 6. The school must aggressively follow-up on issues of attendance, cutting and lateness before the student is “lost”.**
- 7. Students who are not successful are provided opportunities to improve through a coordinated efforts led by our support staff that includes a guidance counselor, a social worker, and 2 counselors on site full time from Camelot our CBO.**
- 8. Positive behaviors and achievement must be recognized and celebrated.**

**The school's progress provides evidence to a unique collaborative environment where the teachers, parents and the school administration work very closely to ensure student success. In addition, we have developed special external relationships that provide support for our students. Some of these partnerships include:**

- a. Camelot – which is a full-time Community-Based Organization on site each day. Camelot provides 2 full-time counselors that offer Violence Prevention, Peer Mediation and Conflict Resolution for our students.**
- b. College of Staten Island Teaching Scholars – provide honors students from the college to tutor and help prepare our students for regents examinations.**
- c. St. John's University (students) – offers our students Regents preparation, homework assistance, and SAT tutoring at Concord and on the St. John's campus.**
- d. St. John's University (parents) – offers free courses and workshops to parents of Concord students at the Campus, and provides free access to Campus resources such as the library and computer labs.**
- e. New York Center for Interpersonal Development (NYCID) – provides Career Readiness and College Exploration for potential graduates through their WAVE program.**
- f. Sundog Theatre – provides artists in residence to supplement our music and graphic arts courses and develop arts connections across disciplines.**
- g. C-CAP – offers internship and job-shadowing opportunities for our Culinary Arts students.**

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Concord High School				
<b>District:</b>	31	<b>DBN #:</b>	R470	<b>School BEDS Code #:</b>	353100011470

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							71.9	71.6	
Kindergarten									
Grade 1				<b>Student Mobility:</b>					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3							56.9	56.4	63.2
Grade 4									
Grade 5				<b>Eligible for Free Lunch:</b>					
Grade 6				(% of Enrollment as of October 31)			2005	2006	2007
Grade 7							43.5	43.8	49.7
Grade 8									
Grade 9	0	1	0	<b>Students in Temporary Housing:</b>					
Grade 10	81	76	84	(Total Number as of June 30)			2006	2007	2008
Grade 11	53	50	64				0	0	0
Grade 12	14	28	22						
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total	148	155	170				2	2	2
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions			0	0	0
Number all others	0	0	20	Superintendent Suspensions			0	1	0
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	6	4	<b>Number of Staff:</b>			
# ELLs with IEPs	0	0	0	(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	12	13	13
				Number of Administrators and Other Professionals	2	2	2
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	1	1
	40	40	29				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0.6	Percent more than two years teaching in this school	58.3	69.2	76.9
Black or African American	39.9	29.0	35.9	Percent more than five years teaching anywhere	66.7	76.9	76.9
Hispanic or Latino	33.8	39.4	34.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	0.6	0.6	Percent Masters Degree or higher	83	92	92
White	23.6	31.0	28.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	92.9	81.3
Multi-racial	0	0	0				
<b>Male</b>	53.4	47.1	41.2				
<b>Female</b>	46.6	52.2	58.8				

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		
<b>Years the School Received Title I Part A Funding:</b>	<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			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" 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 Progress (SRAP) – Year ____		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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				v <sup>SH</sup>	v <sup>SH</sup>	v
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				v <sup>SH</sup>	v <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>				2	2	1

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	43.40	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	13.2	Quality Statement 3: Align Instructional Strategy to Goals	Outstanding
Student Progress (Comprises 55% of the Overall Score)	17.4	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	2.25	Quality Statement 5: Monitor and Revise	Well Developed

Note: Progress Report grades are not yet available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) 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?
- 

**After 7 years on the State's SURR list, Concord High School was removed in 2005. Subsequently, our school was removed from the SINI list the following year and has made AYP for the last 2 consecutive years and is considered to be – In Good Standing. We have also earned a 'B' on our first Progress Report.**

**According to our Quality Review, our school is currently Well Developed with Outstanding features and has included some of the following comments:**

- **The outstanding leadership of the principal and admirable dedication of the staff has helped to create a haven where students are truly given a second chance at success.**
- **It provides students with a very attractive, and stable learning environment in which they feel safe and emotionally secure.**
- **It has very high expectations of each student in relation to their conduct, academic performance, and attendance; it communicates these very well and students more than rise to meet them.**
- **It provides excellent guidance and support which is highly successful at motivating students to re-engage with learning and become part of a happy thriving community.**
- **It has developed robust data analysis systems and these are used very effectively to provide students with the right support to ensure their success.**
- **It sets very clear and measurable goals for improvement which are firmly focused on accelerating students' progress so they can catch up with their peers and graduate.**
- **It provides each student with a highly tailored, flexible and individualized curriculum which reflects their interests and life circumstances and meets their needs.**
- **Data is used very effectively to make management decision in relation to staffing, professional development and scheduling.**
- **Systems for promoting good attendance are very rigorous and the school works tirelessly to ensure that students attend regularly.**

- **It is very good at using all its resources including very successful partnerships with outside entities to enhance the curriculum on offer.**

**The Quality Review also offers 3 suggestions for improvement. While these suggestions are valid, we don't believe they capture our school's major challenges:**

- **Ensure that the analysis of sub-group data includes gender groups.**
- **Increase the involvement of staff and students in the goal setting process by providing them with opportunities to construct their own personal development plans indicating how they will work towards achieving success.**
- **Ensure that measurable goals for improving students' performance are challenging enough by revising them and bringing them into closer alignment with the baseline data once this has been analyzed.**

**As a transfer school, we continue to be challenged by students' apathy and their lack of a psychological connection to the school, making it easy for students to stop attending school. Student apathy includes not attending classes regularly, not finishing assignments, not handing in homework assignments, and not attempting essays on a standardized test. Students often have low self-esteem or often feel that they can not substantially affect their environment. All of our students (except for a handful of exceptions) have entered Concord after "failing" in another school. School activities are planned throughout the school year with little involvement by students. Though we have seen some improvement in recent years, our ongoing efforts to engage and motivate students to attend school regularly to earn their diploma are varied and attempt to address our most significant need.**

**More students have recently expressed a desire to go to college. We have increased education about academic and career options after high school through our own college and career fair, as well as visiting external college and career fairs. In addition we invite spokespersons from various schools to give presentations to our students and have engaged in a collaboration with the NY Center for Interpersonal Development's WAVE program to provide career and college awareness and readiness.**

**While technology staff development has increased the integration of technology across the curriculum, direct feedback from teachers has indicated that they need additional classroom management skills to conduct classes utilizing technology. Several teachers are not comfortable integrating SmartBoards and student laptops into their classroom instruction. Continued work needs to be done in this area to help the staff maximize the potential of our wireless infrastructure.**

**Teacher surveys have also identified and the need for additional training in the following key areas:**

- **Increasing attendance rates**
- **Active learning strategies**
- **Differentiating Instruction**

**Therefore, our Professional Development Committee is designing a calendar of events, topics and resources to address these issues. Training on the use of active participation and**

**differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students. Study groups and book chats will be implemented, allowing teachers to collaborate on current research and best practices. Opportunities for co-planning and scheduled inter-visitations will allow teachers to share best practices.**

**Though our Regents results reflect significant improvement in student passing rates, there is a need to move our Level 2 and Level 3 students to higher scores. As new graduation requirements have phased in, all students are held accountable to earn at least a 65 on all regents exams. We need to increase the integration of higher order thinking skills in our daily instruction and improve our regents preparation strategies to better prepare our students for these exams.**

**PART IV – SECTION C: Identified Priorities for 2008-2009** – Considering the findings and implications of your needs assessment, list your school’s identified priorities for SY’ 2008-09. These priorities, which should be limited to no more than 5, are the “big picture” needs that have been identified as key areas and/or causal factors that must be addressed, and will assist your school in the identification of goals and the development of objectives.

**Using the information and data from the needs assessment, we developed a meaningful plan to improve academic achievement throughout the school. Our school-wide goal will be that all students earn enough credits and pass their Regents exams so that they can graduate from high school. The following have been identified as our main priorities for the 2008-2009 school year.**

- 1. To increase the passing rate of students taking the ELA, Math, Social Studies and Science Regents Exams**
- 2. To encourage and provide support for rigorous, hands-on and differentiated instructional approaches like the workshop model that will enable all students to meet and exceed State and City content and performance standards.**
- 3. To foster staff and student development of technology skills, and increase in the use of technology in all classes.**
- 4. To improve student attendance and retention rate compared to the 2007/2008 school year.**

## 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 improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

---

1. **To improve students' ability to solve mathematical word problems as measured by a 5% increase in their correct responses on an assessment test from the beginning of the term compared to the end of the semester.**
2. **By June 2009, the number of students achieving at least 65% on the High School English Language Arts Regents Examination will improve by at least 3% from 52% to 55%.**
3. **The graduation rate in school year 2008-2009 will increase 1% from the previous year (07-08) from 24% to 25%.**
4. **Students will accumulate an average of 5.5 credits per academic semester.**
5. **Student attendance will increase by 3% from 71.6% to 73.7%.**

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve students’ ability to solve mathematical word problems as measured by a 5% increase in their correct responses on an assessment test from the beginning of the term compared to the end of the semester.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> All students enrolled in mathematics courses  <b>Responsible Staff Members:</b> Mathematics teachers, ELL teacher, Special Education Teacher  <b>Implementation Timeline:</b> September – January; February - June</p> <ul style="list-style-type: none"> <li>• Math assessments will be administered to all students at the start and end of each semester to measure student growth and achievement</li> <li>• Common planning time will allow teachers to continually reevaluate progress toward objectives within the mathematics department.</li> <li>• Displaying student work that meets or exceeds standards will provide examples for students to model and reward students who excel by recognizing their accomplishments</li> <li>• Creating a Math Lab this semester staffed by 2 math teachers will co-teach an intensive class that will create opportunities to individualize instruction for each student. One experienced teacher will also act as mentor/coach for the other teachers in the math department.</li> <li>• Assigning students to student groups and creating sessions for peer tutoring encourages collaboration</li> <li>• Daily focus on word problems as do now problems, will enable students to feel more comfortable approaching them during exams.</li> <li>• Critical thinking is the most important math skill and needs to be taught and reinforced on a regular basis, instead of always focusing on procedure. Students will be involved in problem solving activities and encouraged to work in small group to solve problems. Students will be less fearful of open-ended problems on</li> </ul>

	<p>the Integrated Algebra Regents exam, than the multiple-choice problems.</p> <ul style="list-style-type: none"> <li>• Using technology in the classroom not only exhibits uses of technology for students to model from, but also displays material and activities in a more organized and engaging way for students to absorb. Smart Board utilities allow students and teacher to interact throughout the learning process as well as organizing information.</li> <li>• Geometer's Sketchpad is a utility that can be used in many ways to display mathematical concepts in a motivating way for students.</li> <li>• Regents-format exams allow students to become comfortable and confident with the exam before the test is administered.</li> <li>• Using calculators in the classroom, along with the calculator used with an overhead projector attachment, helps students to master their own use of calculator as a tool for learning and exploring.</li> <li>• Using word walls in classroom can improve students' math content area vocabulary.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>?C4E monies are subsidizing the use of a math mentor/coach for teachers in the math department that are less experienced.          ?Common planning time in addition to department conferences are built into the schedule to allow for collaboration, workshops and coaching.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>?Teacher made assessments which include examples of word problems from prior Regents exams are administered monthly and will reflect a 1% gain each month for the semester.</p>

Subject/Area (where relevant): English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2009, the number of students achieving at least 65% on the High School English Language Arts Regents Examination will improve by at least 3% from 52% to 55%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Target Population:</u> All students registered for the ELA Regents exam</b>  <b><u>Responsible Staff Members:</u> ELA teachers, ELL teacher, Special Education Teacher</b>  <b><u>Implementation Timeline:</u> September – January; February - June</b></p> <p><b>Double period English Language Arts classes for all students preparing to sit for the Regents exam</b></p> <p><b>Data Inquiry Team will focus on improving the writing skills of the target population</b></p> <p><b>Deliver instruction through use of Workshop Model</b></p> <p><b>Differentiated Instruction to meet the needs of all learners</b></p> <p><b>Use Writer’s Workshop to improve and build stamina in writing</b></p> <p><b>Enforce that each student reads a variety of genres; as prescribed by the ELA standards</b></p> <p><b>Teachers will use common prep time to design lessons, look at student work and share best practices</b></p> <p><b>After-school tutoring and Regents preparation classes will be offered to provide interventions and enrichment for students</b></p> <p><b>Teach students to use rubrics to assess their own writing</b></p> <p><b>Continue community outreach, tutoring and collaborations with local colleges</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Professional Development and seminars on differentiating instruction in the ELA classroom</b></p> <p><b>Common scheduled department meetings to share best practices and design lessons</b></p> <p><b>Instructional materials including classroom libraries were purchased for all ELA students</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Classroom assessments done at the beginning of the term for each student to create a baseline. Interim writing assignments will document student progress in reading and writing skills.</b></p> <p><b>Review of Writer’s notebook and class portfolio</b></p> <p><b>Periodic assessment</b></p> <p><b>Mock Regents Exam will be given 2 times a year and will reflect a 3 % increase in the students scoring 65 or above</b></p>

Subject/Area (where relevant): Graduation Rate

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The graduation rate in school year 2008-2009 will increase 1% from the previous year (07-08) from 24% to 25%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> All students  <b>Responsible Staff Members:</b> All teachers, guidance counselors and support staff  <b>Implementation Timeline:</b> September – January; February - June</p> <p>All activities and strategies are geared to helping students graduate from Concord. Some of our key initiatives include the following:</p> <p>? “Plato” is an online credit recovery system which is offered during the regular school day and is accessible from home for students who need to earn extra credits toward graduation.</p> <p>? After school regents prep sessions along with Crammin’ @ Concord tutoring sessions provide additional assistance for students making up assignments, homework, studying for tests and preparing for Regents examinations.</p> <p>? Maintaining a reduced class size ratio of 17 students/class will continue to ensure that each student has access to expert instruction in an environment that is supportive and small.</p> <p>? All students receive a double period of instruction in classes that culminate in a regents examination, counseling services from Camelot, a community-based organization, and tutoring from teachers before, at lunch time and after school.</p> <p>? Forming student connections through our Adopt-a-Student initiative allows us to provide early interventions and develop meaningful supportive relationships with each student.          ?Implementing a case conference approach during our weekly staff meeting provides</p>

	<p>meaningful dialogue and sharing of student information and progress.</p> <p>?Providing students opportunities to evaluate their own transcripts, modify their program schedules are key to developing student self-advocacy.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>?We have adjusted our schedule to allow for the following: common planning time for professional development, case conferencing and department meetings in the afternoon after the students are dismissed, students may remain for tutoring sessions and study hall on Friday afternoon, meetings and conferences with parents take place weekly during this time as well.</p> <p>? Resources are provided for tutoring</p> <p>?PLATO credit recovery opportunities were purchased and provided for all students to accelerate their credit accumulation towards graduation</p> <p>?Resources have been dedicated to provide double period regents classes as well as creating additional sections to maintain a small class size ratio.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>? Careful review and monitoring of each student’s transcript, report cards and progress reports.</p> <p>? Staff, students and parents have access to student progress through a data management system (ie. SnapGrades, TeacherEase).</p> <p>?Each report card will be reviewed each marking period for classes passed and in June will reflect a 1% increase in students who will graduate</p>

Subject/Area (where relevant): Credit Accumulation

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Students will accumulate an average of 5.5 credits per academic semester.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>Target Population:</u> All students</b> <b><u>Responsible Staff Members:</u> All teachers, guidance counselors and support staff</b> <b><u>Implementation Timeline:</u> September – January; February - June</b></p> <p><b>?Expectations will be communicated clearly during intake interview with parents and students.</b></p> <ul style="list-style-type: none"><li>• <b>Students will meet with Guidance Counselor to develop appropriate credit track each semester.</b></li><li>• <b>Adopt-a-student program will provide each student with a staff mentor, who will monitor student progress.</b></li><li>• <b>Guidance conferences will be conducted for students who are not meeting minimum criteria on their report cards.</b></li><li>• <b>Distance learning programs will be implemented to provide students with an additional opportunity to earn credits</b></li><li>• <b>Extended School day will help students meet credit accumulation goal</b></li><li>• <b>Tutoring and regents preparation classes will be provided to all students who are not passing classes</b></li><li>• <b>Planning and implementation of an Advisory program to support all students</b></li></ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Funds allocated to the purchase of Plato Learning Environment</b></li> <li>• <b>After school regents preparation classes</b></li> <li>• <b>Professional Development Developing a school wide advisory program</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Review of student report card grades at the end of each marking period to evaluate student progress</b></li> <li>• <b>Student transcripts will be evaluated each semester to reflect 5.5 credits earned in January and in June</b></li> </ul>

Subject/Area (where relevant): Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Student attendance will increase by 3% from 71.6% to 73.7%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> All students  <b>Responsible Staff Members:</b> All teachers, administration, guidance counselors, support staff including family para, aides and secretary  <b>Implementation Timeline:</b> September – January; February - June</p> <p>Expectations will be communicated clearly during intake interview with parents and students.</p> <ul style="list-style-type: none"> <li>• Adopt-a-student program will provide each student with a staff mentor, who will monitor student progress.</li> <li>• Attendance conferences will be conducted for students who are not attending school regularly and whose absences are undermining their success.</li> <li>• Planning and implementation of an Advisory program to support all students</li> <li>• Advisory classes will provide instruction that focus on attendance issues.</li> <li>• Students with improved and excellent attendance are recognized at our school wide assemblies and awarded with a certificate of achievement in attendance.</li> <li>• Students with poor attendance are not eligible to participate in clubs, activities, work internships or independent study.</li> <li>• A Bulletin Board has been dedicated to recognize excellent student attendance.</li> <li>• Students who demonstrate excellent attendance receive positive reinforcement incentives, such as, trip to New Jersey Nets games, pizza party, New York Mets tickets.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Parent Coordinator will provide outreach to parents concerning school attendance, lateness and cutting issues and will:</b> <ul style="list-style-type: none"> <li>○ Follow up with students who have dropped out of school and provides them with assistance in returning to school or finding additional placement</li> <li>○ Recruits parents to participate in attendance improvement plans.</li> </ul> </li> <li>• <b>Family Para will:</b> <ul style="list-style-type: none"> <li>○ Coordinate and organize all 407's and outreach efforts to LTA students and their families</li> <li>○ Make phone calls to parents of students who are absent for 3 consecutive days</li> <li>○ Sends letters to notify parents of student absences</li> <li>○ Makes home visits to students who are truant</li> </ul> </li> <li>• <b>Camelot (CBO):</b> <ul style="list-style-type: none"> <li>○ Provides on-going counseling and support for students with attendance issues</li> <li>○ Works with students on setting goals for improving attendance and earning their high school diploma</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Funds are allocated to support a Family Para to do home visits and provide intensive support to the student and family.</li> <li>• Weekly conferences with an itinerant Attendance teacher who also makes home visits</li> <li>• Professional Development weekly supported by a grant with ESR to create a school wide advisory program to establish a personal connection with each student.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of daily, weekly and monthly student attendance and cut reports.</li> <li>• Student transcripts will be evaluated each semester</li> <li>• Case conference specific students to target interventions and supports to see attendance gains of 3%</li> </ul>

## **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 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (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								
7								
8								
9	9	5	5	9	9	0	9	0
10	52	64	68	67	42	0	35	0
11	75	55	37	68	79	0	47	0
12	27	14	12	22	32	0	15	0

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b> <i>Kaplan, St. Johns University, College of Staten Island, Wagner College, Ramp Up</i></p>	<p>Teachers use Auto Skills software from Kaplan to provide our students, who have reading deficiencies, with a structured, highly motivating remedial reading program.</p> <p>The three Island colleges (St. John’s University, Wagner College, CSI) provide scholars that work with Concord students during and after the school day. Working individually and in small groups to provide homework help and regents preparation support. A focus has been placed on support for our English Language Learners.</p> <p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p> <p>Teachers trained in Ramp Up literacy strategies implement a double period each of intensive literacy instruction.</p>
<p><b>Mathematics:</b> <i>Kaplan, St. Johns University, College of Staten Island, Wagner College</i></p>	<p>A Math coach works with the teachers and students to help provide test-taking strategies for students taking Regents Exams. Weekly visits include model lessons and tutorials during and after-school.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p> <p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p>
<p><b>Science:</b> <i>St. Johns University, College of Staten Island, Wagner College</i></p>	<p>Kaplan materials and consumable booklets are used by each student.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p> <p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p>

<p><b>Social Studies:</b> : <i>St. Johns University, College of Staten Island, Wagner College</i></p>	<p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b> <i>Individual and Group Sessions with Students and Their Families</i></p>	<p>Guidance counselor provides individual and small group sessions for all students especially the students who are most at-risk of failing. Camelot, our CBO, provides 2 full time counselors who support students with clubs and groups and sessions during and after school. Peer mediation and conflict resolution skills are developed with students. Presentations to parents will include ‘Setting Short and Long Term Goals with your Teenager’, ‘Understanding the Teenage Brain’, ‘College Applications, Financial Aid, Loans and Scholarships’.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>NA</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b> <i>Producers Project, Leadership Class</i></p>	<p>The Producers Project provides ongoing support in our Media Arts class for students who are interested in film and video. The Social Worker facilitates discussions and provides support for several students through this medium.</p> <p>In addition, the social worker teaches two classes. One is a Leadership class to support our emerging student leaders and help them identify their strengths and set goals. The other is a class for students who have demonstrated poor attendance and/or grades throughout the year.</p>
<p><b>At-risk Health-related Services:</b></p>	<p><b>N/A</b></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.

**See LAP at the end of Appendices**

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

---

Type of Program: \_\_\_ Bilingual X ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: 4  
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- Concord High School provides all eligible ELL students support through a freestanding ESL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ESL instructional model.
- Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. There are currently 3 classes in the ESL program taught by 1 ESL certified teacher.
- Students' proficiency levels are determined by their scores on the Lab-R or NYSESLAT exam. These students are split into three categories, beginner, intermediate and advanced.
- 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.
- Hold meetings to inform parents of the school's programs for ELL's and inform them of their rights
  - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

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

At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

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.

All teachers receive Professional Development in the use of ESL instructional strategies, differentiated instruction, multiple intelligences, scaffolding of instruction, etc. PD is provided via after-school workshops and through on site coaching in the classrooms. In addition, our ESL teacher will work closely with all staff members, enabling them to provide high quality instruction for ELL students.

V. 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.

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

**School Building:** Concord High School **District 31**

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	
N/A	1	N/A	N/A	N/A	N/A	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: 31 School Building: Concord HS

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>2</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>3</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>4</b>	From: 10:18 To: 10:57	Subject (Specify) GW1 04 Work Experience	Subject (Specify) GW1 04 Work Experience	Subject (Specify) GW1 04 Work Experience	Subject (Specify) GW1 04 Work Experience	Subject (Specify) GW1 04 Work Experience
<b>5</b>	From: 10:59 To: 11:38	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English
<b>6</b>	From: 11:40 To: 12:19	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English	Subject (Specify) E56 01 English
<b>7</b>	From: 12:19 To: 12:59	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH
<b>8</b>	From: 1:02 To: 1:47	Subject (Specify) PP5 01 PHYS ED	Subject (Specify) PP5 01 PHYS ED	Subject (Specify) PP5 01 PHYS ED	Subject (Specify) PP5 01 PHYS ED	Subject (Specify) PP5 01 PHYS ED
<b>9</b>	From: 1:49 To: 2:34	Subject (Specify) LE3 01 ESL3 INT	Subject (Specify) LE3 01 ESL3 INT	Subject (Specify) LE3 01 ESL3 INT	Subject (Specify) LE3 01 ESL3 INT	Subject (Specify) LE3 01 ESL3 INT
<b>10</b>	From: 2:36 To: 3:21	Subject (Specify) L3R 01 ESL 3 INT	Subject (Specify) L3R 01 ESL 3 INT	Subject (Specify) L3R 01 ESL 3 INT	Subject (Specify) L3R 01 ESL 3 INT	Subject (Specify) L3R 01 ESL 3 INT

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 31 School Building: Concord HS

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>2</b>	From: 8:56 To: 9:35	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01
<b>3</b>	From: 9:37 To: 10:16	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01	Subject (Specify) H34 Global 01
<b>4</b>	From: 10:18 To: 10:57	Subject (Specify)  Science	Subject (Specify)  Science	Subject (Specify)  Science	Subject (Specify)  Science	Subject (Specify)  Science
<b>5</b>	From: 10:59 To: 11:38	Subject (Specify) GY1 SETTS	Subject (Specify) GY1 SETTS	Subject (Specify) GY1 SETTS	Subject (Specify) GY1 SETTS	Subject (Specify) GY1 SETTS
<b>6</b>	From: 11:40 To: 12:19	Subject (Specify) PP5 Phys Ed	Subject (Specify) PP5 Phys Ed	Subject (Specify) PP5 Phys Ed	Subject (Specify) PP5 Phys Ed	Subject (Specify) PP5 Phys Ed
<b>7</b>	From: 12:19 To: 12:59	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH	Subject (Specify) ZLUN 01 LUNCH
<b>8</b>	From: 1:02 To: 1:47	Subject (Specify) PP1 01 PHYS ED	Subject (Specify) PP1 01 PHYS ED	Subject (Specify) PP1 01 PHYS ED	Subject (Specify) PP1 01 PHYS ED	Subject (Specify) PP1 01 PHYS ED
<b>9</b>	From: 1:49 To: 2:34	Subject (Specify) SD1R Science Research	Subject (Specify) SD1R Science Research	Subject (Specify) SD1R Science Research	Subject (Specify) SD1R Science Research	Subject (Specify) SD1R Science Research
<b>10</b>	From: 2:36 To: 3:21	Subject (Specify) LE5 01 ESL 5 ADV	Subject (Specify) LE5 01 ESL 5 ADV	Subject (Specify) LE5 01 ESL 5 ADV	Subject (Specify) LE5 01 ESL 5 ADV	Subject (Specify) LE5 01 ESL 5 ADV

# 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
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

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

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

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

**Title III, Part A LEP Program**

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

---

**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.

---

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
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		
<b>TOTAL</b>		

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

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

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

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

---

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.

Concord High school identifies the primary language spoken by the parent of each student upon enrollment. This information is kept on file, maintained in ATS and recorded on the child's emergency contact card.

We Currently we have a number of parents whose primary language is Spanish. For the 2008-2009 school year, we anticipate Spanish as the only language, other than English, that we will need translation and interpretation services for.

We have translated many of our school letters into Spanish. The Translation and Interpretation unit will assist us in translating any additional information as needed.

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.

For the 2008-2009 school year, we anticipate Spanish as the only language, other than English, that we will need to provide translation and interpretation services.

School information is constantly shared between school and home through the use of mailings and phone calls. Frequent formal and informal conversations and meetings are a by-product of a unique collaborative culture where the exchange of information is encouraged.

There have been and will continue to be formal and structured opportunities to share information and provide feedback to the ongoing planning and development of the CEP. For example, there have been frequent parent meetings to elicit feedback from parents. There have been mailings to all parents that do not attend these meetings to provide information about our schoolwide goals and objectives.

Our School Messenger service will be used to share information about school programs and plans and will alert parents to special planning meetings and important dates.

Copies of the plan have been distributed to the entire staff at faculty meetings and at professional development sessions to review scholarship data, elicit feedback and assistance in improving our instructional program.

Our Parent Coordinator has been instrumental in parent and community outreach.

Information will continue to be made available to everyone in the process to help us make informed choices and decisions for our school. Decisions such as how budgets are utilized, ways in which support services are delivered, ways to involve more parents in the educational lives of their children and how we can coordinate our efforts to help all students be successful.

## **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.
  - a. We will maintain an appropriate and current record of the primary language of each parent in ATS and on the student's emergency card.
  - b. Identify all school letters and other written forms of information that need to be translated.
  - c. All letters and important information will be translated into the parent's primary language through the Translation and Interpretation Unit of the Department of Education. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written 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.
  - a. Our school messenger phone system will send messages in English, as well as Spanish for those parents who need the interpretation.
  - b. On-site Bilingual staff members will translate when parents come in for conferences. If an appropriate staff member is unavailable, we will use over-the-phone interpretation services communicate with a non-English speaking parent with the assistance of an interpreter on the phone. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting oral interpretation services.
  
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>.

Concord will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for translation and interpretation services

## 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 **\$74,089**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$740**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$3,704**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **92.9%**
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.

*One of our teachers is considered to be not Highly Qualified. Title I funds were set aside to provide the means for this teacher to receive the necessary coursework to be considered HQ. This teacher was unable to attend courses this year and wrote a letter stating that he would not be able to use these funds for this purpose.*

*The teacher met with a Certification Specialist at the ISC to review his transcript and licenses. It was deemed that the teacher was mistakenly appointed under a different (middle school) license and steps were recently taken to correct this error.*

*In addition, the school has provided this teacher with several professional development opportunities in his subject area along with a coach/mentor in his classroom to further assist his instructional planning and implementation. This teacher came to the DOE through an alternative certification and has years of professional experience outside the DOE.*

*We will continue to provide the means for this teacher to obtain the necessary certification so that he can be considered HQ – even though he may be the most qualified teacher in the school. Money for tuition reimbursement and accredited coursework will continue to be offered towards certification. Professional development workshops, seminars, conferences and coaching will be offered in his area of certification as well.*

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available 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 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.

*We conducted a comprehensive needs assessment of the entire school that is based on academic achievement information about all students in the school to help us understand the subjects and skills for which teaching and learning needs to be improved. We expanded our use of data assessments and are continuously reviewing school performance. This helps us to identify priorities, set clear and measurable goals and objectives and determine strategies to meet these goals. We will identify specific students who are not yet achieving the State's academic standards and assess the needs of our schoolwide program.*

*In addition to our own internal needs assessment, A Quality Review was conducted by an outside Consulting firm. The results of the Quality Review will help us to identify school needs and plan for higher quality instruction.*

*We will use periodic assessments throughout the year to monitor student progress and make informed educational decisions.*

*Several members of the staff volunteered to form a professional development committee. They created a needs assessment survey that was distributed to all school staff. The results were tabulated and prioritized and a clear plan to improve our instructional program was structured as an outgrowth of the identified needs of the staff. Direct feedback of teachers has indicated that teachers need additional classroom management skills to conduct classes utilizing technology. Teacher surveys have identified and the need for additional training. These areas include:*

- *Improving attendance*
- *Integrating technology throughout the curriculum*
- *Workshop Model structure*
- *Active learning strategies*
- *Differentiating Instruction*
- *Incorporating ESL strategies into content area instruction*

*In addition, our Parent Coordinator and PTA President developed an interest inventory for our parents. This tool helped to inform the PTA as to the needs and interests of our parents. Suggestions include workshops on completing a college application, filing for financial aid, supporting my adolescent at home, stress management, and surfing the Internet.*

*Our School Leadership Team will review our School Report Card, Regents performance data, scholarship reports and attendance information to gain valuable insight about our educational program. This data will help to inform our team's decisions to design an effective instructional program.*

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- 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.

**Schoolwide reform strategies:**

- *Data analysis will be used to make school wide decisions.*
- *Continuation of the double period Regents block class (AIS)*
- *Increase the participation of tutoring for students who are not meeting state or city standards.*
- *Professional development area on the use of technology in the classroom, literacy strategies, test-taking strategies and skills as well as the workshop instructional model.*
- *Teachers will structure classroom exams and quizzes using the same language, format of standardized exams.*
- *Teachers will reinforce literacy strategies during content area instruction.*
- *Opportunities will be provided for teachers to plan collaboratively, align instruction, and examine and assess student work to focus instruction directly on student needs to meet the standards*
- *Classroom libraries will be expanded and updated to provide appropriate books for students at all reading levels, including our ELL students.*
- *Professional development will be provided in the following areas:*
  - *The use of differentiated learning, active participation, and other specialized strategies to meet the needs of all learners, including special education and ELL students*
  - *Looking at student work*
  - *ESL Strategies*
- *Professional development on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students.*
- *A greater emphasis will be placed on teaching students organizational skill study skills, and test taking skills*
- *Investigation of best practices for sustaining and accelerating the achievement of English language learners.*
- *Teacher created web page provides course information, resources and homework assignments for all students.*
- *In school professional development has been effective. The Kaplan consultant/coach will continue to provide site-based coaching on an ongoing basis.*

3. Instruction by highly qualified staff.

*Title I Funds support Professional development and activities to ensure that all staff members are highly qualified.*

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.

- *Staff members will be provided will professional development on how to use data to improve student outcomes.*
- *Our highest priorities for professional development continue to be the use of differentiated instruction and motivational instructional strategies that facilitate standards setting work and demand high expectations.*
- *Instructional coaches will continue to work with teaches, providing research-based programs that help students build proficiency to meet state standards, and improve performance rate on state tests.*
- *Opportunities for co-planning and scheduled intervisitations will allow teachers to share best practices.*
- *Professional development on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students.*
- *Study groups will be implemented, allowing teachers to collaborate on current research and best practices.*
- *We are committed to creating classrooms that are interactive, motivating and aligned to city and state standards.*
- *Training in Smart Board technology and blackboard software will continue.*
- *To improve Regents pass rate, teachers will continue to attend professional development activities.*
- *We are expanding a staff resource center and library, providing staff members with access to literature, periodicals and video series on current educational issues and instructional practices.*

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

*The Open Market Hiring System developed by the Human Resources Department, will enable our school to attract and hire highly qualified teachers from any school in the city regardless of seniority. We have developed and shown a PR video of our school that will help publicize our school and recruit interested staff.*

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

*Evening workshops are offered for our parents on computer literacy, stress management, college and career counseling, dealing with your teenager, etc.*

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.

N/A

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.
  - a. *On-going review of schools wide, classroom and student specific achievement data including attendance, credit accumulation, Regents scores and percentage of students passing classes.*
  - b. *Periodic assessments will be used by all teachers.*
  
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.

*All staff members will adopt-a-student in an effort to improve the achievement of individual students and the overall instructional program. Increased connections with staff will lead to timely interventions and effective assistance. In addition, all counselors will be responsible for conferencing with students regularly throughout the year to identify issues and provide information and resources in support of student success.*

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.
  - We have identified our Social worker as our McKinney -Vento liaison. He ensures that any student who is identified as homeless receives full and equal opportunity to succeed in their school setting, and that they receive all entitled services
  - Our on-site Community Based Organization, Camelot, provides violence prevention services, by education students in conflict resolution skills and peer mediation.
  - Healthplus education information sessions are conducted by the parent coordinator

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

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

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

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

### **Part A: For All School Improvement Schools (SINI and SRAP)**

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

### **Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

---

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### **ELA Alignment Issues:**

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

---

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

– **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.

**A school-based committee was formed to assess whether finding 1A and 2A are relevant to our school's educational program. The committee is looking at ELA Instruction and alignment issues.**

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?

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

UPDATED – OCTOBER 2008

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.

**A school-based committee was formed to assess whether finding 1B and 2B are relevant to our school's educational program. The committee is looking at math instruction and Math alignment issues.**

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

Applicable    Not Applicable

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

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.

---

## **KEY FINDING 2: INSTRUCTION**

UPDATED – OCTOBER 2008

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.

**A school-based committee was formed to assess whether finding 1A and 2A are relevant to our school's educational program. The committee is looking at ELA Instruction and alignment issues.**

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

Applicable    Not Applicable

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

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

## **2B – Mathematics Instruction**

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

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

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.

**A school-based committee was formed to assess whether finding 1B and 2B are relevant to our school’s educational program. The committee is looking at math instruction and Math alignment issues.**

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

Applicable    Not Applicable

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

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

---

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

---

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

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.

**A school-based committee was formed to assess whether finding 3 is relevant to our school's educational program. The committee is examining teacher retention at our school.**

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

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

---

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

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

Please respond to the following questions for Key Finding 4:

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

**A professional development committee was formed to assess whether finding 4 and 6 are relevant to our school's educational program. The committee is looking professional development for ELL and special education students.**

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

Applicable  Not Applicable

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

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

---

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

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

Please respond to the following questions for Key Finding 5:

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

**A school-based committee was formed to assess whether finding 5 was relevant to our school's educational program. The committee is investigating data for ELL students.**

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

Applicable  Not Applicable

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

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

---

**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

**A professional development committee was formed to assess whether finding 4 and 6 are relevant to our school's educational program. The committee is looking professional development for ELL and special education students.**

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

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

---

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

**A school-based committee was formed to assess whether finding 7 was relevant to our school's educational program. The committee is reviewing student IEP goals and the relationship to instruction and specifically classroom modifications.**

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

Applicable    Not Applicable

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

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

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SE requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 15, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	31R470
School Name	Concord HS
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 58,679
Principal Name	Ron Giorsky
Principal Email	rgorsky@schools.nyc.gov
Principal Phone	7184471274

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 58,674
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes  
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- new classrooms/class sections will be created for school year 2008-09?

\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

\* If you plan to target more than one special population in a single grade, please fill out a separate row for each su

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA - Students with Disabilities - 25 - 1 -24

\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject :

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	10	Math	Students with Low Academic Achievement	18.0	1
C4E Target #2	11	Math	Students with Low Academic Achievement	18.0	1
C4E Target #3	12	Math	Students with Low Academic Achievement	18.0	1
C4E Target #4					
C4E Target #5					
C4E Target #6					

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher -student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No

---

**CEP Appendix 8: Contracts for Excellence**



# Concord High School

109 Rhine Avenue, Staten Island, New York 10304

Telephone: (718) 447-1274

Fax: (718) 442-6276

---

Ronald J. Gorsky, Principal  
RGorsky@schools.nyc.gov

David Ashe, Assistant Principal  
DAshe@schools.nyc.gov

## Language Allocation Policy 2008-2009

### Team Members

Ron Gorsky, Principal

David Ashe, Assistant Principal

Leslie Chow-Degeorge, ESL Teacher

Vonda Caccese, Parent Coordinator

Concord High School is dedicated to the education and English language acquisition of our English Language Learners (ELL). Our population is made up largely of students who have experienced difficulty in large comprehensive high schools. Concord High School's language policy is a systematic ESL program designed to meet the needs of our immigrant population, over aged and under credited students.

Concord High School serves students in grades 10-12. We have a population of 168 students. The latest ethnic data show that 29.1% are white, 35.5% are black, 49% are Hispanic, and 2.8%, are Asian or other. Our gender breakdown is 44.7% male and 55.3% female. We have 9 students who are English Language Learners with Spanish as the dominant language. (See chart below).

Language	Students
Spanish	8
Urdu	1

**Program Model - English as a Second Language (ESL)**

Concord High School provides all eligible ELL students support through a freestanding ESL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ESL instructional model.

Students in Beginning (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction.

Students’ proficiency levels are determined by their scores on the Lab-R or NYSESLAT exam. These students are split into three categories, beginner, intermediate and advanced. The following chart breaks down the proficiency levels by grade.

	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Beginning</b>	0	0	0
<b>Intermediate</b>	2	4	0
<b>Advanced</b>	2	1	0

In accordance with the New York City Department of Education, the goals of the ESL program are to:

- Provide academic subject area instruction in English using ESL methodology and instructional strategies
- Incorporate ESL strategic instruction
- Assist students to achieve the state-designated level of English proficiency for their grades
- Help each ELL meet or exceed New York State and City Standards

Based on each student’s NYSESLAT or Lab-R scores, we place students in one of the three ESL levels: Beginning, Intermediate, or Advanced.

The Beginning ESL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ESL lesson.

All ESL and ELA instruction includes literature and content-based instruction which is aligned explicitly to New York State learning standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

### **Content Area Instruction**

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the New York State and City standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population.

### **Admission and Identification of ELL students**

All new admits to Concord High School meet with either the Principal or the Assistant Principal and the Parent Coordinator. Students new to the New York City Department of Education are given a Home Language Identification Survey (HLIS) to elicit information regarding the language spoken in the student's home. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs.

### **NYSESLAT**

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to qualify for ELL services.

Concord High School is committed to improve instruction and support efforts directed at our English Language Learning Students. Through our cooperative Language program we are addressing the needs of our students within the school building. Additional support efforts involve:

- Concord High School provides accelerated academic and language development through instruction in after school programs.
- Kaplan instructors work with our students in developing the skills needed to pass the Regents exams.
- Use of “Workshop Model” and “Balanced Literacy” strategies in ESL and content area classes.
- Computers are used as an instructional tool for language development and content enhancement.

**Professional Development** - All teachers receive PD in the use of ESL instructional strategies, differentiated instruction, multiple intelligences, scaffolding of instruction, etc. PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist.

**Support for Newcomers** (ELLs in US schools less than three years). - At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

**Support for Students with Interrupted Formal Education(SIFE)** - All ESL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are

#### **Support for long term ELLs and Extension of Services**

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ESL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of “Workshop Model” and “Balanced Literacy” strategies in ESL and content area classes;
- Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

**Special Education** - At this time Concord High School has 1 special education ELL students. All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs.

### **Data Review**

A review of data of patterns across proficiency and grade levels shows that the majority of our students are functioning at the intermediate level of English proficiency, while the remaining students are functioning at the advanced levels. Looking at the four modalities of listening, speaking, reading and writing, they are consistent with the overall proficiency levels. Our instructional planning focuses on cognitive academic and language proficiency for the intermediate and advanced level ELLs, while continuing to provide the basic functional language instruction for the Beginning level ELLs.

Looking at the results of the standardized assessments, our ELL population has scored in the level I and Level II range. This data will help us to focus instruction on the specific needs of these students. In addition to on-going professional development in ESL strategies, we have brought in Kaplan instructors to work with our staff and students in order to provide the strategies for these students to improve the skills needed to pass the Regents exams.

### **Summation:**

Concord High School is dedicated to using a comprehensive approach to provide services for our ELL population from the very beginning stages of language acquisition to English language proficiency. Many students who have been turned away from large high schools because of their age and level of English skills, find a home at Concord who help them acquire language skills and credit accumulation in a safe, friendly, and academic rigorous curricula. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL and ELA methodologies and professional development for our staff, we are working on assisting all students in completing their high school diploma requirements.



# Concord High School

109 Rhine Avenue, Staten Island, New York 10304

Telephone: (718) 447-1274

Fax: (718) 442-6276

---

Ronald J. Gorsky, Principal  
RGorsky@schools.nyc.gov

David Ashe, Assistant Principal  
DAshe@schools.nyc.gov

## School-Parent Compact 2008-2009

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

Concord High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

### Required School-Parent Compact Provisions

#### School Responsibilities

Concord High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - *Continuation of the double period Regents block class (AIS)*
  - *Increase the participation of tutoring for students who are not meeting state or city standards.*
  - *Professional development area on the use of technology in the classroom, literacy strategies, test-taking strategies and skills as well as the workshop instructional model.*

UPDATED – OCTOBER 2008

- *Teachers will structure classroom exams and quizzes using the same language, format of standardized exams.*
- *Teachers will reinforce literacy strategies during content area instruction.*
- *Opportunities will be provided for teachers to plan collaboratively, align instruction, and examine and assess student work to focus instruction directly on student needs to meet the standards*
- *Classroom libraries will be expanded and updated to provide appropriate books for students at all reading levels, including our ELL students.*
- *Professional development will be provided in the following areas:*
  - *The use of differentiated learning, active participation, and other specialized strategies to meet the needs of all learners, including special education and ELL students*
  - *Looking at student work*
  - *ESL Strategies*
- *Professional development on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students.*
- *A greater emphasis will be placed on teaching students organizational skill study skills, and test taking skills*
- *Investigation of best practices for sustaining and accelerating the achievement of English language learners.*
- *Teacher created web page provides course information, resources and homework assignments for all students.*
- *In school professional development has been effective. Time is scheduled for weekly collaboration among staff.*
- *Teachers will continue to access on line libraries and databases via student laptops.*
- *Integration of technology will continue to increase through the use of Smartboards, laptops, internet research, virtual dissections, etc.*
- *Literacy skills will be reinforced through an increase in reading and writing across the curricula.*

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as follows: Conference and information session will be held in September 2008 during parent orientation session. Individualized parent/teacher conferences are held twice during academic year in October 2008 and March 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Student Reports will be provided to parents/guardians three times per semester. Web-based programs such as TeacherEase and SnapGrades provide ongoing parent access to student progress and achievement.  
Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available for consultation with parents on a daily basis by telephone and with scheduled one-to-one appointments as requested. Staff is available during parent orientation and parent/teacher conferences.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Parent/guardians may volunteer with the parent/teacher association, school leadership team, and advisory groups. Additional volunteer opportunities include classroom presentations, assistance with student events and trips.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

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

### **Optional Additional Provisions**

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

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

- Attend school regularly
- Do my homework every day and ask for help when I need to.
- Develop Graduation plan and set goals for myself.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES :**

\_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

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



# Concord High School

109 Rhine Avenue, Staten Island, New York 10304

Telephone: (718) 447-1274

Fax: (718) 442-6276

---

Ronald J. Gorsky, Principal  
RGorsky@schools.nyc.gov

David Ashe, Assistant Principal  
DAshe@schools.nyc.gov

## School Parental Involvement Policy 2008-2009

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

### **I. General Expectations**

Concord High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

**UPDATED – OCTOBER 2008**

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Concord High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents/ Guardians will be active on School leadership team, Parent/Teacher Association, Advisory Committees and district parental groups committees.
2. Concord High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parental Surveys will be collected; advisory groups, parent/guardian information sessions and workshops will be conducted.
3. Concord High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - Involvement with regional and district assistance in parental planning initiatives. Coordination with Concord Parent groups and district advisory groups. Involvement and assistance from Department of Education Office of Parental Involvement.
4. Concord High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - Evaluation of parental involvement will be conducted with parental survey twice per academic year to measure effectiveness of parental involvement and receive input from parents/guardians. Materials for evaluation will be provided in the parents’ native when appropriate. Principal, Assistant Principal, School-leadership team, parent advisory group and parent coordinator will ensure that all parents are provided with the opportunity to participate in evaluation process. Parents, staff and students will participate in review.
5. Concord High School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. the State’s academic content standards
  - ii. the State’s student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
    - Parents/guardians will be provided workshops on the school, district and regional levels
    - Parents/guardians will receive information by mailings and email database with relevant websites and information.
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Parents/guardians will be offered computer training classes to increase knowledge of technology.
  - Parent Resource Library will be developed for parent use ( Parent Resource Center)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
  - Staff will receive professional development on communicating effectively with parents/guardians.
  - School leadership team will address issues to increase effective team building for staff and parents.
  - Parent/Teacher Association will continue to increase attendance of staff and parents on a monthly basis.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
  - Parent/Guardian materials will be available in parent’s native language.
  - Parents/Guardians will receive notice of meetings by use of telephone messenger, postal mailings and email parent database in a timely manner.
  - Meetings and events will be scheduled during the morning, afternoon and evening hours to accommodate parents scheduling requirements.
  - Principal, School Leadership team, Assistant Principal, Parent Coordinator and Parent/Teacher Association will ensure compliance.

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

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

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our School –Parent Compact This policy was adopted by Concord High School on June 9, 2008 and will be in effect for the 2008-2009 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 19, 2008.