



HIGH SCHOOL FOR CONSTRUCTION TRADES, ENGINEERING & ARCHITECTURE

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 27Q650
ADDRESS: 94-06 104TH STREET, OZONE PARK, NY 11416
TELEPHONE: (718) 846-6280
FAX: (718) 846-6283

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	8
SECTION IV: NEEDS ASSESSMENT	11
SECTION V: ANNUAL SCHOOL GOALS	12
SECTION VI: ACTION PLAN	13
REQUIRED APPENDICES TO THE CEP FOR 2009-2010.....	18
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error! Bookmark not defined.	13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	22
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).	Error!
Bookmark not defined.	24
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.....	25 Error! Bookmark not defined.
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error!	
Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!
Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q650 **SCHOOL NAME:** H.S. for Const. Trades, Eng. & Arch.

SCHOOL ADDRESS: 94-06 104th Street Ozone Park NY 11416

SCHOOL TELEPHONE: 718-846-6280 **FAX:** 718-846-6283

SCHOOL CONTACT PERSON: Steven Wynn **EMAIL ADDRESS:** Swynn3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Steven Wynn

PRINCIPAL: Steven Wynn (IA)

UFT CHAPTER LEADER: Angel Texidor

PARENTS' ASSOCIATION PRESIDENT: Angelo Lisena

STUDENT REPRESENTATIVE:
(Required for high schools) Tiffany Montanez, Kevin Veerasammy

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Empowerment CFN 2

SSO NETWORK LEADER: Marisol C. Bradbury

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Steven Wynn	*Principal or Designee/chair	
Angel Texidor	*UFT Chapter Chairperson or Designee	
Angelo Lisena	*PA/PTA President or Designated Co-President	
Angelo Lisena	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tiffany Montanez Kevin Veerasammy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Paul Capocasale	Member/parent	
Charles Werner	Member/parent	
Irene Scheid	Member/parent	
Skye Williams	Member/parent	
Jennifer Maharaj	Member/parent (secretary)	
Emma Otero	Member/parent	
Alicia Konze	Member/secretary (DC-37)	
Dorothy Ahoklui	Member/teacher	
Edward Hawkins	Member/teacher	
Jeannine Manning	Member/counselor	

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

*Core SLT Members

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our school is committed to providing young men and women of diverse cultural, ethnic, and socio-economic backgrounds with a sense of belonging. Through a variety of programs and initiatives, designed and supported by students, parents, faculty and community partners, we continue to fulfill this aspect of our mission as we move into our fourth year as a school.

One of the key elements of our success is our Advisory Model. Advisory is designed to bring students together through a series of collaborative initiatives and through this process to the school community as a whole. All students are assigned to an Advisory where they participate in activities that develop character, values, and relationships, while working collaboratively on hands-on projects related to the three major career themes of our school in a unique program that we call *Drop Everything And Tech (D.E.A.T.)*.

Based on feedback from teachers and community partners, we have restructured and expanded our Advisory curriculum to emphasize academic success strategies, such as study skills and organization management, as well as interpersonal skills that focus on student values and the decision-making process.

Student-created bulletin boards and window displays convey their understanding of school core values and illustrate the concepts learned in school, such as diversity and multiculturalism. Public displays of values cards obtained through our values campaign show evidence of students acting in a character that exemplifies the positive qualities associated with the school's core values.

Our mission is prefaced on the belief that learning takes place best when integrated into meaningful contexts that connect with the students' lives, across subject areas. We also believe that opportunities to make connections between the academic and technical curriculum is best achieved when students are able to work in teams doing hands-on project-based learning. Project-based learning allows for a variety of learning styles, provides for more in-depth understanding through the use of higher order thinking skills and learning concepts, integrates concepts and skills across curricular areas, and offers an excellent method of assessing student learning. In this way, the students' experiences match the real world as they learn to work together, make decisions as a group, and establish common objectives and goals.

As we move forward in our fourth year and toward our first graduating class, we have implemented a new paradigm that helps support this aspect of our mission. Every student and faculty member is assigned to one of three career academies, supported by an Academy Director. Through this model, teachers have greater opportunities and forums through which they may collaborate, conduct case-conferencing (“kid talk”), and develop curriculum and activities that integrate the career themes with the students’ academic subjects.

Qualitative and quantitative data drive the decision-making process. All ideas are shared with the staff, with discussion and with a chance for revision. To facilitate this process, we have common planning teams, which consist of staff members who teach a common discipline, or share a student cohort within their respective academy. Department Leads, as well as Academy Directors facilitate these meetings, in conjunction with school-wide goals and objectives, determined collectively at weekly administrative planning meetings.

Topics of discussion are aligned with ongoing professional development workshops and include, but are not limited to:

- *Differentiated instruction*
- *Best Practices and Examining Student Work*
- *Curriculum mapping*
- *Project Based instruction*

Our Academic Intervention Services Programs are specifically designed to support all students, as well as those targeted as being at-risk, and provides academic remediation, enrichment, Regents preparation, and credit recovery.

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				
School Name:	High School for Construction Trades, Engineering and Architecture			
District:	27	DBN #:	Q650	School BEDS Code #: 342700011650

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<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 type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					94.3	94.7	94.3		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					98.5	99.0	99.7		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					55.5	63.8	57.3		
Grade 8									
Grade 9	196	189	224	Students in Temporary Housing: Total Number					
Grade 10	0	195	299		2006-07	2007-08	2008-09		
Grade 11	0	0	187		0	2	1		
Grade 12	0	0	0						
Ungraded	0	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	196	384	612		1	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	10	10	46		
No. in Collaborative Team Teaching (CTT) Classes	0	2	2	Superintendent Suspensions	6	2	2		
Number all others	3	3	26						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	615
# 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	5	2	3	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	10	24	40
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	8	8
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	0	0
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	0.5	0.3	0.5	Percent more than two years teaching in this school	0.0%	0.0%	22.0%
Black or African American	13.3	9.6	10.8	Percent more than five years teaching anywhere	40.0%	25.0%	34.1%
Hispanic or Latino	48.0	47.9	41.3				
Asian or Native Hawaiian/Other Pacific Isl.	27.6	27.6	28.6	Percent Masters Degree or higher	80.0%	83.0%	80.0%
White	10.7	10.6	17.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	60.5%	68.4%	73.4%
Multi-racial							
Male	75.5	67.2	65.4				
Female	24.5	32.8	34.6				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	1	1	0

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	Proficient
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	5	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

As we move into our fourth year, students consistently do better overall in their career-related courses. This has led us in the past to place greater effort on the integration of the students' career, technical and academic classes. As we move forward, we continue to build on this capacity with the introduction of three thematic career-based academies that cross all grade levels. Each academy houses a dedicated cohort of students and teachers, supported by an Academy Director.

The academies not only build on our integration model, but on our teacher/faculty-collaboration model as well. Last year we put in place Department Leads, who meet with the administration on a weekly basis, and then meet with their academic teacher cohorts during weekly common planning time. This year, Academy Directors meet with administration weekly as well, and then with the teachers in their respective academies, providing increased opportunities for instruction planning and case-conferencing.

Student performance is consistent in all subjects as they move from one grade to the next, with the exception of science. While the vast majority of students (over 90%) pass their Living Environment Regents, less than 20% and 10% pass Chemistry and Physics, respectively. One reason appears to be that students are less motivated to pass a second regents exam having already secured the one science regents they need to obtain a regents diploma. Another reason, notably for physics, has to do with the students' math skills. We will be looking at a number of ways to address these concerns.

Based on feedback from parents, students, teachers and community partners, we have enhanced our Advisory Program to include a concentrated curriculum that focuses on academic success strategies, personal growth and development, career exploration and college readiness for all grade levels. We have conducted, and have scheduled throughout the year, ongoing professional development to help support this new curriculum.

All of the above would not be as effective as it were not for our success in recruiting dedicated teachers and support staff to our school. The total effect has led each year to consistently high attendance rates at 94% or higher, and this year, so far, is no exception.

Our greatest obstacle is the infrastructural need of our school. Originally designed as a school dedicated to architecture and design, the school was renamed without the necessary infrastructure changes to support all three career areas. Specifically, there are not enough dedicated construction shops in our school. We were able to obtain approval for the construction of an electrical workshop last year; however, our construction classes are lacking sufficient space as we now enter our fourth year as a school with grades 9 – 12.

SECTION V: ANNUAL SCHOOL GOALS

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

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

GOAL #1

As the size of our school staff grows, there is the inherent possibility of an emerging disconnect between faculty members as the number of staff members per department increases, and as we implement our academy model in which staff members are assigned to dedicated cohorts of students. Our goal is to continue to sustain the educational infrastructure that has enabled teachers to create cross-disciplinary, project-based lessons and activities that integrate both the academic and career-based themes into the instructional paradigm of our school. By June 2010, we expect to see a 10% increase in teacher participation at after-school professional development sessions that support this model of instruction, and a similar increase in the number of teacher intervisitations between departments.

GOAL #2

Similarly, as the school population rises, and new programs, such as the academies, are put into place, faculty members and students tend to fall into groups and social patterns that become increasingly fixed over time, leading to unintentional feelings of alienation between staff members and between students. Our goal is to continue to sustain and develop the cultural and social infrastructure that we initiated during our first year, in which we developed a platform for inculcating and reinforcing the fundamental core values of our school. By June 2010, there will be a 5% increase in the number of events implemented compared with last year, as well as a 5% increase in student and attendance at these events (e.g. multi-cultural festivals, book clubs, pep rallies, etc.). Curriculum will be written and put into place that supports character education, communication, team work and interpersonal skills that are essential to the successful growth of our community.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As the size of our school staff grows, there is the inherent possibility of an emerging disconnect between faculty members as the number of staff members per department increases, and as we implement our academy model in which staff members are assigned to dedicated cohorts of students. Our goal is to continue to sustain the educational infrastructure that has enabled teachers to create cross-disciplinary, project-based lessons and activities that integrate both the academic and career-based themes into the instructional paradigm of our school. By June 2010, we expect to see a 10% increase in teacher participation at after-school professional development sessions that support this model of instruction, and a similar increase in the number of teacher intervisitations between departments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will develop monthly <i>curriculum maps</i> for each course and grade level being taught in our school that will be used for reference purposes in identifying common skills, topics and themes. These will be utilized during weekly Common Planning Time, department and faculty meetings, and at ongoing professional development workshops. Administrators and Department Leads will facilitate discussions and follow-up activities regarding the above. • Ongoing consultation with various DOE networks and personnel resources (e.g. the Empowerment schools). • Consultation and support from the National Academy Foundation. • Professional development in the areas of <i>interdisciplinary and project-based instruction</i> utilizing curriculum maps will be provided throughout the school year to all staff members. • Professional development that focus on <i>technical career skills</i> necessary to support interdisciplinary, project-based instruction will be provided throughout the school year to academic teachers. • Professional development that focuses on <i>differentiated instruction</i> and the specific strategies necessary to support a variety of learning styles will be provided throughout the school year to all staff members. • Formation and establishment of the Academy of Construction Management, Academy of Engineering and Academy of Architecture; selection of Academy Directors

	<ul style="list-style-type: none"> • “This Is My Life” guest speaker program, supported by the school Advisory Board
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The following items are required in order to support the above:</p> <ul style="list-style-type: none"> • Common planning time for all teachers within each department that occur on a weekly basis throughout the year • Reduced class sizes • Per session for after-school instructional planning and professional development that occur on a weekly basis throughout the year • Retreats for all staff members that occurs twice each year in December and May • Instructional materials and resources for hands-on projects and applications that occur on a daily basis throughout the year • Consultation fees for support from key industry professionals in an ongoing basis throughout the year • Field trips expenses for students (e.g. transportation, entry fees) that occur throughout the year • Department Leads, who meet on a weekly basis throughout the year • Academy Leaders, who meet on a weekly basis throughout the year
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Scholarship reports per marking period showing upward trends in grades and credit accumulation • Interim assessments of student performance (progress reports) between marking periods showing similar trends • Performance series in (November/May) • Acuity predictives (November) • Teacher lesson plans and observations will be reviewed by supervisors on a weekly basis demonstrating applications from professional development and interdisciplinary content and activities • Agendas/notes from weekly common planning time meetings, monthly departmental and academy meetings, monthly faculty and school leadership team meetings, and weekly professional development sessions • Minutes from monthly Advisory Board and sub-committee meetings • Monthly curriculum maps submitted by teachers across disciplines • Academy mission statements • Completion of Career Fair (February) and Senior Capstone Project (June)

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Similarly, as the school population rises, and new programs, such as the academies, are put into place, faculty members and students tend to fall into groups and social patterns that become increasingly fixed over time, leading to unintentional feelings of alienation between staff members and between students. Our goal is to continue to sustain and develop the cultural and social infrastructure that we initiated during our first year, in which we developed a platform for inculcating and reinforcing the fundamental core values of our school. By June 2010, there will be a 5% increase in the number of events implemented compared with last year, as well as a 5% increase in student and attendance at these events (e.g. multi-cultural festivals, book clubs, pep rallies, etc.). Curriculum will be written and put into place that supports character education, communication, team work and interpersonal skills that are essential to the successful growth of our community.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • In consultation with teachers, parents, students, and guidance counselors, we will design curriculum, activities and support materials for all grade levels that promote the development of positive core values and character education. These will be introduced in the students’ daily Advisory class and reinforced throughout the school day. • Ongoing consultation with various DOE networks and personnel resources (e.g. the Empowerment Zone). • Consultation and support from the National Academy Foundation. • Community Advisory Board members will be included in the process of identifying personality traits and characteristics that lead to success in the business community and in each of our three respective career fields. Representatives from the business community will be invited to discuss and model expectations regarding rules and etiquette in the workplace, all of which will be incorporated within the full range of curricular and extra-curricular activities. • Students will have the opportunity to work with professionals in each of the three theme areas of our school in order to bring about more adult relationships and role models, such as student internships, mentoring and job shadowing. • The junior student population will plan and implement a school wide Career Fair in January 2009. • The senior student population will design and construct an one room classroom based on concepts of sustainable design (Senior Capstone Project) that brings together all three career themes. • Students who demonstrate the core values of the school will receive core value cards from school faculty; these will be prominently displayed on bulletin boards throughout the school. • The Student/Parent school handbook will be used as a tool and resource for developing and reinforcing time management and organization habits. • The Student Government Organization (SGO), as well as the PTA, will sponsor community events, such as Field Day, Thanksgiving, Multi-cultural festivals, talent shows, Family Fun Nights and dinners that bring students, parents, faculty and the community together. • Throughout the school year we will conduct student assemblies, after-school clubs and school trips that further support and enrich individual as well as school character.

	<ul style="list-style-type: none"> • The publication of a monthly PTA newsletter (“Synergy”) will provide a forum for all members of the school community to share experiences, opinions and events. • The implementation of a school website will publicize school events and allow parents and community members to share in school progress and events. • Department Leads will serve as role models during Common Planning Time and will act as liaisons between teachers and administrators to ensure the implementation of a common framework among all CTEA staff. • Professional development will be provided to all staff members based on the character education curriculum being used throughout the school. • School faculty will be invited to attend faculty retreats to reinforce the above and bring staff members together as a community. • A curriculum planning team will develop units of study that address: Academic success; Personal progress; Career Readiness; and College preparation. • Formation and establishment of the Academy of Construction Management, Academy of Engineering and Academy of Architecture; selection of Academy Directors
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The following items are required in order to support the above:</p> <ul style="list-style-type: none"> • Common planning time for all teachers within each department that occur on a weekly basis throughout the year • Reduced class sizes • Per session for after-school instructional planning and professional development that occur on a weekly basis throughout the year • Retreats for all staff members that occurs twice each year in December and May • Instructional materials and resources for hands-on projects and applications that occur on a daily basis throughout the year • Consultation fees for support from key industry professionals in an ongoing basis throughout the year • Field trips expenses for students (e.g. transportation, entry fees) that occur throughout the year • Department Leads, who meet on a weekly basis throughout the year • Academy Leaders, who meet on a weekly basis throughout the year
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Numbers of student earned core value cards exhibited on bulletin boards will increase each month • Teacher lesson plans and observations demonstrating applications from professional development and character education will be reviewed on a weekly basis • Agendas/notes from weekly common planning time meetings, monthly departmental and academy meetings, monthly faculty and school leadership team meetings, and weekly professional development sessions

- | | |
|--|---|
| | <ul style="list-style-type: none">• Minutes from monthly Advisory Board and sub-committee meetings• End-of-year completion of academic, career and college portfolios• Academy mission statements• Increased attendance at faculty retreats (December/May) |
|--|---|

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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	35	15	5	5	1	N/A	N/A	N/A
10	40	20	N/A	N/A	N/A	N/A	N/A	N/A
11	20	30	11	10	N/A	N/A	N/A	N/A
12	40	40	50	40	4	1	N/A	3

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Tutoring (before and after school; all students) • Credit Recovery (after school; all students in need) • Saturday Academy – focus on skills enhancement and Regents preparation (all students) • Advisory academic support (during Advisory; all students) • Regents review (before and after school; all students)
Mathematics:	<ul style="list-style-type: none"> • Tutoring (before and after school; all students) • Credit Recovery (after school; all students in need) • Saturday Academy – focus on skills enhancement and Regents preparation (all students) • Advisory academic support (during Advisory; all students) • Regents review (before and after school; all students)
Science:	<ul style="list-style-type: none"> • Tutoring (before and after school; all students) • Credit Recovery (after school; all students in need) • Saturday Academy – focus on skills enhancement and Regents preparation (all students) • Advisory academic support (during Advisory; all students) • Regents review (before and after school; all students)
Social Studies:	<ul style="list-style-type: none"> • Tutoring (before and after school; all students) • Credit Recovery (after school; all students in need) • Saturday Academy – focus on skills enhancement and Regents preparation (all students) • Advisory academic support (during Advisory; all students) • Regents review (before and after school; all students)
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Mandated group counseling services for students with IEPs • One-on-one consultation • Parent conferences
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Referrals made by family and school staff to the CSE

At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	<ul style="list-style-type: none">• Student related services are provided by outside agencies.

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

NCLB/SED requirement for all schools

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

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

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)

School: _____ BEDS Code: _____

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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As new students enter the school this year, we conduct surveys that allow us to identify those languages, and those specific households, that require translation and interpretation services. In these cases, all correspondences and written documents will be translated into the appropriate language.

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.

All households are proficient in communicating in written and oral English.

Part B: Strategies and Activities

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

Written translation service will be provided by in-house staff or volunteers coordinated by Ms. Audrey Graves, our Parent Coordinator.

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.

Every effort will be made to locate someone on staff, or someone who will be available to serve as a consultant, in case it becomes necessary to translate conversations with these parents, as well as provide translations during meetings and assemblies.

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>.

According to Chancellor’s Regulations A-663, all parental notification will take place in the home language as per the request of the household.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	484,432	58,269	542701
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,484		4,484
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		582	582
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,221		24,221
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2913	2913
6. Enter the anticipated 10% set-aside for Professional Development:	48,443		48,443
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		58,269	58,269

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____99%____

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

All teachers participate in extensive professional development – both mandated and during weekly optional workshops. Topics include lesson planning, classroom management, interdisciplinary instruction, differentiated instruction, curriculum mapping, and data analysis. Teachers are further supported at weekly common planning time meetings with their peers, supported by Department Leads and Supervisors. Additional support in the form of informal observations and mentoring is provided 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 on the NYCDOE website.

PARENTAL INVOLVEMENT POLICY

The High School for Construction Trades, Engineering and Architecture is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

The High School for Construction Trades, Engineering and Architecture 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.
- 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. The High School for Construction Trades, Engineering and Architecture will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. The High School for Construction Trades, Engineering and Architecture will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.

- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. 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 High School for Construction Trades, Engineering and Architecture will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- 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:
 - the State's academic content standards
 - the State's student academic achievement standards
 - 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 will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.

- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development: Monthly professional development for parents will focus on school life for students, curriculum standards, assessments, health and medical issues for families, and college support services such as financial aid.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Professional Development – Students with disabilities: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. 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 _____. This policy was adopted by The High School for Construction Trades, Engineering and Architecture on __mm/dd/yy_____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

IV. Annual evaluation of the Parent Involvement Policy

On May 20, 2010, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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

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

TITLE I SCHOOL-PARENT COMOPACT FRAMEWORK

The school and parents working cooperatively to provide for the successful education of their children agree:

<p>The High School for Construction Trades, Engineering and Architecture will:</p>	<p>The Parent/Guardian will:</p>
<p>The High School for Construction Trades, Engineering and Architecture, 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, 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 2007-08.</p> <p>The High School for Construction Trades, Engineering and Architecture will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows: <ul style="list-style-type: none"> ○ <i>Differentiated approach to instruction</i> – teams identify different ways to deliver instruction to meet the needs of their students. ○ <i>Best Practices and Examining Student Work</i> – teams will have the 	<p>Parents will support their children’s learning by:</p> <ul style="list-style-type: none"> • Promoting positive use of my child’s extracurricular time • 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.

opportunity to share their best practices with their colleagues. They will also examine students' work together to ensure that it updates teaching practices.

- *Project Based instruction* – teams will develop projects that lend themselves to a common theme and practice.

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held during regular monthly PTA meetings.
- Provide parents with frequent reports on their children's progress. Each student receives a report card four times per year as well as four interim progress reports.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during regularly scheduled open school conferences twice per year, at monthly PTA meetings, or by appointment.
- Provide parents opportunities to volunteer and participate in their child's class, to observe classroom activities, to act as chaperones on school field trips, and attend various assemblies.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.

Student Responsibilities

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

- Do our homework every day and ask for help when we need to.
- Attend morning and/or afternoon tutoring.
- Read at least 30 minutes every day outside of school time.
- Give our parents or the adults who are responsible for our welfare all notices and information received by me from my school every day.
- Take part in extra-curricular activities, such as sports events, clubs, and community service.
- Adhere to the policies and core values as represented in the Student/Parent Handbook.

- 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.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- 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.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

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 utilize a number of resources to assess the comprehensive needs of our school. We have a School Leadership Team (SLT) that meets monthly and has been an integral part of the planning process of our school, resulting in numerous collaborative decisions that affect school structure as it relates to classroom instruction. We also have many outside partnerships, like The National Academy Foundation, Hunter Roberts Construction Group, Mayor's Commission on Construction Opportunity, Malcolm Pirnie, and CityTech, that help in assessment and planning.

As a medium sized school with only 860 students and a daily Advisory, we have had the unique opportunity to become familiar with our students' learning needs both individually and collectively. The interdisciplinary and collaborative nature of our instructional program has enabled teachers and administrators to become highly acquainted with one another's content and teaching styles as well. The implementation of our Academy model provides an additional forum for teacher collaboration and case-conference, further ensuring that each student's academic and career needs are addressed.

Collaborative planning and implementation is at the core of our school's culture and values. Through Advisory, before and after-school tutoring, PM school, and Saturday School, teachers, administrators, students and parents work closely together to ensure that all students, including low performers, demonstrate proficient and advanced levels of achievement in all academic standards and areas, and for improving *all* the structures that support learning in our school by combining all available resources toward this goal.

Additional data are obtained from acuity predictors, performance series assessments, scholarship data and progress reports.

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

- included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Our school's mission is prefaced on the belief that learning best takes place when integrated into meaningful contexts that connect with the students' lives, across subject areas. We also believe that opportunities to make connections between the academic and technical curriculum is best achieved when students are able to work in teams doing hands-on project-based learning. Project-based learning allows for a variety of learning styles, provides for more in-depth understanding through the use of higher order thinking skills and learning concepts, integrates concepts and skills across curricular areas, and offers an excellent method of assessing student learning. In this way, the students' experiences match the real world as they learn to work together, make decisions as a group, and establish common objectives and goals. To support this, each class is 72 minutes long, providing adequate time for students to work on the types of projects described above.

A newly revised Advisory curriculum focuses on and develops student studying, organization and time management skills while helping students articulate their values as a basis for decision-making and goal-setting. Units in career exploration and college readiness help prepare students for the expectations and standards of the post-secondary world. With the development of career-based Academies and the ongoing support of our Advisory Board, all students participate in job shadowing, internships and field trips that expose them to these rigors.

3. Instruction by highly qualified staff.

Our staff selection process involves a thorough review of resumes and references, interviews with potential candidates, and a demonstration lesson in their subject area that is observed by the Principal, Assistant Principal and content teacher. Every candidate is given a thorough tour of the school and has the opportunity to see teaching in progress in order to see for him/her self the type of atmosphere we have created and intend to continue to cultivate as the school grows and takes on additional students and staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our school models a strategy for creating interdisciplinary connections around a central organizing theme that culminated in a hands-on project that integrated all areas of academic instruction with our three career themes. Teachers are provided with weekly built-in *common planning time* facilitated by school administrators and Department Lead teachers. We also bring in expert consultants from several outside organizations to facilitate professional development as well, in such areas as differentiated instruction. The result has been an enriched educational environment infused with project-based learning that has not only invigorated our teaching staff, but has challenged the students' expectations regarding the way they learn.

This year we will continue to provide opportunities for teachers to meet not only within disciplines, but across disciplines as well. Through the Academy model, teachers will have the opportunity to conduct grade-level meetings that will allow them to not only plan more holistically, but also conduct more student case-conferencing. We have noticed that while teachers are ready and able to develop projects for their students, there is a more extensive need to be able to authenticate those projects with appropriate rubrics, and to be able to utilize those rubrics as guides throughout the duration of the project. By this we mean that teachers can better monitor student progress and provide appropriate feedback, and that students can better monitor themselves and one another as part of the same overall process. Our ongoing professional development will focus on sustaining the interdisciplinary model of instruction and the infusion of academic curriculum with the over-arching career objectives of the school.

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

As described in #3, our staff selection process involves a thorough review of resumes and references, interviews with potential candidates, and a demonstration lesson in their subject area that is observed by the Principal, Assistant Principal and content teachers. All candidates are given a thorough tour of the school and have the opportunity to see teaching in progress in order to see for themselves the type of atmosphere we have created and intend to continue to cultivate as the school grows and takes on additional students and staff. Teachers are supported in order to participate in extensive professional development programs to enrich their practices and qualifications, such as Project Lead The Way.

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

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that are sent out on a monthly basis. Each newsletter contains information regarding the school's academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities.

Parents attend open houses and parent information sessions, where they have the opportunity to meet with our leading partners. Parents are also involved in numerous after-school activities sponsored by our PTA, such as Family Fun Nights and Multicultural Festivals, where they share their culture's food, fashion, music, etc.

Our Parent Coordinator works closely with our PTA in order to plan additional events for and with our parents. These include parent support workshops in such areas as how to talk with your child about his or her school needs, as well as strategies for monitoring and supporting your child's studying needs in the home.

We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

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.

In our school, we look at qualitative and quantitative data to make decisions around student achievement. All ideas are shared with the staff, with discussion and with a chance for revision. We have department and common planning teams, which consist of all staff members who teach the same discipline, as well as Academy meetings that meet on a regular basis and include the participation of the Principal and/or Assistant Principal, as well as Department Leads and Academy Directors, who meet with the administration on a weekly basis.

Our Academic Intervention Services (AIS) Programs are specifically designed to support all students, as well as those targeted as being “at-risk,” and provides academic remediation, enrichment, Regents preparation, and credit recovery. These programs include before and after-school tutoring, Saturday Academy, and Credit Recovery. Students with special needs receive individual in-depth therapeutic counseling, and, if appropriate, referrals to external CBOs.

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.

Progress reports are generated in advance of report cards in order for struggling students to be identified and placed into a target group for additional support and instruction. AIS is also done as an extension of the learning process before and after (7:20 am – 8:10 am & 2:30 pm – 3:20 pm) school. There is also evening and Saturday school available for additional support.

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.

The CTEA Parent Coordinator has partnered with and outreached to the community to assist with any school-based issues and which fall into the category of NCLB programs (i.e. violence prevention programs, nutrition programs, housing programs, vocational and technical education, etc. The school provides workshops and training through programs/organizations such as:

- Resources for Children with Special Needs, Inc.
- UFT

- The Metropolitan Parent Center of Sinergia, Inc.
- Special Olympic Soccer League and Training Clinic
- CUNY
OFEA

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
MAY 2009

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: 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)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

– **English Language Learners**

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

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

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

All CTEA teachers (not just ELA disciplines) have been doing State Standard Guided Curriculum Mapping that deals with Differentiated Learning and also Project-Based Learning. Our materials are adequate enough to meet the needs of all learners, particularly ELLs, students with disabilities, and struggling readers.

We are supported by Q233 and partner with them in providing Professional Development focused on our Inclusion population of students. Our classroom teachers include SSR (Sustained Silent Reading) for our students in their ELA classes for ten minutes per day because our 72-minute periods can accommodate intensive learning/teaching and more of a window for time management to include multi-faceted and meta-cognitive instruction.

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?

The evidence that dispels the relevance of this finding to our school's education program are our predictive assessments such as: Acuity and Performance Series. Our NYS Regents scores also show a high passing rate. Also the student data on ARIS indicates substantial movement from lower levels to higher ones due to CTEA academic rigor.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The High School for Construction Trades, Engineering and Architecture is committed to providing a rich mathematical education for all students. The textbooks used for math in our school have a publishing date of 2007 or later. We use the New York editions of all textbooks to ensure alignment to the state standards. When we encounter a topic that the book does not cover in depth, we use supplemental resources to fulfill the requirements of the state. During the 2008-2009 school year, we offered extended periods of math (288 minutes per week) to allow teachers to address topics in further detail. This additional time allowed for the use of a discovery approach to teaching, the incorporation of hands-on activities and making interdisciplinary connections. All of these strategies are employed to improve content retention and application.

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?

Regents' results for the Algebra Regents. Textbooks used in class. Student activities and projects. Student weekly schedules in which each student sits for math classes 4 days each week for 72 minutes each period (288 minutes total).

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

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high

academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Through classroom observations, common planning time, department and faculty conferences, as well as faculty retreats.

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?

Our school has engaged in Project-Based Learning, Differentiated Instruction, Curriculum Mapping, Common Planning, and Professional Development. Students work in cooperative groupings and participate in presentations, student-input project endeavors, on-site excursions, internships, community service, interactive technology-based classroom rooted in real-world systems such as: Autodesk Inventor software, PLTW course research, etc. Teachers serve as facilitators of the learning process and avoid direct instruction.

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* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Engagement in high school mathematics classrooms are always of some concern. To gauge whether or not this was a concern for our school, teachers were encouraged to visit the classrooms of other teachers, both within and outside of their respective departments. Teachers reported back to their department during common planning time. These findings were then synthesized and relayed to administration. Lead teachers and administrators then conducted informal observations to provide feedback to teachers about engagement and the use of technology. Recommendations were discussed during faculty meetings and professional development sessions, many of which were implemented, evidenced by subsequent walk-throughs. Teachers also used common planning time, which meet at least once a week, to develop projects and hands-on activities related to their specific curriculum. The use of technology was assessed during common planning time. Teachers used a variety of technology, specifically, overhead projectors, computer labs, Smartboards, laptop projectors, document cameras and graphing calculators on a daily basis. Additionally, teachers completed curriculum maps for each of their courses. This was helpful in aligning curriculum across content areas to make the connections more meaningful for students. The maps also included a reflective component, which facilitated improvement in the teaching of the curriculum for other teachers the same year, as well as planning for the following year.

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?

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

During walk-throughs and teacher inter-visitation, technology was constantly in use and the classes were engaged. Students were asked about the lesson and 8 out of 10 times were able to give a substantive account of the content being covered in the class. A review of the lead teachers' notes from common planning shows that the issues of engagement and technology use were not only broached, but ideas were brainstormed to maximize their infusion and impact.

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

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

Please respond to the following questions for Key Finding 3:

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

We surveyed the retention rate for our school, as well as the backgrounds of those teachers we hired.

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?

Our retention rate was extremely low. Of those we hired, there were a handful of transfers due to the closing down of a nearby school.

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

The High School for Construction Trades, Engineering and Architecture currently has three Spanish-speaking students who are advanced according to the latest NYSESLAT scores. As a consequence, students receive support through before and after-school tutoring, access to glossaries, dictionaries and classroom libraries, as well as differentiated instructional strategies (e.g. adaptive delivery and response instruction, reading buddies). In the event that we enroll additional students, we would administer evaluative tools (e.g. HLIS) that would lead to the use of additional appropriate instructional materials and strategies, such as expanded classroom libraries, adapted versions of texts, differentiation, scaffolding of content materials, text representations, etc.

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?

The evidence that dispels the relevance of this finding to our school's educational program are the latest NYSESLAT scores.

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

Our school checked the progress reports, NYSESLAT scores, and predictive assessments of our ELL population.

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?

The evidence that dispels the relevance of this finding to our school's educational program are the progress reports, NYSESLAT scores, and predictive assessments of our ELL population.

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

In the 2008-2009 school year, the school was able to assess the need for more professional development in the area of Special Education by the consistent observations of general education teachers in IEP meetings by administrators, the apparent need for increased differentiated instruction, and the lack of continuity in regards to procedures.

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?

This finding is relevant in that some teachers are not well versed on the IEP document, its purpose and uses, and their responsibility to monitor students' progression toward their page 6 goals.

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.

The School plans on addressing the need for professional development by facilitating future PD's that will concentrate on the IEP in such way to enable teachers to implement the various instructional approaches appropriate to individual student needs.

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

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

Please respond to the following questions for Key Finding 7:

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

As a high school, none of our students qualify for modified promotion criteria. All of the goals and objectives are based on the state standards for the appropriate level of instruction based on each student's year in high school. All of our IEP students are SETTS students.

They receive resource room assistance as a normal part of their program of study. In collaboration with the school psychologists, none of our students have warranted the creation of a behavioral plan.

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?

This finding is not applicable since many of the key points do not pertain to our current Special Education population. In points such as modified criteria it does not apply since all of our students have standard criteria. Since they have standard criteria for promotion, their goals and objectives are aligned to grade level standards of proficiency. The apparent lack of behavioral plans which include goals and objectives is due to the non-behavioral issues of the students we serve. The school has done a great job of creating an inclusive environment with proper supports which is in alignment with the Special Education State Performance Plan.

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.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Guidance counselors meet with each student on a weekly basis, discussing their social adjustment in the shelter and in school, as well as discuss support strategies to assist students with their homework and studying needs. Guidance Counselors also monitor their grades (Progress Reports and Report Cards) and encourage them to attend after-school tutoring. All these students are doing well in school.

Part B: FOR NON-TITLE I SCHOOLS

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

