







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

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Janine Kieran	*Principal or Designee	
Martin Gahagan	*UFT Chapter Chairperson or Designee	
Sylvia Musah	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gwen Carson	DC 37 Representative, if applicable	
Stephanie Baptiste	Student Representative	
Jeremy Joseph	Student Representative	

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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George Westinghouse High School (GWHS) has collaborated with the Talent Development High Schools Model from Johns Hopkins University in establishing three Smaller Learning Communities since December 2005. As a career and technical high school, we are committed to providing a rigorous academic curriculum which is enhanced by our various technical sequences. These sequences lead to post secondary learning opportunities as well as entrance into the world of work. Several of our CTE programs, including A+ Computer Repair, CISCO, Multimedia Internet Technology and Electrical Technology, also lead to industry certification. We've implemented a modified 4 x 4 block program which enables students to focus on fewer courses each term. Instructional practices provide students daily opportunities to read, write, talk and develop their skills and ideas.

George Westinghouse High School collaborates with public and private organizations including, the New York City Department of Education, NYU/Polytechnic University, New York City College of Technology, HSBC, FIRST Robotics, Counseling in Schools, iMentor, as well as other industry partners. GWHS fosters the development of an extended learning community, which fully utilizes the advances in technology to prepare students to meet their post secondary goals.

Each smaller learning community, or academy as they are referred to at GWHS, is uniquely staffed with a dedicated supervisor, guidance counselor, community based social worker and faculty. All students begin their high school experience in our Ninth Grade Success Academy, which has a dedicated location. Students' programs consist of an extended day which increases credit accumulation and the likelihood of their success. All ninth grade students receive course offerings which culminate in two Regents examinations (Integrated Algebra and Earth Science). The Design and Engineering and Information Technology Academies are dedicated to students in the 10<sup>th</sup> through 12<sup>th</sup> grades. Students' selection of a technical sequence toward the end of 9<sup>th</sup> grade determines in which upper level academy they will be placed.

Members of each academy have the opportunity to participate in common planning daily. Instructional planning, discussing student work, reviewing data to ensure skill attainment and recognizing student/faculty success and committee work are the focus of these meetings. Data inquiry teams, post secondary planning, public relations, student events/yearbook, and attendance comprise the committee foci.

We have made many strides in the development of our smaller learning communities, parent and community engagement and communication. However, as a reflective community of learners we assess our own progress and strive toward continuous improvement.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	George Westinghouse High School				
<b>District:</b>	13	<b>DBN #:</b>	605	<b>School BEDS Code #:</b>	331300011605

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input checked="" type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		78.9	84.4	81.7		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		95.4	95.8	95.6		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Eligible for Free Lunch:</b>					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		62.5	60.8	56.4		
Grade 8	0	0	0						
Grade 9	373	324	182	<b>Students in Temporary Housing:</b>					
Grade 10	326	318	319	(Total Number as of June 30)	2006	2007	2008		
Grade 11	165	197	221		14	10	6		
Grade 12	187	166	168						
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total					2	3	1		
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	82	83	79						
No. in Collaborative Team Teaching (CTT) Classes	0	5	15		Principal Suspensions	49	14	4	
Number all others	68	64	43	Superintendent Suspensions	32	49	19		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	801	994	831
# 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	17	16	12	<b>Number of Staff:</b>			
# ELLs with IEPs	3	5	5	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	76	70	71
				Number of Administrators and Other Professionals	34	25	36
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	3	3	3
	41	13	16				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.6	1.1	1.6	Percent more than two years teaching in this school	78.5	83.3	86.3
Black or African American	76.6	77.8	76.3	Percent more than five years teaching anywhere	59.5	63.9	68.5
Hispanic or Latino	19.4	18.5	18.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.4	1.8	Percent Masters Degree or higher	80.0	92.0	92.0
White	1.8	1.3	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	72.8	79.5	87.2
Multi-racial							
<b>Male</b>	58.2	59.1	62.4				
<b>Female</b>	41.8	40.9	37.6				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				√	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				√	√	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>				3	3	1

**Key: AYP Status**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	48.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	10.3	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	25.3	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	4.0	Quality Statement 5: Monitor and Revise	√

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

- There is a disparity between students' ability to accumulate credits and the Regents passing rate. Ultimately we are able to graduate students in a 4 year and 6 year rate; however, this is with a Herculean effort. This trend is evident by reviewing our Progress Report, data as reported in HSST, ARIS and School Report Cards.
- Attendance rate has increased as reported in ATS.
- The drop out rate of Students with Disabilities is double that of our General Education students. Therefore, the graduation rate is lower. This is documented in our School Report Card/2006-2007.
- Our register is higher than last year's register as documented on ATS, which indicates a greater interest in our school.
- The findings as evidenced by the action research conducted by our Data Inquiry Team (2007-2008) as well as the passing rate on standardized exams demonstrate poor literacy skills for a majority of our students.

### **Greatest Accomplishments over the Last Couple of Years**

- Our school has successfully implemented a self imposed redesign with the creation of three smaller learning communities.
- We have increased our daily attendance rate.
- All staff members are part of a committee that address students' needs and school wide events.
- Our graduation rate has increased.
- We moved from a "C" to a "B" on the Progress Report in large part due to additional credit received for "Closing the Achievement Gap".
- We implemented a three year graduation plan for students who entered our school as average 9<sup>th</sup> graders. They are in our "Achievement Academy" which is embedded into our upper level academies.
- Our school wide book club addresses the need to improve literacy, meets monthly and is attended by administrators, members of our extended community, faculty and students.
- We conduct monthly student recognition ceremonies honoring success and improvement.
- We have increased the number of professional development opportunities available to teachers through common planning and CLSO offerings.

## **Significant Aids or Barriers to Continuous Improvement**

- A lack of parental involvement as evidenced by the number of parents who attend PTA meetings and Open School Conferences has led to poor student performance as evidenced by low levels of homework completion and student preparedness.
- Budgetary reductions have impacted the school's ability to provide resources such as textbooks for all students, review materials, after school tutoring and credit recovery programs.
- Students with disabilities often come to us with needs that are beyond what we have can address given our staffing and ISS programs. The process of re-evaluating these students for appropriate program placement is lengthy and requires parental consent. Often parents are reluctant to more restrictive settings, and as a result, these students are receiving the limited services we are able to provide.
- Close to 90% of our staff are highly qualified as defined by NCLB/SED.
- Student participation in the Learning Environment Survey has informed our next steps in school improvement with regard to engagement and communication.
- Academies allow for a more personalized experience for our school community.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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Based on the findings and implications from our comprehensive needs assessment, we have selected the following instructional goals:

- **English Language Arts:** This goal was selected in direct response to our Regents passing rate. We are hopeful that by implementing the action plan we will be able to increase by 5% the passing rate for all students in all subgroups who did not pass their first administration of the ELA Regents as measured by the ELA Regents exam. Use of a double period of English, the creation of Academic Intervention Service (AIS) classes, data driven instruction are examples of how we will achieve this goal.
- **Mathematics:** This goal was selected in direct response to our Regents passing rate. We are hopeful that by implementing the action plan we will be able to increase by 5% the passing rate for all students who will take the Integrated Algebra Regents exam by June 2009. Common planning in mathematics will focus on instructional practice to engage students with different learning styles. Similar to the ELA goal, double period classes and AIS course offerings will provide opportunities for skill building and academic support.
- **School wide Attendance:** In an effort to sustain, increase and improve school wide progress, this goal was selected. It is our expectation to increase students' daily attendance rate by 5% with a minimum of 3% expected at each grade level. Incentive programs, student recognition ceremonies and targeted interventions are the mechanisms by which we will accomplish this goal.
- **Students with Disabilities:** This goal was selected in an effort to increase the graduation rate for Students with Disabilities by 5% in the 2005 cohort. The assignment of case managers to assist guidance staff and the Transition Linkage Coordinator on the development of post-secondary planning will assist us in meeting this goal. In addition, dedicated parent meetings will be conducted to support this effort.
- **Career and Technical Education:** This goal is aimed toward increasing the graduation rate for those students in state approved CTE programs by 5% in the 2005 cohort. To assist students, a dedicated guidance counselor and college advisor will work collaboratively in transitioning them toward their post-secondary goals.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 5% the passing rate for all students in all subgroups who did not pass their first administration of the ELA Regents as measured by the ELA Regents exam in August 2009.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Data from several administrations of the Gates-MacGinitie Reading Tests (provided and scored by Johns Hopkins University: Talent Development High Schools) will be used to differentiate and level instruction. Teachers will monitor students’ reading comprehension levels and progress through mock Regents, teacher created assessments and student work.</li> <li>➤ Academic Intervention Service classes will be designed to provide targeted instruction for these students, in particular, as well as the implementation of a rigorous standards-based curriculum.</li> <li>➤ One of our data inquiry teams will target students who are in the lowest third to address reading comprehension, specifically reading and writing for information and understanding.</li> <li>➤ All students receive a double period of English. Teachers will utilize data, as shared in common planning sessions, to increase opportunities for daily reading, writing, listening and speaking.</li> <li>➤ Classroom libraries will continue to be enhanced and independent reading and reading strategy instruction will become the primary tools for reading improvement.</li> <li>➤ Professional development opportunities will be offered by:</li> </ul>

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	<ul style="list-style-type: none"> <li>• Talent Development High Schools</li> <li>• CLSO and DOE opportunities</li> <li>• GWHS Cabinet</li> <li>• Inter-visitations</li> <li>• Sharing of best practices during common planning by GWHS faculty</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>AP Supervision, Literacy Coach, CSLO Network 7, Talent Development High Schools, Tax Levy, SLC Grant, Contract for Excellence (Co-Teaching)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ELA Predictive as administered on November 18<sup>th</sup> and 19<sup>th</sup> and April 2<sup>nd</sup> and 3<sup>rd</sup> will be used as an interim measure of progress.</p> <p>Our projected gain is 15% above the passing rate from the 2007-2008 school year for students who have previously taken and failed the ELA Regents.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** School wide Attendance Goal

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Research shows that excellent attendance has a direct correlation to high course passing and graduation rates. George Westinghouse High School will raise daily attendance rates by 5% overall, with a minimum of 3% expected at each grade level as measured by the daily attendance percentage on June 30, 2009.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Each academy will implement an incentive program to encourage improved attendance.</li> <li>➤ Each academy will create a plan to meet with students who have had three or more absences each marking period and provide follow-up communication to families.</li> <li>➤ Counselors will create attendance group counseling sessions for target groups of students with attendance issues.</li> <li>➤ Teachers will compare attendance rates with course passing rates and create a student intervention plan to improve daily attendance and increase passing rates.</li> <li>➤ Social Workers from Counseling in Schools will work with families to address reasons for extended absences.</li> <li>➤ Consistent and coordinated outreach system via our school messenger, home visits, guidance conferences, case conferencing during common planning and the active participation of the Attendance Committee members from each academy.</li> </ul>

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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funding (per session), AIDP reimbursable funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>➤ Academies will post weekly attendance rates by grade.</li><li>➤ Students with most improved attendance each marking period will be recognized.</li><li>➤ Projected gains are expected to reach at least 5% above last year's daily attendance rate.</li></ul>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Students with Disabilities (SWD)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Local and Regents Diploma rates for Students With Disabilities (SWD) by 5% by August 2009.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Case managers will categorize SWD by credit completion, IEP goals, and input from students’ teachers as well as the Transition Linkage Coordinator (TLC) to provide a post secondary plan designed toward increasing their graduation rate.</li> <li>➤ All SWD will meet with a designated staff member a minimum of two times each school year to be an active member of their graduation goal planning.</li> <li>➤ Academy staff and the TLC will arrange one meeting each semester with SWD to provide incentives and support which focus on post-secondary goals.</li> <li>➤ Two dedicated parent meetings will be arranged for SWD to inform their child’s progress toward graduation.</li> <li>➤ Specially designed AIS classes for Regents/RCT Prep will be created for SWD to provide individualized and differentiated instruction based on specific skill needs.</li> <li>➤ Students will relate specific career goals for either Local or Regents Diploma to ensure that they find relevance in achieving either diploma.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy funding (for per session activities), IEP Para funding</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- Case managers will meet with Academy administrators to determine progress of students each marking period to adjust plan if needed.
- Students will self-advocate ensuring that they are an active partner in their graduation goals.
- Attendance for SWD will improve at special AIS or tutoring sessions for Regents/RCT exams.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Career and Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the graduation rate for students in State Approved Career and Technical Education (CTE) programs in our school by 5% as compared to the 2007-2008 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ All students will have a transition plan including CTE/ industry-related opportunities.</li> <li>➤ Business partnerships will be enhanced for each academy to provide continued exposure to student career awareness goals.</li> <li>➤ Students will have a dedicated guidance counselor and college advisor to work collaboratively in transitioning them to post secondary goals.</li> <li>➤ Create opportunities for students to prepare for the workforce by offering resume writing, interview skills, oral communication presentations, etc.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, VATEA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>➤ Students will receive a passing grade of 75% or higher on career-focused assessments/projects.</li> <li>➤ Academies will incorporate authentic career-related interdisciplinary lessons related to the career technical sequences.</li> </ul>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 5% the passing rate for all students who will take the Integrated Algebra Regents exam by June 2009.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Teachers will use technology and on-line resources in the classroom to motivate and engage students in learning math.</li> <li>➤ Common planning in mathematics will focus on instructional practices to engage students with different learning styles (differentiated instruction).</li> <li>➤ Math teachers will collaborate to identify the ‘essential question’ which connects each math skill to its real-life application. The ‘essential question’ will become part of the daily lesson planning.</li> </ul> <p>Students will show their work when solving math problems, especially multi-step verbal problems. This will include classroom projects, homework and/or math assessments. The steps may include a clear written explanation, a translation of words to math symbols and trial and error including formula substitution, diagrams, graphs and charts. A school wide focus on literacy will assist math teachers in building the skills necessary for student success.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>AP Supervision, Math Coach, Math Teachers, CSLO Network 7, and Talent Development High Schools, Tax Levy.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- CTBS (provided and scored by *Johns Hopkins University: Talent Development High Schools*) pre tests were administered in September 2008 to ninth grade students and post tests will be administered in December 2008.
- Acuity tests will be administered to all tenth graders in November 2008. It will be administered to everyone who scored lower than 65% on their Integrated Algebra Regent's test in June 2008.
- Classroom projects and tests, including mock Regents will be administered periodically to students who are in Math AIS classes in order to assess student progress. AIS Math classes include all 11<sup>th</sup> and 12<sup>th</sup> grade students who have failed the Math Regents and who have not satisfied their math requirements for graduation.

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	275	275	150	260	50	N/A	89	34
10	155	159	65	75	35	N/A	36	22
11	31	118	60	30	75	N/A	34	19
12	32	34	30	65	30	N/A	10	9

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Dedicated AIS classes take place during the school day for those students who have not passed the ELA Regents exam as well as those students who do not have English in their day school program as a result of the 4 x 4 block.</p>
<p><b>Mathematics:</b></p>	<p>Dedicated AIS classes take place during the school day for those students who have not passed the Math Regents exam as well as those students who do not have math in their day school program as a result of the 4 x 4 block.</p>
<p><b>Science:</b></p>	<p>Dedicated AIS classes take place during the school day for those students who have not passed the Science Regents exam as well as those students who do not have science in their day school program as a result of the 4 x 4 block.</p>
<p><b>Social Studies:</b></p>	<p>Dedicated AIS classes take place during the school day for those students who have not passed the Social Studies Regents exam as well as those students who do not have social studies in their day school program as a result of the 4 x 4 block.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Individual and small group counseling sessions are offered as a source of support by guidance counselors.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Crisis intervention takes place for those students who demonstrate high risk behaviors.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Individual and small group counseling sessions are offered as a source of support by social workers. They also direct families toward outside resources for additional support.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The school nurse maintains the list of students with health related conditions that require additional monitoring. She provides updates for school staff so that they are aware of the warning signs for imminent risk.</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2008-2009) LAP to this CEP.

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