



PORT RICHMOND HIGH SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 31R445

ADDRESS: 85 ST. JOSEPH'S AVENUE, STATEN ISLAND, NY 10302

TELEPHONE: (718) 420-2100

FAX: (718) 981-6203

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: R445 **SCHOOL NAME:** Port Richmond High School

DISTRICT: 31 **SSO NAME/NETWORK #:** New Visions

SCHOOL ADDRESS: 85 St. Joseph's Avenue, Staten Island, NY 10302

SCHOOL TELEPHONE: (718) 420-2100 **FAX:** (718) 981-6203

SCHOOL CONTACT PERSON: Timothy M. Gannon **EMAIL ADDRESS:** tgannon@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Zona Gurian

PRINCIPAL Timothy M. Gannon

UFT CHAPTER LEADER Jo-Ann DiMaggio

**PARENTS' ASSOCIATION
PRESIDENT** Melissa Forsyth

STUDENT REPRESENTATIVE
(Required for high schools) Alexandra Russo

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position/Constituency Represented	Signature
Timothy M. Gannon	*Principal or Designee	
Zona Gurian	Assistant Principal, Admin./Org.	
Jo-Ann DiMaggio	*UFT Chapter Chairperson or Designee	
Steven Leslierandal	Teacher/UFT	
Lynn Wright	Teacher/UFT	
Robert DiAngelo	DC 37 Representative, if applicable	
Melissa Forsyth	*PA/PTA President or Designated Co-President	
Delmeter Carey	Parent	
Diane Jankowski	Parent	
Ed Mulvey	Parent	
Diane Strommen	Parent	
Joann Wojcik	Parent	
Alexandra Russo	Student Representative, if applicable	
Chanel Woods	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.

Port Richmond High School is an academic comprehensive high school that consists of approximately 2400 students of widely diverse ethnicities: 35% white, 26% African or Caribbean American, 28% Hispanic, and 10% Asian and others. The school is served by a faculty of 155 teachers and administrators, 79% of whom hold a Masters Degree; 64% of the teachers have more than five years of teaching experience.

The school has two honors level programs: The Collegiate Academy and The Gateway Academy. The Collegiate Academy is an honors program that challenges students to take a rigorous program in math, science, and the humanities. It also requires students to take a minimum of 4 Advanced Placement courses. The Gateway Program is an honors program in math and science that encourages minority students to pursue a career in the field of medicine. Gateway students take additional courses in math and science, have smaller class sizes, and are given additional support through additional class time, college visits, S.A.T. prep classes and a tutoring program. The guidance component of the program introduces students to the prospect of college as ninth graders and continues encouraging students to do all that is necessary to get students properly positioned for admission to college.

The current instructional program provides a curriculum for all ability levels. Highest achieving students take honors level and Advanced Placement courses. The school offers Advanced Placement courses in Art History, World History, American History, Political Science, Calculus, Biology, Psychology, Physics, Spanish, Literature, Statistics, Italian Culture and Writing. All other students take Regents level courses in the core areas. *Newsweek* Magazine regularly identifies PRHS as one of the nation's top 1100 schools that work.

Small learning communities involving other academic programs include: JROTC, Performing & Visual Arts, Culinary Arts, Medical Technology, Computer Business Institute and the Communications/Media Academy. These smaller learning communities allow students to feel more connected to fellow students, teachers and support staff. The school hosts evening activities to provide parents and students the opportunity to meet with house staff.

The school collaborates with the CSI Discovery Center, St Johns University, Junior Achievement, Historic Richmondtown, University of Texas Dana Center, National Football Foundation, The Liberty Partnership, The Entertainment Division of the National Basketball Association, Staten Island Community Television, Kingsborough College, Wagner College, the United States Army, Camelot and The New York Center for Interpersonal Development.

The school enjoys a strong tradition of service to our community. Graduating seniors are required to perform 20 hours of community service as part of the Social Studies curriculum.

Our school also has strong partnerships with many local service organizations that provide opportunities for our students to use the skills learned at school in the real world setting. Our strong ties to the local community support us in establishing a strong “family” approach to our school. Personalization, family values and academic rigor are just a few characteristics of the *Raider* experience and a tradition that dates back to our founding days in 1927.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Port Richmond High School			
District:	31	DBN #:	31R445	School BEDS Code #: 353100011445

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 checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					84.0%	83.8%	83.6%		
Kindergarten				Student Mobility:					
Grade 1				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 2					6.2%	6.3%	6.4%		
Grade 3				Eligible for Free Lunch:					
Grade 4				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 5					28.1	36.8	39.1		
Grade 6				Students in Temporary Housing:					
Grade 7				(Total Number as of June 30)	2006	2007	2008		
Grade 8					3	4	2		
Grade 9	678	690	641	Recent Immigrants:					
Grade 10	670	600	587	(Total Number as of October 31)	2006	2007	2008		
Grade 11	455	437	417		10	20	8		
Grade 12	478	440	414	Suspensions:					
Ungraded Elementary				(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Ungraded Secondary									
Total	2281	2167	2059	Principal Suspensions	187	178	198		
				Superintendent Suspensions	29	25	18		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	123	131	122	Number of Staff:			
# ELLs with IEPs	7	9	13	(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	133	130	135
				Number of Administrators and Other Professionals	26	27	28
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	3	2	13
	N/A	N/A	211				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	96.8%	97%	98%
American Indian or Alaska Native				Percent more than two years teaching in this school	65.3%	70.1%	74.3%
Black or African American	25.2%	26.2%	28.6%	Percent more than five years teaching anywhere	60.5%	65.2%	70.3%
Hispanic or Latino	25.8%	28.3%	34.6%	Percent Masters Degree or higher	79.8%	80.1%	83.6%
Asian or Native Hawaiian/Other Pacific Isl.	7.1%	10.2%	0.3%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.0%	92.0%	94.0%
White	41.9%	35.3%	29.4%				
Multi-racial							
Male	51.8%	50.1%	49.5%				
Female	48.2%	49.9%	50.5%				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input checked="" type="checkbox"/> School Requiring Academic Progress (SRAP) – Year <u>5</u>		
Elementary/Middle Level		Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	Did not meet AYP
	Math:		Math:	Did not meet AYP
	Science:		Grad. Rate:	67%

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

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

Key: AYP Status

v	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
v ^{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 – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	54	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	13.1	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	2	Quality Statement 5: Monitor and Revise	Well Developed

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The following measures and activities were used to inform decisions pertaining to our school's education program.

- **New Visions Student Tracker and Sorter**
- **Results of NYS Regents exams**
- **Results of Advanced Placement exams**
- **School Progress Report**
- **School Leadership Team PASS Visit**
- **School Quality Review**
- **SAM / Inquiry Team assessments and action research**
- **Acuity formative assessments**
- **School-wide/Department scholarship reports**
- **Observation reports by supervisors**
- **Dataation Data system reports**
- **Regents Item Analysis performed on all exams**

Student trends:

- 1. Student Attendance continues to be a primary focus of the school community. While the attendance rate continues to improve, there is still the concern that the rate has not exceeded 84% for several years.**
- 2. The number of Spanish speaking students and ELL students continues to climb dramatically. Additional services and academic support are needed to address the needs of this special student subgroup. Spanish speaking parents have been very hesitant to become involved in the life of the school or involved in the educational status of their child due to language and cultural barriers. Hispanic students and black students (subgroups) did make AYP in math and English. Results on the NYSESLAT exam are inconsistent with each administration. Certain cohorts of student struggle to make progress while other cohorts will achieve magnificently and “beat the odds” in testing out of the service.**
- 3. Special Education grades on RCTs continue to be low (below 50%). Credit accumulation for students with disabilities has climbed in recent years. Attendance issues pose particular challenges for students in preparing for the required Regents exams.**
- 4. The school has spent considerable resources updating and improving instructional technology within the building. Considerable resources have also been allocated to provide staff access to technology for lesson preparation and school-wide communication. Staff is beginning to see the possibilities that technology can bring to the improvement and differentiation of instruction and improved student learning.**
- 5. We have made great strides in increasing credit accumulation for the students in the first two years of high school. The challenge for these students in the first half of their high school experience tends to be in attaining a passing grade on the Global Studies exam and in doing the same on the Integrated Algebra exam. Global Studies is the school’s only weighted Regents passing rate that falls below 1.0. The challenge of this course is highlighted by the fact that the curriculum spans two years and proves a challenging task for many of our students. Special Education student grades on the Global RCT are similarly very low.**
- 6. Our greatest challenge continues to be our 4 year graduation rate which was just over 58.8% for the class of 2008. However, we are making gains in our 4 year weighted graduation rate and in the number of GEDs awarded to students who in the past would have dropped out.**
- 7. In the single administration of the new Integrated Algebra Regents exam, the passing rate for the June, 2008 Integrated Algebra Regents was 48%. Upperclassmen have struggled recently in passing the Math B Regents exam and the “second” science Regents exam. Greater emphasis is now placed on increasing academic rigor by emphasizing the understanding of both Math concepts as well as science concepts emphasizing technology and guided inquiry learning,**
- 8. Credit accumulation for students has just recently risen above the 60% mark for 2 of the 3 cohort years with under 60% of third year students attaining 10+ credits. This indicator has made significant progress in the past 2 years and should positively impact graduation rates in the next few years.**

Mathematics:

The cohort 2008 made AYP as an entire cohort and in the subgroups with the exception of students with disabilities. Subgroups pertaining to Blacks and Hispanics continue to lag behind in achievement compared to the overall cohort performance index although strong gains have been made in the past few years in mathematics achievement as targeted subgroups are provided with assistance and remediation as needed. Of particular concern are the results for the ninth grade (2008) on the Integrated Algebra Regents exam and the RCT exam. Stronger emphasis will be placed on conceptual understanding of mathematical topics and mathematical thinking. Weighted Regents passing rate increased for the third consecutive year as students receive academic intervention services in mathematics sooner than in the past. Regents item analysis indicated a student deficit in understanding the implications of visual representations. Results of students participating in the Advanced Placement Calculus exam continue to be quite impressive as over 40% of students attain college credit.

English / Language Arts:

The cohort 2008 made AYP as an entire cohort and in the subgroups with the exception of students with disabilities. Subgroups pertaining to Blacks and Hispanics continue to lag behind in achievement compared to the overall cohort performance index. Strong achievement gains continue in English/Language Arts. The weighted Regents passing rate for m2008 was a very impressive 1.16 which indicates that students are achieving at a much higher rate than expected. Significant gains were attained for ELA students in June, 20-08 passing rates for all courses. The passing rate for the ELA Regents exam as well as the reading RCT and Writing RCT all increased from the previous June.

Social Studies:

Achievement in Global Studies continues to pose challenges for first and second year Raiders. Although the Regents passing rate in global continues to climb, the passing rate for this exam and the accompanying RCT needs to increase significantly. Significant increase was observed in the Global Studies passing rate for tenth graders in June of 2008 as compared to the previous June. Instructional interventions will be incorporated into the ninth grade Global Studies lessons to increase achievement. U.S. History Regents results continue to be acceptable and continue to climb. Regents item analysis indicated a need to continue to focus on improving student writing skills and specifically the need to improve student understanding of preparing and writing a DBQ essay. The item analysis also indicated the need to continue to emphasize the instruction of visual analysis of graphs, cartoons and tables. Results of students participating in the Advanced Placement US Government exam continue to be quite impressive as close to 40% of students attain college credit.

Science:

Achievement in science Regents exams continue to pose challenges as some students fail to qualify for the Regents exams due to a lack of laboratory experience despite multiple opportunities to make-up missed lab experiences throughout the school year. The passing rate for the Living Environment and Earth Science Regents increased significantly in June, 2008 as compared to the previous year. Students with disabilities continue to struggle in attaining a passing grade on the science RCT with just 29% attaining a passing grade. The passing rates for science courses each June continue to lag behind other academic areas. Parent and student surveys informed the need to increase the number of opportunities students have with hands-on activities. Advanced Placement exam results in science have climbed significantly with AP Physics results being quite impressive in only the second year of this course.

The greatest accomplishments in the past few years have been:

- Newsweek magazine continues to recognize us annually as one of the top 1100 high schools in the nation that work based on our Advanced Placement program.
- Community service by students is a requirement and a strong tradition in our school that serves us well in connecting our students to the community and vice-versa.
- In November, 2006 Port Richmond HS was recognized by Deputy Chancellor Cahill as being one of only 13 schools citywide who made exceptional strides in improving the reading level of our students.
- The school has made strong progress in reversing the negative perception of the school on Staten Island. Strong academic programs that engage students and an active service learning program have assisted the school community in outreach to the community in order to present the “real” Port Richmond High School.
- We continue to exceed other Staten Island High Schools in college scholarship money. For the past three years, our graduating classes have averaged over 12.5 million dollars annually in scholarship money.
- Newsweek magazine continues to name Port Richmond High School as one of the nations 1500 high schools that work.
- The members of our graduating class each year perform 20 hours of community service as part of our service learning Social Studies curriculum.
- Port Richmond High School was recently featured on WPIX Channel 11 for being one of a few schools with an Honor Code.
- Technology advances in the classroom through: wireless throughout school, multimedia in library, auditorium and A219, Smartboards, geometer sketchpad, graphing calculators
- Our Student Cranial Crunch team going 2 years undefeated on Staten Island and having lost only once in 4 years.
- Our students being recognized by local organizations for being top in service or fund raising activities. For instance: American Red Cross: NYC Top HS Blood Drive, Staten Island Borough Presidents Coat Drive: Top HS, March of Dimes: Top SI HS 2 years running, Staten Island Children’s Campaign: top HS Culinary Program fundraising, Army JROTC National Honor Unit
- Our Alumni Association supporting our work with our students with financial resources averaging \$15,000 to \$20,000 annually.
- Enhancement of the music program to include vocal training for aspiring singers and stringed instruments in order to develop an orchestra program
- Improvements made to the culinary arts program to raise it to the level of top 2-3 high school programs in NYC
- Port Richmond High School English Department and Literacy program cited by New Visions for exceptional work in “beating the odds” with regard to students passing the ELA Regents.

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.

1. To increase the number of credits accumulated by students in the third year as a long term strategy of improving the graduation rate.
2. To improve our students' mathematics learning by increasing the passing rate for ninth graders on the Integrated Algebra Regents Mathematics exam.
3. To increase the number of teachers participating in professional development and implementing new strategies in their instruction.
4. To increase the number of parents attending events that are opportunities to learn how best to support their child's learning.
5. To develop and promote a culture of collaboration amongst teaching and support staff.

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 & ESL

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of credits accumulated by students in the third year as a long term strategy of improving the graduation rate.</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"> • Student tracker will be sent home twice a year detailing English achievement for students • All supervisor observation reports to mention attendance in commendations or recommendations with absent students individually named • English curriculum targeted for students enrolled in At-Promise Attendance improvement program for third year students • English/ESL teachers to use automated phone messenger system to inform parents of attendance issue • Targeted differentiated instruction for struggling eleventh grade students will be provided in order to motivate achievement and attendance improvement • ESL pm school class provides students with motivation to achieve and attend • English teachers recognize improved student attendance through the Raider of the Month and Student of the Month awards • ELA/ESL teachers to mail deficiency letters home detailing attendance information a minimum of twice annually • Attendance improvement initiatives motivated by teachers through increased use of technology and web based activities in daily lessons • Plato and Achieve 3000 used to motivate credit accumulation and improve attendance

	<p>provided in order to motivate achievement and attendance improvement</p> <ul style="list-style-type: none"> • Math teachers recognize improved student attendance through the Raider of the Month awards • Math teachers to mail deficiency letters home detailing attendance information a minimum of twice annually • Attendance improvement initiatives focused on by teachers through increased use of technology and web based activities in daily lessons • Plato and Achieve 3000 used to motivate credit accumulation and improve attendance
<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>Attendance coordinator Attendance committee New Visions data support staff All Pedagogues Attendance Outreach Committee</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Observation reports Attendance out reach logs ATS Attendance reports New Visions Student Sorter final reports</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): Science

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of credits accumulated by students in the third year as a long term strategy of improving the graduation rate.</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"> • Student tracker sent home twice a year detailing Science achievement for students • All supervisor observation reports to mention attendance in commendations or recommendations with absent students individually named • Science laboratory classes to be taught by the same science teacher as the student has for regular instructional class and thus providing continuity. • Science teachers to use automated phone messenger system to inform parents of attendance issue • Science teachers to mail deficiency letters home detailing attendance information a minimum of twice annually • Targeted instruction for struggling eleventh grade students provided in order to motivate achievement and attendance improvement • Science teachers recognize improved student attendance through the raider of the Month awards • Attendance improvement initiatives focused on by teachers through increased use of technology and web based activities in daily lessons
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Attendance coordinator Attendance committee New Visions data support staff All Pedagogues PTA Executive Board</p>

Indicators of Interim Progress and/or Accomplishment

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

**Observation reports
Attendance out reach logs
ATS Attendance reports
New Visions Student Sorter final reports**

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): **Social Studies**

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of credits accumulated by students in the third year as a long term strategy of improving the graduation rate.</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"> • Student tracker sent home twice a year detailing Social Studies achievement for students • All supervisor observation reports to mention attendance in commendations or recommendations with absent students individually named • Period placement for core 11th grade courses a priority to positively impact student attendance • Core 11th grade Global Studies courses programmed for classrooms with Smart-boards to positively impact student engagement and thus increase student attendance • Social Studies curriculum targeted for students enrolled in At-Promise Attendance improvement program • Double period Global Studies course offered to at-risk sophomores to motivate attendance through credit accumulation that will yield on track juniors • Social Studies / JROTC teachers to use automated phone messenger system to inform parents of attendance issue • Social Studies teachers to mail deficiency letters home detailing attendance information a minimum of twice annually • JROTC classes and activities involve students in school and motivate attendance improvement through student personalization experiences • Social Studies/ JROTC teachers recognize improved student attendance through the Raider of the Month awards

	<ul style="list-style-type: none"> • Attendance improvement initiatives focused on by teachers through increased use of technology, blogs and web based activities in daily lessons • Plato used to motivate credit accumulation and improve attendance
<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>Attendance coordinator Attendance committee New Visions data support staff All Pedagogues Attendance Outreach Committee</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Observation reports Attendance out reach logs ATS Attendance reports New Visions Student Sorter final reports</p>

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Subject/Area (where relevant): Support Services / Attendance Committee

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of credits accumulated by students in the third year as a long term strategy of improving the graduation rate.</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"> • Attendance Committee to meet daily with AP PPS to address attendance issues • ILOGS are maintained by all guidance and attendance improvement staff • Title 1 funding used to provide services of part time guidance counselor to work with attendance outreach team • Attendance Outreach Team to process automated phone calls home to absent students, provide intervention service, liaison for parents regarding attendance issues • Attendance Coordinator monitors consultations with Attendance Teachers, Teachers, and Counselors • Attendance Committee uses Letters\Flyers – absences, cuts, lateness, no-show and program invites to motivate attendance improvement • Home Visits conducted daily by attendance teacher (s) • Incentives – Workshops are used to motivate at-risk students with attendance issues: College Campus Visits Counseling • Attendance Coordinator monitors the various program options that include: <i>At-Promise</i> – these students being automatically enrolled in St. John’s CAPS Program St. John’s CAPS (Community Achievement Project in the Schools) –

	<p>college campus visits, workshops for students and families, achievement awards and rewards, attendance issues and counseling Raider Prep – building skills for optional programs ADVANTAGE – after school program GED Plus Academic Enhancement – after school preparation for optional programs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Attendance coordinator Attendance committee New Visions data support staff All Pedagogues Attendance Outreach Committee Title 1 funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Observation reports Attendance out reach logs ATS Attendance reports New Visions Student Sorter final reports</p>

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Subject/Area (where relevant): Mathematics

<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve our students’ mathematics learning by increasing the passing rate for ninth graders on the Integrated Algebra Regents Mathematics exam.</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"> • CTT classes in 9th grade will have subject licensed teacher and special education licensed teacher in order to address the educational needs of targeted students with disabilities. • Special Education teachers will receive supervision from Academic Assistant Principal and will attend professional development conferences along with content area specialists • ESL Math class features collaborative teaching model with ESL specialist and licensed math teacher • Relevance and rigor assured for Integrated Algebra ESL classes via conceptual based learning through the Agile mind program. • Graphing calculators provided for instructional support students studying Integrated Algebra. • Traducelo Ahora translation software (IBM) will provide for better communication between the school and Spanish Speaking households • Agile Mind program will be utilized as a core resource to provide curriculum support • Interim assessments by New Visions through Agile Mind will provide individual student data that will inform instruction • A computer lab and 2 carts of laptops will be dedicated to this Integrated Algebra initiative to provide students with web access in order to support learning • Integrated Algebra teachers will receive on-site biweekly support from New Visions Math coach in order to improve instruction • Integrated Algebra teachers will receive 5 full days of professional development

	<p>throughout the year on the implementation strategies for this program</p> <ul style="list-style-type: none"> • School master schedule will be designed to allow for common planning time daily for Integrated Algebra teachers as part of the circular 6 responsibility.
<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>	<ul style="list-style-type: none"> • New Visions Support staff • All pedagogues • Special Education support staff • Supervisors • C4E funds used • IBM Grant funding
<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"> • Review of Master schedule • Scholarship reports for ESL and ISS students • Department meeting minutes/attendance • Regents results

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): English / ESL

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in professional development and implementing new strategies in their instruction.</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"> • All supervisor observation reports must include mention of the 5 school-wide instructional bottom-lines: <ul style="list-style-type: none"> ➤ Appropriateness/accomplishment of Aim ➤ Lesson assessment ➤ Student attendance ➤ Critical thinking/Questioning/Academic vocabulary ➤ Student engagement • All assistant principals will receive and turnkey instruction on the formation and use of internet blogs to improve and motivate student achievement • All pedagogues will attend half day workshops on the use and manipulation of the New Visions student sorter to inform instruction and academic decisions • All pedagogues will participate in Regents item analysis and will collaborate on the decisions to be made based on the item analysis • Principal will conduct two unannounced department walkthroughs annually to assess the quality of instruction and to gather data to inform instructional decisions. • Teachers are provided with common planning time opportunities daily to lesson plan, assess student work, perform lesson study and share best practices. • ELA/ESL teachers will attend 2 full day of professional development on the use of Achieve 3000 to improve student achievement • ESL teachers received professional development on “Meeting the needs of the ESL student in the mainstream content area classroom” • New Teacher institute will provide new teachers, junior teachers and teachers

new to the building with the opportunity to collaborate on lesson development, assessments, special education, administrative matters, classroom management, personalization of instruction, etc.

- The SAM teams and the Data Inquiry team will make presentations to all pedagogues at department conferences in order to outline the inquiry process and provide updates on the work of all inquiry teams within the school community.
- Teaching staff will receive professional development on Smart-Boards, roving computer labs, electronic grading systems and electronic communication practices.
- All pedagogues will participate in 2 inter-visitations annually that provide opportunities for teachers to observe colleagues within the same academic concentration as well as an opportunity to observe and share best practices in another content area.
- All SAM participants will visit a minimum of 4 schools throughout the school-year to learn about best practices in other schools and collaborate on effective programs to increase student achievement
- Mentoring experience will be provided to all teachers as required by DOE guidelines
- Have New Visions Data analysts and data support staff provide full day training to all teachers on New Visions Student Sorter to obtain data necessary for planning for differentiated instruction
- Provide opportunity for 10 teaching staff to attend a weekend retreat during which the use of New Visions Data systems are showcased and used to drive school improvement decisions.
- Provide professional development to content area teachers of ELLs through the team teaching model and through the sharing of best practices and to provide training for these teachers on the use of Achieve 3000 as a core instructional resource for this population.
- Arrange for Port Richmond High School SAM participants, supervisors and faculty to visit 3 similar schools in order to learn of best practices in differentiated instruction and data analysis/inquiry.
- Support assistant principals and faculty in participating in relevant New Visions workshops, college courses and DOE and/or College Board sponsored workshops.
- Provide opportunities for 5 English/Language Arts teachers to attend 20 hours of professional development activities regarding the teaching of basic writing skills by Dr. Judith Hochman
- Provide technology, pending budget, to address instructional needs (SMART

	<p>Board, software, laptops, desktops, projectors, etc.)</p> <ul style="list-style-type: none"> • Provide all first year teachers and teachers new to the school with the opportunity to attend 12 weekly after school sessions of the New Teacher Professional development Institute at the school.
<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>	<ul style="list-style-type: none"> • Title 1 Professional Development funding • SAM grant funding • Tax Levy Professional Development funding • Assistant Principal Supervision workshops • New Visions PD training
<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"> • Department PD minutes • School PD log • New Visions retreat notes • DOE Mentoring log books • Data Inquiry Team meeting minutes • SAM conference notes (weekly) • Observation reports • Cabinet meeting minutes

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Subject/Area (where relevant): Mathematics

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in professional development and implementing new strategies in their instruction.</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"> • All supervisor observation reports must include mention of the 5 school-wide instructional bottom-lines: <ul style="list-style-type: none"> ➤ Appropriateness/accomplishment of Aim ➤ Lesson assessment ➤ Student attendance ➤ Critical thinking/Questioning/Academic vocabulary ➤ Student engagement • All assistant principals will receive and turnkey instruction on the formation and use of internet blogs to improve and motivate student achievement • Agile Mind teachers will meet daily during common time for planning sessions, lesson study and curriculum review • All pedagogues will attend half day workshops on the use and manipulation of the New Visions student sorter to inform instruction and academic decisions • All pedagogues will participate in Regents item analysis and will collaborate on the decisions to be made based on the item analysis • Principal will conduct two unannounced department walkthroughs annually to assess the quality of instruction and to gather data to inform instructional decisions. • Seven Integrated Algebra teachers will receive over 25 hours of professional development each on the Agile mind web based instructional resource and curriculum

	<ul style="list-style-type: none"> • Teachers will receive professional development on the geometry curriculum provided by McDougall-Littell • Teachers will receive professional development on the use of Cabri Jr. software to support achievement in Geometry • Pedagogues will receive professional development on the “best practices” of analyzing student work to inform instruction and improve student achievement • New Teacher institute will provide new teachers, junior teachers and teachers new to the building with the opportunity to collaborate on lesson development, assessments, special education, administrative matters, classroom management, personalization of instruction, etc. • The SAM teams and the Data Inquiry team will make presentations to all pedagogues at department conferences in order to outline the inquiry process and provide updates on the work of all inquiry teams within the school community. • Professional development workshops throughout the school-year will concentrate on the use of questioning techniques to differentiate instruction • All pedagogues will participate in 2 inter-visitations annually that provide opportunities for teachers to observe colleagues within the same academic concentration as well as an opportunity to observe and share best practices in another content area. • All SAM participants will visit a minimum of 4 schools throughout the school-year to learn about best practices in other schools and collaborate on effective programs to increase student achievement • Mentoring experience will be provided to all teachers as required by DOE guidelines • Advanced Placement teachers will attend regional PD conference
<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>	<ul style="list-style-type: none"> • Title 1 Professional Development funding • SAM grant funding • Tax Levy Professional Development funding • Agile Mind /University of Texas Grant funding

Indicators of Interim Progress and/or Accomplishment

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

- Department PD minutes
- School PD log
- New Visions retreat notes
- DOE Mentoring log books
- Data Inquiry Team meeting minutes
- SAM conference notes (weekly)
- Observation reports
Cabinet meeting minutes

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Subject/Area (where relevant): Social Studies / JROTC

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in professional development and implementing new strategies in their instruction.</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"> • All supervisor observation reports must include mention of the 5 school-wide instructional bottom-lines: <ul style="list-style-type: none"> ➢ Appropriateness/accomplishment of Aim ➢ Lesson assessment ➢ Student attendance ➢ Critical thinking/Questioning/Academic vocabulary ➢ Student engagement • All assistant principals will receive and turnkey instruction on the formation and use of internet blogs to improve and motivate student achievement • All pedagogues will attend half day workshops on the use and manipulation of the New Visions student sorter to inform instruction and academic decisions • All pedagogues will participate in Regents item analysis and will collaborate on the decisions to be made based on the item analysis • Principal will conduct two unannounced department walkthroughs annually to assess the quality of instruction and to gather data to inform instructional decisions. • New Teacher institute will provide new teachers, junior teachers and teachers new to the building with the opportunity to collaborate on lesson development, assessments, special education, administrative matters, classroom management, personalization of instruction, etc. • The SAM teams and the Data Inquiry team will make presentations to all pedagogues at department conference sin order to outline th inquiry process and provide updates on the work of all inquiry teams within the school community.

	<ul style="list-style-type: none"> • All pedagogues will participate in 2 inter-visitations annually that provide opportunities for teachers to observe colleagues within the same academic concentration as well as an opportunity to observe and share best practices in another content area. • All SAM participants will visit a minimum of 4 schools throughout the school-year to learn about best practices in other schools and collaborate on effective programs to increase student achievement • Mentoring experience will be provided to all teachers as required by DOE guidelines • ESL Social Studies teachers will receive training in Achieve 3000 applications • All teachers will receive professional development on the use of websites: Maps101 and Plato • All Social Studies teachers will receive training in ARIS database • All Social Studies teachers will receive training in the use of blogs as an instructional resource. • Assistant Principal Social Studies will receive professional development on Tecequipment Smart-boards
<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>	<ul style="list-style-type: none"> • Title 1 Professional Development funding • SAM grant funding • Tax Levy Professional Development funding
<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"> • Department PD minutes • School PD log • New Visions retreat notes • DOE Mentoring log books • Data Inquiry Team meeting minutes • SAM conference notes (weekly) • Observation reports • Cabinet meeting minutes

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Subject/Area (where relevant): Science

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in professional development and implementing new strategies in their instruction.</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"> • All supervisor observation reports must include mention of the 5 school-wide instructional bottom-lines: <ul style="list-style-type: none"> ➢ Appropriateness/accomplishment of Aim ➢ Lesson assessment ➢ Student attendance ➢ Critical thinking/Questioning/Academic vocabulary ➢ Student engagement • All assistant principals will receive and turnkey instruction on the formation and use of internet blogs to improve and motivate student achievement • All pedagogues will attend half day workshops on the use and manipulation of the New Visions student sorter to inform instruction and academic decisions • All pedagogues will participate in Regents item analysis and will collaborate on the decisions to be made based on the item analysis • Principal will conduct two unannounced department walkthroughs annually to assess the quality of instruction and to gather data to inform instructional decisions. • Five science teachers will receive over 30 hours of professional development on the BSCS Living Environment curriculum and conceptual/inquiry model of learning. • Teachers are provided with common planning time opportunities daily to lesson plan, assess student work, perform lesson study and share best practices. • ELA/ESL teachers will attend 2 full day of professional development on the use of Achieve 3000 to improve student achievement

	<ul style="list-style-type: none"> • ESL teachers received professional development on “Meeting the needs of the ESL student in the mainstream content area classroom” • New Teacher institute will provide new teachers, junior teachers and teachers new to the building with the opportunity to collaborate on lesson development, assessments, special education, administrative matters, classroom management, personalization of instruction, etc. • The SAM teams and the Data Inquiry team will make presentations to all pedagogues at department conferences in order to outline the inquiry process and provide updates on the work of all inquiry teams within the school community. • Teaching staff will receive professional development on Smart-Boards, roving computer labs, electronic grading systems and electronic communication practices. • All pedagogues will participate in 2 inter-visitations annually that provide opportunities for teachers to observe colleagues within the same academic concentration as well as an opportunity to observe and share best practices in another content area. • All SAM participants will visit a minimum of 4 schools throughout the school-year to learn about best practices in other schools and collaborate on effective programs to increase student achievement • Mentoring experience will be provided to all teachers as required by DOE guidelines
<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>	<ul style="list-style-type: none"> • Title 1 Professional Development funding • SAM grant funding • Tax Levy Professional Development funding • Museum of Natural History/New Visions grant funding
<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"> • Department PD minutes • School PD log • New Visions retreat notes • DOE Mentoring log books • Data Inquiry Team meeting minutes • SAM conference notes (weekly) • Observation reports • Cabinet meeting minutes

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Subject/Area (where relevant): All School

<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of parents attending events that are opportunities to learn how best to support their child’s learning.</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"> • Establish the Spanish Parents Council • Partner with IBM on the introduction of <i>Traducelo Ahora</i> software that will perform English/Spanish translations of emails for home/school communication. Send home 2 individual New Visions Student Trackers each year detailing individual academic achievement record for each student • Host Student of the Month Breakfast • Host Raider of the Month Awards ceremony • Have New Visions Parent Support staff present at PTA meeting • Send home annual State of the School Report to parents • Support work of Wagner College Port Richmond Initiative • Re-establish connection with Camelot services for our students • Establish the school as the focal site for the education task force of the Port Richmond Initiative • Host community events such as the Vision for Staten Island Task force meeting • Establish a Collegiate Academy Parents Council • Establish a partnership with the CYO Center in support of community service and tutoring for neighborhood students • Establish a partnership with United Activities Unlimited to establish programs providing life-skills courses for our students • To send a minimum of 10 school representatives (parents, staff, students, alumni) to all 8th grade articulation events in order to positively impact the school’s perception to the community

	<ul style="list-style-type: none"> • Open the school for parent conferences each Thursday evening from 7 pm to 9 pm to provide parents an opportunity to meet with an assistant principal, guidance counselor and Dean.
<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>	<ul style="list-style-type: none"> • City Councilman funding for parent coordinators • City Council funding for PTA support • Guidance staffing • UAU grants • New York Center for Interpersonal Development grant funding • Academics in Motion Funding • Play it Smart funding
<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"> • Increased attendance at PTA Meetings • Meeting attendance sheets • Meeting minutes • Meeting minutes of all Parent Council meetings • Increased register of incoming ninth graders for Fall, 2009

	<p>collect and analyze data and implement the techniques of the inquiry process.</p> <ul style="list-style-type: none"> • Support science teachers involved in Museum program in meeting monthly after school to assess student learning, adjust curriculum and receive professional development on this new instructional program. • Use New Visions Retreats to provide the opportunity for teachers to work collaboratively on increasing student achievement (via specific individual education plans for targeted students) and on developing an action plan for future school improvement. • Strive for transparency when communicating information, best practices and new ideas through the use of electronic communications, SAM newsletters, Parent Newsletters, Literacy Newsletters and the school website.
<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>	<ul style="list-style-type: none"> • New Visions College readiness resources • New Visions Data support group • Wagner College • Kingsborough College Now program • College of Staten Island Discovery Center
<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"> • Class roster / final grades for Wagner College Teagle classes • Class rosters / final grades for College Now classes • Class roster / final grades for Advanced Placement classes • Rosters of parent meetings • Increase in college scholarship money • Increase in school graduation rate • Increase in college applications completed by graduates • Professional development rosters on College Readiness

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	103	247	103	48	147	16	23	338
10	62	73	120	84	82	5	78	302
11	33	57	110	82	150	2	14	305
12	21	40	43	20	35	1	6	232

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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"> • Remedial services will be provided after school and on Saturdays for Hispanic students. • Members of the 2009 Cohort will be targeted for assistance and enrolled in Regents prep classes on Saturdays. • Members of the 2009 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes on Saturdays. • Tutoring available for at risk students • Reduced class size in all 9th grade classes during the school day • Wilson Program used with Instructional Support Services students during the school day.
Mathematics:	<ul style="list-style-type: none"> • After school tutoring will be available for small groups of students by grade level. • Tutoring available for at risk students during the school day • Remedial services will be provided after school and on Saturdays for Hispanic students • Black Male Initiative conducted by College of Staten Island will support targeted students during and after the school day • Members of the 2009 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes on Saturdays. • SAT Prep classes will be offered on Saturdays throughout the year • Reduced class size in 9th grade classes during the school day.
Science:	<ul style="list-style-type: none"> • After school tutoring will be available for small groups of students by grade level. • Students who miss lab exercises will be given the opportunity to attend make up sessions after school and on Saturdays. • Reduced class size in 9th grade level 1 and 2 classes during the school day • Regents prep classes will be offered on Saturdays in the weeks prior to these exams.
Social Studies:	<ul style="list-style-type: none"> • After school tutoring will be available for small groups of students by grade level. • Regents prep classes will be offered on Saturdays in the weeks prior to these exams. • P.M. School will offer a history class.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • At risk students will be targeted for parent conferences with school support staff on Thursday evenings throughout the school year. • Additional guidance services for at risk students during the school day.

At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • At-risk counseling and crisis intervention during the school day • Development of behavior support plans for at-risk students for implementation by classroom teachers
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • At-risk counseling and crisis intervention during the school day • Provide supportive mental health services to at-risk students and families during the school day • Referrals to outside agencies when warranted • Crisis counseling during the school day
At-risk Health-related Services:	In service training for staff on health related issues (HIV Aids) and drug related risk behaviors

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

NCLB/SED requirement for all schools

THIS SECTION IS UNDER REVISION BY THE NYSED

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.
 - a. Reviewed students' Home Language Survey Forms
 - b. Surveyed Assistant Principals, guidance counselors, ESL coordinator, parent coordinator, and School Leadership Team
 - c. Reviewed ELL goals in the CEP and LAP
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The following findings were reported to the school community at both faculty and department conferences and PTA meetings.

- Parents of ELL's often do not understand written communications from the school
- There is difficulty in providing written school communications to parents in their home languages.
- Parents of ELL's are in need of oral translation services over the telephone and when they come to school for meetings.

Part B: Strategies and Activities

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

The DOE Translation Unit will be utilized to translate:

- Letters to parents regarding discipline, progress letters, graduation requirements, NCLB information, and notification of school events
- Interpretation and clarification of report cards, transcripts and permanent records
- Miscellaneous school-specific written documents as needed
- All communiqués will be mailed to the appropriate homes in the appropriate languages.

The above stated written communiqués will enable parents of ELLs to read, understand and participate in their children’s academic life more fully. Based on HLIS, translated written documents will be distributed simultaneously with the distribution of the English version.

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.

- Hours will be allocated to provide translation services as needed at parent conferences.
- In- house staff and parent volunteers will be made available during school hours as needed. DOE telephone interpretation services will be made available as needed.

The above stated oral interpretation services will enable parents of ELLs to communicate more effectively with teachers, guidance counselors and other school personnel and support them in participating in their children’s academic life more fully.

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>.

Attachment A of Chancellor’s Regulation A-663, Section VII, will be prominently posted in the main lobby, on the PTA bulletin board, in the Parent Coordinator’s office and the Main Office. In addition, it will be reprinted in parent newsletters. Copies will be available at PTA meetings and in several key locations throughout the school building.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$904,497.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$9045
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$45,225.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 94%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Use of Title I Highly Qualified funds for Tuition Reimbursement
 - Professional Development Workshops
 - Teamed with Highly Qualified teachers in same content area
 - Counseling by certification specialists

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended**

that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Port Richmond High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 1111-State Plans* 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 program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [*Section 1118- Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA*] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Port Richmond High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
 - PTA Executive Board members will be involved with District personnel through the Staten Island Federation of PTA’s

2. Port Richmond High School will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Parent members of the school leadership team will participate in the annual PASS Review of the School
 - Parents will be interviewed as part of the school’s Quality Review
 - Parent surveys will be a vital part of the School’s Progress Report process

3. Port Richmond High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - Liberty Partnership Program
 - Project Success Program
 - NY Junior Tennis League Program
 - St. John’s University Bridge-to-Success Program
 - New York Center for Interpersonal Development – After School Advantage Program

4. Port Richmond High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An evaluation will be conducted at a Spring PTA meeting providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. Port Richmond High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - 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 action described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.

 - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing Assistant Principals at each PTA Meeting
 - Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
 - Special meeting with incoming parents of Special Education students
 - Two separate parent orientations for incoming ninth grade parents

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner
 - New Teacher Institute provides professional development on parent discussions

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - Involving parents in the regular activities of the school
 - Involving parents in the Student of the Month breakfast assemblies
 - Involving parents in Raider of the Month ceremonies

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - school letters are translated and ELL students are provided with native language letters of school events
 - Translation services information are posted in the school lobby in the appropriate native languages

Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

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

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students:
 - Catholic Youth Organization
 - United Activities Unlimited
 - Project Hospitality
 - St. John's University Bridge Program
 - Wagner College Port Richmond Project
 - College of Staten Island Discovery Center
 - New York Center for Interpersonal Development

PART IV ADOPTION

This policy was adopted by Port Richmond High School on 06/04/08 and will be in effect for the period of 2008-09. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2008.

(Signature of Principal)

(Date)

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

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

SCHOOL-PARENT COMPACT

Port Richmond High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that 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 2008-09.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Port Richmond High School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually. Additional parent conferences held weekly on Thursday evenings.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 6 times a year and student promotion in doubt letters are sent home a minimum of twice a year.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment coordinated by Parent Coordinator. Counselors are available to parents daily.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA and Athletic Director host a number of events each year that allow parents the opportunity to be involved directly in school activities.

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;

- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Port Richmond High School will:

- 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 school-wide program plan, 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 and will encourage them to attend;
- 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 practical, 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.
- at 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 parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- 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 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).
- create a Spanish Parents Council

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Port Richmond High School will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.

- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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.
 - Resources will be used to fund tutorial sessions and remediation sessions in the four core subjects for students who qualify under the Title 1 guidelines. Ninth grade eligible students receive double period classes in math and English/Language Arts. Ninth grade eligible students also attend reduced sized classes in math and English/Language Arts.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Students who have not passed graduation required Regents exams will receive support through classes designed to differentiate instruction according to the needs of each individual student.
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:
 - Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- Help provide an accelerated, high –quality curriculum, including applied learning; and
 - Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
- A full-time literacy coach will coordinate with and support all content area teachers both directly and indirectly.
 - Literacy students will be assessed by the literacy coach to determine class placement
5. Provide instruction by highly qualified teachers;
- Highly qualified teachers are scheduled to teach Title I funded classes.
 - Tuition reimbursement will be provided for any teacher of core subjects not highly qualified.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- Professional development services are provided for instructional support staff, teachers of math, ELA, Social Studies and Science. School leaders are provided with professional development through this funding as are support staff.
7. Provide strategies to increase parental involvement;
- Updated version of school messenger to be purchased and installed to provide access to more homes
 - Parent workshops will be implemented
 - Present student awards at PTA meetings
 - Distribute report cards at P-T Conferences
 - Establish a Spanish Parent council
 - Conduct House parent meetings for academic programs
 - Conduct Student of the Month breakfasts
 - Involve parents in all articulation events
8. Coordinate and integrate Federal, State and local services and programs.
- NY Center for Interpersonal development grant programs will support educational strategies
 - Title III federal grant funds to support ESL program as cited previously
 - NY State antiviolence funding to provide educational services to at-risk youth

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

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

NCLB/SED Status: SRAP Year 5 **SURR¹ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
See action steps pertaining to Goal 2 – increasing achievement level of Students with Disabilities and ELL students.
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. See pages 24-31

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

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

¹ School Under Registration Review (SURR)

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

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

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

- **English Language Learners**

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

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

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

For the past few years our students have beaten the odds when achieving on the ELA Regents exam. We are confident that our curriculum has been aligned to NYS content and learning standards after years of collaboration on course offerings, course curricula and course assignments.

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?

Outstanding results on the ELA Regents exam by all students

Outstanding results in beating the odds with low achieving students performing above expectation on ELA exams

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)

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highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
A review of achievement data indicated that students did not demonstrate strong conceptual understanding of basic algebraic topics.

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? Poor achievement in Math B classes and Math B Regents exams indicated the need to address the fact that students needed a better understanding of conceptual strands in Algebra in order to achieve at a high level at upper level math courses.

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.

The school will institute the Agile Mind Algebra program which will serve to support alignment of instruction with the process strands for mathematics at the high school level.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Supervisor classroom observation reports, Principal walk through reports, PASS Review documents and teacher inter-visitation reports all serve to assess this characteristic.

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?

Supervisory reports tended to indicate a strong preference of whole group instruction on the part of ELA teachers. Double period classes featured greater diversity when it comes to instructional techniques and student activities during lessons.

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

Professional development opportunities that address student writing will be featured in order to provide more opportunities for students to write in class.

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 has or will engage in to assess whether this finding is relevant to your school's educational program. Supervisor classroom observation reports, Principal walk through reports, PASS Review documents and teacher inter-visitation reports all serve to assess this characteristic. Level of student engagement was addressed in all observation reports.

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?

Technology is prevalent in all math classes and smart-board use, laptop use and calculator use is prevalent. Student engagement continues to be strong and improving with the incorporation of professional development activities.

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.

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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable | Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable | Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Teacher interviews, Supervisor classroom observation reports, Principal walk through reports, PASS Review documents and teacher inter-visitiation reports all serve to assess this characteristic.

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?

ELL teachers must receive professional development opportunities that will enhance their knowledge and understanding of the use of ARIS and the New Visions student sorter as a means of tracking student data.

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.

Additional training is needed from Central on the use of ARIS (it can be turn-keyed) and additional training is needed from New Visions on the best practices for the use of the student sorter in tracking ELL student progress.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Supervisor classroom observation reports, Principal walk through reports, PASS Review documents and teacher inter-visitation reports all serve to assess this characteristic.

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?

RCT results for this targeted student subgroup are too low and must be improved.

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.

Special Education teachers will participate in professional development opportunities provided by the content area supervisor.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment

between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The special education coordinator and the IEP specialist monitor the alignment between student goals and Regents level content .

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?

IEPs are up to date and are aligned with state standards.

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

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 14, 2008**

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

School DBN	R455
School Name	Tottenville High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 297,809
Principal Name	John Tuminaro
Principal Email	jtumina@schools.nyc.gov
Principal Phone	7183562220

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

- Yes
 No

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

- Yes
 No

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

Before- and After-School Programs	\$ 297,809
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
 No

Please describe the program.

Funding will be utilized to support and expand the existing Extended Day Program and to expand the Program to include Saturday School programs. The expanded program will be fully staffed by Tottenville High School day school staff, supervised by a school Assistant principal and support staff, including a guidance component as well as appropriate support staff to conduct attendance outreach and guidance sessions.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

The C4E funding will allow the school to greatly expand the Extended Day and Saturday School Programs. The program will run from 2:45 p.m. to 7:00 p.m. Mondays through Thursdays as well as from 7:00am to 7:55 am on the same days, prior to the regular school day. In addition, this funding will allow the school to conduct Saturday School classes on Saturdays from 8:00am to 1:00pm weekly.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time, additional instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need (Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
 No

Please describe the program.

As a component of both the Extended Day Program and the Saturday School Program, this funding will enable the school to incorporate a tutoring program for students not meeting State standards. The tutoring will be conducted by highly qualified staff.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Although the school has offered tutoring prior to this, the C4E funding will enable the school to greatly expand tutoring opportunities to all including English Language Learners and Students with Disabilities. The tutoring will be conducted both before and after the school day as Saturdays.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No