



# **EBC/ENY HIGH SCHOOL FOR PUBLIC SAFETY & LAW**

**2008-09**

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

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)**

**ADDRESS: 1495 HERKIMER STREET**

**TELEPHONE: (718) 498-7163**

**FAX: (718)498-7170)**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:**  K645  **SCHOOL NAME:**  EBC/ENY H.S. for Public Safety & Law

**DISTRICT:**  23  **SSO NAME/NETWORK #:**  Children's First Network #2

**SCHOOL ADDRESS:**  1495 Herkimer Street

**SCHOOL TELEPHONE:**  (718) 498-7163  **FAX:**  (718) 498-7170

**SCHOOL CONTACT PERSON:**  Beverly J. Faison  **EMAIL ADDRESS:**  BFaison@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Sharon L. Santana

**PRINCIPAL**

Beverly J. Faison

**UFT CHAPTER LEADER**

Joanne Terlicki

**PARENTS' ASSOCIATION  
PRESIDENT**

Bridget Lucas

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

Oneika Blackman

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Ainslie Cumberbatch

**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
Beverly J. Faison	*Principal	
Joanne Terlicki	*UFT Chapter Chairperson	
Bridget Lucas	*PA/PTA President	
Luisa Nurse	Title I Parent Representative	
Daneen Miller	Title I Parent Representative	
Sophia Fletcher	Title I Parent Representative	
Stephenette Wright	DC 37 Representative	
Sharon Santana	Assistant Principal, SLT Chair	
Oneika Blackman	Student Representative	
Tremain Stuart	Student Representative	

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

## SECTION III: SCHOOL PROFILE

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

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

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### **School Vision and Mission**

The staff, students, parents and community of EBC/ENY High School for Public Safety and Law resolve that:

- We will offer a quality program which will prepare all students to meet and exceed NYS and NYC standards
- All ELL and students with disabilities will be integral members of the school community
- We will involve parents in the education of their children
- We will provide meaningful and stimulating teaching
- We will encourage exploration and preparation for careers in justice, safety and law
- We will integrate technology throughout the curriculum

EBC/ENY High School for Public Safety & Law was established in the mid-1990's to give students of the East New York community an option that was designed to meet their individual needs. Until then, there were only large high schools and career technical schools servicing students in the area. The small school was designed to address safety and a sense of community while stressing high academic standards. We have continued to strive for that to this day.

For the 2008-2009 school year, the student population consists of approximately 315 students, predominantly Black (55%) and Hispanic (42%) that are serviced by 45 educational professionals that are committed to the students' success. The small design of the school makes it possible for all the students to be well-known by the adults. As a result, student progress is carefully monitored by the faculty. Historically, students who choose to come to EBC/ENY HS stay in the school until completion (96.3% stability in 2007-2008.) Although a significant number of students need more than 4 years to graduate, the vast majority stay with us throughout their high school career.

Although designated as Title I Restructuring Year 2 for Mathematics in 2007-2008, we have made significant progress in recent years after being removed SURR in 2005. Graduation rate has increased greatly over the last 3 year period, from 31% to 52% graduating in 4 years. The number of students graduating with Regents endorsement has increased dramatically. Math and ELA performance has grown to the point where only one sub-group, economically disadvantaged students, has not made adequate yearly progress targets as yet. Regretfully, early in 2008, the Department of Education decided that the school would phase out over the course of the next 3 years, with the final class graduating in 2011. Despite the phase-out designation and not taking in an entering 9<sup>th</sup> grade class this school year, we are committed to ensuring our students will continue to receive a quality education, as well as monitoring their progress towards graduation.

In order to ensure the ability of our students be graduates of EBC/ENY High School, we hold the following as priorities:

- Public Safety & Law related electives are not sacrificed.
- Professional development for teachers occurs weekly to improve students achievement through differentiated instruction, literacy skills, book studies, interdisciplinary learning
- A special credit recovery program was designed to meet the needs of the under-credited students after-school and on Saturdays.
- Morning Academic Intervention Services meeting before the school day enables students to receive additional assistance in all subject areas.
- Lunch-time tutoring in all subjects is offered through Circular 6 during all 3 students lunch periods
- Extracurricular activities remain an important aspect of school life – PSAL Sports, Leadership Program Clubs, ENACT
- Student achievement continues to be celebrated – Award ceremonies, bulletin boards, incentive programs

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	EBC/ENY High School for Public Safety & Law				
<b>District:</b>	23	<b>DBN #:</b>	K645	<b>School BEDS Code #:</b>	332300011645

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input checked="" type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					69.5	72.6			
Kindergarten									
Grade 1				<b>Student Mobility:</b>					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3					94.2	92.5	96.3		
Grade 4									
Grade 5				<b>Eligible for Free Lunch:</b>					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					66.3	66.3	66.3		
Grade 8									
Grade 9	238	226	207	<b>Students in Temporary Housing:</b>					
Grade 10	147	144	147	(Total Number as of June 30)	2006	2007	2008		
Grade 11	61	69	73		4	6	5		
Grade 12	70	78	87						
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary	4	1	1	(Total Number as of October 31)	2006	2007	2008		
Total	520	518	515		8	2	6		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	7	39	37						
No. in Collaborative Team Teaching (CTT) Classes	25	9	0	Principal Suspensions	75	87	15		
Number all others	28	18	40	Superintendent Suspensions	15	58	69		
<i>These students are included in the enrollment information above.</i>									
<b>Special High School Programs:</b>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	35	23	28	<b>Number of Staff:</b>			
# ELLs with IEPs	2	1	3	(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	27	24	32
				Number of Administrators and Other Professionals	11	10	12
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	TBD	1
	48	43	40				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.0	0.8	0.6	Percent more than two years teaching in this school	21.4	23.1	47.1
Black or African American	57.3	56.6	56.9	Percent more than five years teaching anywhere	42.9	53.8	55.9
Hispanic or Latino	40.4	41.7	41.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.6	0.8	Percent Masters Degree or higher	68.0	73.0	76.0
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.0	94.2	96.3
Multi-racial							
Male	49.8	49.2	46.0				
Female	50.2	50.8	54.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:			
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input 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 checked="" type="checkbox"/> NCLB Restructured – Year <u>2</u>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____			
<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	Restructuring Year 1

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:	Restructuring Year 2		
	Science:		Grad. Rate:	IGS		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				√ <sup>SH</sup>	√ <sup>SH</sup>	
Hispanic or Latino				√ <sup>SH</sup>	√	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				X	X	
<b>Student groups making AYP in each subject</b>				<b>3</b>	<b>3</b>	<b>1</b>
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2007-08</b>	<b>Quality Review Results – 2007-08</b>
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 30% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 55% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

## SECTION IV: NEEDS ASSESSMENT

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

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

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

A comprehensive needs assessment was conducted by the Cabinet to determine how to best meet the needs of our student population. Using the data tools and reports available from the State Education Department and the NYC Department of Education, it was evident that student performance over the past three years has improved as indicated by the Accountability Reports from SY 2004-5 to SY 2006-7 in all areas. Performance indicators in ELA grew from 107 to 127 and from not making AYP in all sub-groups to making AYP in all sub-groups except economically disadvantaged students, which was not eligible for safe harbor. Similarly, Math grew from a Performance Index of 105 to 137. The Graduation Rate grew from 31% to 51%. This remarkable growth, however, was not enough to thwart the phase-out of the school following the graduation of the Class of 2011.

The responses to the Learning Environment Surveys indicate that academic expectations, communication, engagement and safety and respect, while higher than last year, are lower than peer schools. As a result, extensive professional development is attempting to address many of the items that the document cites as needing improvement. These include classroom management, credit accumulation, literacy skills and academic and social expectations.

Using ATS tools, we've determined that a significant number of students are overage and/or under-credited. As a result, we are closely monitoring student progress and designing AIS opportunities that focus on students' individual needs. With the phase-out of EBC/ENY HS occurring in June 2011, it is of particular importance that students accumulate credit commensurate with their grade level to ensure their on-time graduation.

The graduation data indicates a marked increase in the numbers of students obtaining a Regents diploma. However, starting this year, the Board of Regents requirements for a diploma are becoming increasingly more rigorous. Our final graduating class will need to achieve a grade of 65 on 4 of the 5 required exams for a local diploma. Looking at the RESI report for cohorts 2009, 2010, and 2011, too few students are on track overall to meet these requirements.

Attendance is an area of highest priority. Last year's average daily attendance was 71.5. Thus far this year, we have a YTD daily attendance of 72.9 with the vast majority of the daily attendance rates in the mid to high 70's.

These are the highlights of our most prominent concerns resulting in the school's goals in the following section.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. **By June 30, 2009, there will be an increase in the yearly attendance rate from 71.5% to 74.5%.**
2. **By June 30, 2009, the Data Inquiry's Team's targeted population will improve literacy skills as measured by the Performance Series Program. 80% of the targeted population will show a year and a half growth in their reading comprehension skills.**
3. **By June 30, 2009, there will be an increase in the number of students (by grade) accumulating 10 plus credits. There will be a 25% increase in the number of 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders accumulating 10 plus credits.**
4. **By June 30 2009, there will be an increase in professional development opportunities to meet the needs of teachers. In addition to mandated professional development every Wednesday, teachers will have the opportunity to attend 3 additional professional development activities provided through the ESO, Protraxx, and the school.**

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2009, there will be an increase in the yearly attendance rate from 71.5% to 74.5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Schedule weekly attendance meeting on Wednesdays.</li> <li>• Conduct reversals on a daily basis</li> <li>• Utilize attendance teacher, family worker and guidance counselors to conduct home visits</li> <li>• Conduct evening and weekend telephone conferences/ home visits with parents (Tax Levy Funds)</li> <li>• Utilize guidance counselors and classroom teachers to emphasize the importance of attending school and classes on a daily basis</li> <li>• Implement monthly perfect attendance incentive awards, e.g. \$ 50 American Express Gift Card, attendance bulletin board, personalized congratulatory letter from the Principal</li> <li>• Identify students with 2 or more absence a week for outreach and personal support</li> <li>• Continue to utilize Phone Messenger for daily absences and parental support</li> <li>• Conduct planning interviews with follow-up on a timely manner that result in registrations in viable programs to meet student needs</li> <li>• Close investigated 407s in a timely manner</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The Attendance Team consists of the Principal, Assistant Principal, Organization, both Guidance Counselors, the Family Worker, 2 School Aides and a Special Education Teacher and the Attendance Teacher. All staff is trained on the use of ATS.</p> <p>AIDP funding will supplement Tax Levy and Title I funds.</p>

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

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

Weekly attendance meetings to review Cumulative Attendance Report, 407 register, RSAL report, Planning Interviews. Projected gain is 0.3% growth per month.

**Subject/Area (where relevant):** Reading Comprehension Skills

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2009, the Data Inquiry’s Team’s targeted population will improve literacy skills as measured by the Performance Series Program. 80% of the targeted population will show a year and a half growth in their reading comprehension skills.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Posting for Inquiry Team Members and Data Specialist</li> <li>• Scheduling weekly inquiry team meetings (Wednesdays 1:15 – 3:00, Thursdays after school) ( Tax Levy Children’s First Intensive)</li> <li>• Utilize accountability tools to identify at-risk students</li> <li>• Administer Performance Series Diagnostic</li> <li>• Set benchmarks and conduct interim testing</li> <li>• Utilize scaffolding tool to identify appropriate instructional change strategies for the classroom and school</li> <li>• Evaluate strategies and make adjustment if necessary (Low inference transcripts, lesson plans, interviews)</li> <li>• Purchase Kaplan Comprehension Series – Text Connections, Focus on Reading (SINI Grant)</li> <li>• Purchase Kaplan Writing Program – Focus on Writing (SINI Grant)</li> <li>• Offer professional development opportunities in how to read non-fiction</li> <li>• Participate in professional development on utilization of the comprehension series</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The data team consists of the Principal, The Data Specialist (Teacher) and 3 teachers supported by tax levy funding. Data inquiry team members receive DOE training on using the ARIS system to interpret data, performing low inference observations and using research-based strategies to drive instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The targeted population will take the Performance Series Assessments 3 times a year to determine if the strategies being used to improve literacy skills indicate growth and to determine the academic intervention services that will be provided.</p>

**Subject/Area (where relevant):**     Credit Accumulation    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2009, there will be an increase in the number of students (by grade) accumulating 10 plus credits. There will be a 25% increase in the number of 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders accumulating 10 plus credits</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Parent Notification via letter and phone messenger that their child is deficient in credits and is mandated to attend credit recovery classes ( opt-out letters)</li> <li>• Town Hall meetings by grade level conducted by the Principal to inform students of the importance of attending credit recovery classes</li> <li>• Individual guidance conferences with students to review transcript</li> <li>• Creating credit recovery classes in the 4 core subject areas (English, Math, Social Studies, Science)</li> <li>• Creating a Saturday Academy for Physical Education credit recovery</li> <li>• Circular 6 Lunchtime tutoring to support students in their current programs and courses</li> <li>• Academic Intervention Support Services (37 ½ minutes) in the morning before the regular day schedule – mandated and walk-in services</li> <li>• Scholarship report review with individual teachers to discuss pass-fail rates</li> <li>• Differentiated instruction to meet the needs of individual students ( data-based)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Fair Student Funding allocations and 21<sup>st</sup> Century Grant funds support the activities to improve credit accumulation.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Passing percentages on the interim report cards and progress reports will indicate the increased likelihood of individual students passing classes. Scholarship reports will indicate increased passing percentages by grade, subject and teacher. Final report cards will determine the success obtaining this goal.</p>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30 2009, there will be an increase in professional development opportunities to meet the needs of teachers. In addition to mandated professional development every Wednesday, teachers will have the opportunity to attend 3 additional professional development activities provided through the ESO, Protraxx, and the school.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Created and disseminated a survey to elicit professional development topics relevant to their needs</li> <li>• Creation of professional development opportunities consisting of:             <ul style="list-style-type: none"> <li>▪ Classroom Management – Ramapo</li> <li>▪ Coaching and feedback by Ramapo (in-class with specific teachers)</li> </ul> </li> <li>• Conscious Classroom Management-Unlocking the Secrets of Great Teaching presentation by Rick Smith</li> <li>• Book Study on Conscious Classroom Management</li> <li>• Professional development series for English teachers on using data to inform instruction – Maria Esponda, Director of Instruction</li> <li>• Modeling and coaching of best practices in support of literacy for the English Department – Jane Pers (F-Status Teacher)</li> <li>• Fitnessgram training for PE teachers</li> <li>• NY Academy of Medicine – health training for PE teachers</li> <li>• Grant Implementation of NY Cool</li> <li>• Grant Implementation for Digital Tabula</li> <li>• UFT Security Training – UFT Chapter Leader</li> <li>• College and Career Fair for Guidance Counselors</li> <li>• Media Literacy Training for the Librarian</li> <li>• ARIS training for teachers – SAF Linda Waite</li> <li>• Training for teachers on scaffolding tool (American Institute for Research) – Data Inquiry Team, SAF Linda Waite</li> <li>• Differentiation of Instruction – Russell Gonzalez</li> <li>• Utilizing Numonics Whiteboards to engage students in learning</li> <li>• Backward Design – Jane Pers</li> <li>• Kaplan Regents Advantage</li> <li>• Classroom Inc. (21<sup>st</sup> Century Grant)</li> <li>• Gang Intelligence – Local Police Precinct</li> <li>• Development of interactive strategies to motivate and engage students – Russell Gonzalez</li> <li>• Inter-visitations to other classrooms, exemplary schools</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I funds, SINI Grant funds and 21<sup>st</sup> Century Grant funds will be utilized to purchase Professional Development and resources.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Classroom observations will indicate the implementation of topics being focused on during professional development resulting in improved student achievement as indicated by report cards and scholarship reports.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	5	4	6	3	9			
10	15	7	7	8	6			
11	5	7	3	12	5			
12	16	4	12	14	5			

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<ul style="list-style-type: none"> <li>• <b>Morning AIS sessions before school</b></li> <li>• <b>Circular 6 lunchtime one-to-one and small group tutoring sessions</b></li> <li>• <b>After-school Tutoring</b></li> </ul> <p><b>Programs used include Kaplan’s Reading Comprehension Series, Writing Series and Regents Advantage</b></p>
<p><b>Mathematics:</b></p>	<ul style="list-style-type: none"> <li>• <b>Morning AIS sessions before school</b></li> <li>• <b>Circular 6 lunchtime one-to-one and small group tutoring sessions</b></li> <li>• <b>After-school Tutoring</b></li> </ul> <p><b>Programs used include Kaplan’s Regents Advantage</b></p>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>• <b>Morning AIS sessions before school</b></li> <li>• <b>Circular 6 lunchtime one-to-one and small group tutoring sessions</b></li> <li>• <b>After-school Tutoring</b></li> </ul> <p><b>Programs used include Kaplan’s Regents Advantage</b></p>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>• <b>Morning AIS sessions before school</b></li> <li>• <b>Circular 6 lunchtime one-to-one and small group tutoring sessions</b></li> <li>• <b>After-school Tutoring</b></li> </ul> <p><b>Programs used include Kaplan’s Regents Advantage</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>The Guidance Counselors work closely with their students to provide academic, as well as counseling support to ensure successful outcomes.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>No school psychologist on site</b></p>

<b>At-risk Services Provided by the Social Worker:</b>	<b>The School Social Worker is assigned to the LYFE Center to work with parenting students, assisting them by counseling and locating outside resources, when necessary.</b>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>• <b>Speech Teacher provides services to appropriate students</b></li><li>• <b>Hearing Teacher provides services to appropriate students</b></li><li>• <b>School Nurse</b></li></ul>

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

*NCLB/SED requirement for all schools*

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

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**EBC High School**

**Language Allocation Policy**

**2008-09**

### **Program Description Narrative**

#### **Introduction**

EBC/ENY High School for Public Safety and Law is a 9-12 school located within District 23. The total school population consists of about 314 students, approximately 56% African-American, 42% Hispanic, 1% Asian, and 1% American Indian. The total number of English language Learners (ELLs) is 21. They make up 6% of the student population. The native language of ELLs at EBC is Spanish.

#### **Language Allocation Policy Team Composition**

EBC LAP Team comprises The Principal (Ms. Beverly Faison), Assistant Principal Ms. S. Santana, ESL Teacher (Mr. D. Bhagwandin) Resource Room teacher (Ms. Haughton), Guidance Counselor (Ms. Rodriguez) and Parent coordinator (Mr. Smith).

#### **Teacher Qualifications**

The school's English Language Learners are serviced by a licensed ESL teacher.

#### **ELL Demographics**

Currently there are 21 English Language Learners: 3 at the Ninth grade, 12 at the Tenth grade, 2 at the Eleventh grade and 4 at the Twelfth grade

Among these, there are 2 at the Beginners level, 13 at the Intermediate level and 6 at the Advanced level.

#### **Program and Philosophy**

At EBC English Language Learners receive instruction in a freestanding content-based ESL Program using the Balanced Literacy prototype. There are three classes of ESL students who receive instructions Monday thru Friday. Students at the beginning proficiency level receive three periods per day of ESL instruction (equivalent to about 540 minutes of the state mandate), the intermediate students receive two periods per day (360 minutes

**UPDATED – OCTOBER 2008**

mandated by the state) while the advanced level students receive one period of ESL instruction per day (180 minutes weekly as mandated by the state ).

The ESL program is based on the Communicative/Natural Model in which emphasis is based on using and teaching the English Language for meaningful and authentic communication, through the modalities of Speaking, Listening, Reading and Writing. In this approach Comprehensible Input and content are crucial elements. In addition, the ESL program uses the Cognitive Academic Language Learning Approach (CALLA) in which students are exposed to higher order level of thinking. Aspects of the Balanced Literacy Model are also incorporated in the program. In addition, the program for ELLs is aligned to the New York State Standards for ESL.

English is the medium of instruction. The LAP is enunciated in the school's CEP and is also in accordance with aspects of the CR Part 154 Regulations. Moreover, the program ensures that there is continuity of staff as well as in instruction and language development.

### **Parents Program Choice**

Orientation meeting for new ELLs have been held as well as one to one parent teacher conferences which were intended to help parents understand the program for ELLs. These meetings and conferences are ongoing.

In addition, the Home Language Identification Surveys are reviewed periodically to see the trends of parental choice. About 75% Parents, during the last few years, have generally requested an ESL program while a few have opted for a Bilingual program for their ELLs. The program at EBC therefore is aligned with the request of most parents. However, the few who prefer a bilingual curriculum are referred for placement to other schools with a bilingual program in order to better cater for their needs.

### **Assessment Analysis**

ELL'S are also involved in ongoing assessment in academic content and language development, at the end of which their Language skills are assessed in the New York State English as a Second language Achievement Test (NYSESLAT). During the 2008 NYSESLAT, one student moved from the intermediate level to the advanced level and two from the beginning to the intermediate level. The data patterns across the proficiency levels reveal that most ELLs achieve higher scores in the speaking and listening part of the examination. These patterns have implication for further implications for classroom instructions. And based on this trend, the ESL program is being tailored to provide increasing instructions in writing (in the areas of descriptive, expository and persuasive and narrative essay writing) as well as in reading comprehension.

A recent analysis of the last Regents Examination reveals particular weaknesses in Global and ELA among ELLs who have taken these examinations in English. Based on these recent results, encouragement will be given to ELLs to consider the option of taking Regents Prep through ESL to prepare them for the ELA and Global Regents. Students are strongly encouraged to attend morning and lunchtime tutoring and their progress is regularly monitored by administration and the ESL teacher.

## **Planning**

Based on the above analysis the program for ELLs will emphasize LAP Principle Six-Content Area Instructions

### **Resources and Support Materials:**

As part of the program, students use text books, the library and other resources which are aligned to the school's core curriculum. Classrooms for ELL are complimented with additional collection of books reflecting a diversity of topics.

New text books written for ELLs (such as Shining Star and Visions) have been introduced in the classroom. In addition, students are aided in their language development through the use of computers. Specialized software for English language Learners (ELLIS) is also introduced.

### **Support Services for Newcomers, SIFE**

Currently there are no Students with Interrupted Formal Education (SIFE). However, newly arrived ELLs receive additional help through small group tutoring in school every Monday and Thursday during the fourth period and during an after school program every Thursday.

Plans are being put in place for newcomers who have been in the United States less than three years to become acclimatized to the school community. These plans include getting ELLs fully integrated in the school's extra curricular program and in sports

Special Education ELL students are also provided with counseling services as well as support services in Resource

### **Intervention Program For ELL In Need of Extension Services**

ELL Students who are in need of extension of services are provided additional instructional time to master aspects of the English and Content area curricula. A number of alternatives will be available to provide many avenues for learning to occur.

**Goal:** The intervention services program is geared to provide additional academic instruction and strengthen preparation in content areas leading to State assessment of learning standards. These services are expected to enrich the regular school program and prevent failure rather than to intervene after students have failed.

**Elements of Program:** In addition to the required state mandate of ESL instruction per week, the academic intervention services program will provide the students with:

- Additional instructional time, in the form of small group tutoring every Tuesday and Thursday
- After school instruction in ESL and in the content area

- Summer school tutoring for those students who need extra time and help
- Additional support services, including counseling and family outreach

**Resources:** The program will be provided by teachers certified in ESL and in the content areas. In addition, appropriate instructional materials will be provided, including new ESL textbooks and specialized ESL software.

In the case of ELLs who receive language proficiency, these are gradually introduced into the mainstream academic program where they prepare for the Regents examination alongside native English language speakers.

### **Professional Development**

Ongoing professional development is provided to target the needs of the staff that serves the ELLS, using the newly introduced LAP kit and other resources. In addition to attending DOE workshops, the ESL teacher has participated in special training sessions on Ellis, Read 180 and Kaplan.

### **Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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**Type of Program:** \_\_\_ Bilingual   X   ESL \_\_\_ Both      **Number of LEP (ELL) Students Served in 2007-08:**   28    
**(No more than 2 pages)**

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

All students at EBC/ENY HS have been identified using the NYSESLAT exam to determine their proficiency levels. Students at the beginning level receive 3 periods of freestanding ESL instruction per day which consists of an ESL teacher teaching in the subject area. Intermediate students receive 2 periods of freestanding ESL instruction daily. Advanced students receive instruction 1 period per day of freestanding ESL instruction plus an ELA class.

ELL students participate in all subject area classes, receiving additional assistance through supplemental programs such as morning AIS sessions (37 1/2 minutes before period 1), lunchtime tutoring and Saturday Academy classes.

Parents were notified as to the students' levels and the services provided to their children through letters sent to their homes in both English and Spanish.

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

Extracurricular activities include PSAL sports, Leadership Program Clubs (Basketball, Hip Hop Dance, Cheerleading) and ENACT (Drama). ELL students have full access to participate in any extracurricular activities.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

All notices and phone messages are translated into Spanish for our students who may have parents who do not speak or read English. A translator is available in the school, as well as at all school function to assist non-speaking parents. Workshops specifically geared to the Spanish-speaking parent are planned for the 2008-2009 school year. Parents will be afforded the use of our LEP bilingual computer program, ELLIS, as well, to learn English.

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

As a phase-out school, EBC/ENY High School will not be enrolling new LEP students.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Staff development will be conducted to sensitize teachers to the needs of our LEP population. Strategies for differentiation of instruction will be delineated which are specifically geared towards working with students who are not yet proficient in the English language, in speaking, reading and writing.

Date	Topic
October 8	Identification of ELL students
November 5	Assessments of ELL students
December 10	Programs that support ELL Achievement, Rigorous ELL teaching and learning
February 4	Connecting with parents of ELL students
March 4	Understanding what governs ELL education

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

EBC/ENY has the following support structures in place for all students, as well as ELLs: 2 Guidance Counselors, Family Worker, Health Aide, Full-time Librarian

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

## ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

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

**School Building:** EBC/ENY High School **District** 23

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	1	0	0	0	0	1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:   23  

School Building:   K645  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:15 To: 8:53	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>1</b>	From: 8:56 To: 9:36	Subject (Specify) H3 Global 10 Term 1	Subject (Specify) H3 Global 10 Term 1	Subject (Specify) H3 Global 10 Term 1	Subject (Specify) H3 Global 10 Term 1	Subject (Specify) H3 Global 10 Term 1
<b>2</b>	To: From: 9:39 To: 10:19	Subject (Specify) E3 English 10 Term 1	Subject (Specify) E3 English 10 Term 1	Subject (Specify) E3 English 10 Term 1	Subject (Specify) E3 English 10 Term 1	Subject (Specify) E3 English 10 Term 1
<b>3</b>	From: 10:22 To: 11:02	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab
<b>4</b>	From: 11:05 To: 11:45	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>5</b>	From: 11:48 To: 12:28	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL
<b>6</b>	From: 12:31 To: 1:11	Subject (Specify) A1 Required Art	Subject (Specify) A1 Required Art	Subject (Specify) A1 Required Art	Subject (Specify) A1 Required Art	Subject (Specify) A1 Required Art
<b>7</b>	From: 1:14 To: 2:09	Subject (Specify) ME33 Algebra 9 Term 3 of 3	Subject (Specify) ME33 Algebra 9 Term 3 of 3	Subject (Specify)	Subject (Specify) ME33 Algebra 9 Term 3 of 3	Subject (Specify) ME33 Algebra 9 Term 3 of 3
<b>8</b>	From: 2:12 To: 3:07	Subject (Specify) SD1 Fundamentals of Science	Subject (Specify) SD1 Fundamentals of Science	Subject (Specify)	Subject (Specify) SD1 Fundamentals of Science	Subject (Specify) SD1 Fundamentals of Science
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District:   23  

School Building:   K645  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:15 To: 8:53	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>1</b>	From: 8:56 To: 9:36	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab	Subject (Specify) ME33L Algebra Lab
<b>2</b>	To: From: 9:39 To: 10:19	Subject (Specify) H33 Global History 3	Subject (Specify) H33 Global History 3	Subject (Specify) H33 Global History 3	Subject (Specify) H33 Global History 3	Subject (Specify) H33 Global History 3
<b>3</b>	From: 10:22 To: 11:02	Subject (Specify) ME33 Algebra 9 Term 3 of 3	Subject (Specify) ME33 Algebra 9 Term 3 of 3	Subject (Specify) ME33 Algebra 9 Term 3 of 3	Subject (Specify) ME33 Algebra 9 Term 3 of 3	Subject (Specify) ME33 Algebra 9 Term 3 of 3
<b>4</b>	From: 11:05 To: 11:45	Subject (Specify) PPE Gym	Subject (Specify) PPE Gym	Subject (Specify) PPE Gym	Subject (Specify) PPE Gym	Subject (Specify) PPE Gym
<b>5</b>	From: 11:48 To: 12:28	Subject (Specify) ST1 Forensics	Subject (Specify) ST1 Forensics	Subject (Specify) ST1 Forensics	Subject (Specify) ST1 Forensics	Subject (Specify) ST1 Forensics
<b>6</b>	From: 12:31 To: 1:11	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>7</b>	From: 1:14 To: 2:09	Subject (Specify) L1 ESL	Subject (Specify) L1 ESL	Subject (Specify)	Subject (Specify) L1 ESL	Subject (Specify) L1 ESL
<b>8</b>	From: 2:12 To: 3:07	Subject (Specify) L1 ESL	Subject (Specify) L1 ESL	Subject (Specify)	Subject (Specify) L1 ESL	Subject (Specify) L1 ESL
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 23

School Building: K645

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:15 To: 8:53	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>1</b>	From: 8:56 To: 9:36	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL
<b>2</b>	To: From: 9:39 To: 10:19	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL	Subject (Specify) LT1 ESL
<b>3</b>	From: 10:22 To: 11:02	Subject (Specify) MEA2L Integrated Algebra	Subject (Specify) MEA2L Integrated Algebra	Subject (Specify) MEA2L Integrated Algebra	Subject (Specify) MEA2L Integrated Algebra	Subject (Specify) MEA2L Integrated Algebra
<b>4</b>	From: 11:05 To: 11:45	Subject (Specify) H33 Global 10 Term 1	Subject (Specify) H33 Global 10 Term 1	Subject (Specify) H33 Global 10 Term 1	Subject (Specify) H33 Global 10 Term 1	Subject (Specify) H33 Global 10 Term 1
<b>5</b>	From: 11:48 To: 12:28	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>6</b>	From: 12:31 To: 1:11	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>7</b>	From: 1:14 To: 2:09	Subject (Specify) MEA2 Integrated Algebra	Subject (Specify) MEA2 Integrated Algebra	Subject (Specify)	Subject (Specify) MEA2 Integrated Algebra	Subject (Specify) MEA2 Integrated Algebra
<b>8</b>	From: 2:12 To: 3:07	Subject (Specify) SL1 Living Environment Trm 1	Subject (Specify) SL1 Living Environment Trm 1	Subject (Specify)	Subject (Specify) SL1 Living Environment Trm 1	Subject (Specify) SL1 Living Environment Trm 1
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) – Not Applicable

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

School District:   23  

School Building:   K645  

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

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 9 - 12      **Number of Students to be Served:** 19 **LEP** 0 **Non-LEP**

**Number of Teachers** 1      **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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To supplement the basic free-standing ESL program described in appendix 2, an F-status teacher with successful history of assisting ESL students in passing the ELA Regents will be hired to work with the ESL students at least twice a week. She will push-in to their ESL and subject area classes as well as work with students individually. Currently, all 21 ESL students at EBC/ENY HS, all who are Spanish-speaking, across all grade and ability levels will be serviced by this teacher.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional development activities will identify strategies to assist teachers to incorporate planning their lessons to take into account the needs of our LEP population. Strategies for differentiation of instruction will be delineated which are specifically geared towards working with students who are not yet proficient in the English language, in speaking, reading and writing so they will be able to learn the subject matter being presented..

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$14,925	F-status teacher for push-in/pull-out assistance to ESL students. (twice a week + for a total of 46 days)
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$75	Classroom supplies
Travel		
Other		
<b>TOTAL</b>	<b>\$15,000</b>	

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

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

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

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

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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.
  - Conferences with parents of ELL students often require the need of a translator
  - An analysis of written responses to issues related to the ELL program reveals that information is needed to get to parents in Spanish
  
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.
  - Notices home must be sent in both English and Spanish to ensure that all parents can understand
  - Phone messages home must be recorded in the appropriate language
  - A Spanish-speaking person must be at all parent meetings to provide translation services
  - Spanish-speaking personnel will be available during the school day to provide translation and interpretation services.

#### **Part B: Strategies and Activities**

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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.
  - All written notices will be translated into Spanish and sent in dual language form. Translation services will be provided by our Spanish teacher, Guidance Counselor, and other Spanish-literate personnel.

**UPDATED – OCTOBER 2008**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - Oral translations of important phone messages will be recorded in both English and Spanish
  - Spanish-speaking personnel will be on hand for all school functions that involve parents to provide translation services
  - Spanish-speaking personnel are available in school for parental conferences
  
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>.
  - Written notification will be sent to all parents in dual language in the first mailing of the school year indicating their rights regarding translation and interpretation services and how to obtain these services.
  - A sign will be posted in a conspicuous location near the main entrance in English and Spanish indicating where they can obtain a copy of the written notification regarding translation and interpretation services.
  - The school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barriers.

## **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 \$293,097
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2930
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$14,655
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 96.3%
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.

EBC/ENY HS verified via BEDS the qualifications of all teachers on staff for school year 2008-2009 and determined that only 2 teachers were not highly qualified. One teacher finished her coursework towards full certification in January 2009. The other teacher was notified that he needs to complete certification by June 2009 and was not eligible for HOUSSE.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged

to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **Statement of Parent Policy**

#### **EBC/ENY High School for Public Safety & Law**

EBC/ENY High School is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

#### **I. General Expectations**

EBC/ENY High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. EBC/ENY High School will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. EBC/ENY High School will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **EBC/ENY High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies that will increase parental involvement through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator and the PTA President, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- An Annual Awards Celebration will be held in the Spring semester.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

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

**Professional Development:**

Monthly professional development for parents provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

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

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

**ELL Professional Development:** Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

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

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by general consensus documented in the minutes of the general meeting of the PTA. This policy was adopted by the EBC/ENY High School on June 6, 2008 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2008.

### **IV. Annual evaluation of the Parent Involvement Policy**

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

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

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

**EBC/ENY High School for Public Safety & Law**

**1495 Herkimer Street**

**Brooklyn, NY 11233**

**(718) 498-7163**

**Fax (718) 498-7170**

**2008-09**

# Title I School-Parent Compact Framework

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

<b>EBC/ENY High School will:</b>	<b>The Parent/Guardian will</b>
<p>EBC/ENY High <b>School</b> and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2008-09.</p> <p>EBC/ENY High School will:</p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows:               <ul style="list-style-type: none"> <li>▪ Offer classes to satisfy graduation requirements in all subject classes that meet state standards</li> <li>▪ Prepare students to do well on all regents exams and encourage students to work towards Regents Diploma and Advanced Regents Diploma</li> <li>▪ Offer enrichment classes related to Law and Public Safety</li> <li>▪ Offer additional support to students such as small group and one-on one tutoring</li> </ul> </li> <li>• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held in October and in March.</li> <li>• Provide parents with frequent reports on their children’s progress. Parents will receive 3 report card each semester/ 6 per term</li> <li>• Provide parents reasonable access to staff. Specifically, staff will be</li> </ul>	<p>Describe the ways in which parents will support their children’s learning, such as:</p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child’s extracurricular time</li> <li>• Monitoring attendance</li> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> <li>• Participating as appropriate, in decisions relating to my children’s education.</li> <li>• Promoting positive use of my child’s extracurricular time.</li> <li>• Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.</li> <li>• Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.</li> </ul> <p><b>[Describe the ways in which students will support their academic achievement, such as:</b></p> <p><u>Student Responsibilities</u></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> <li>• Do my homework every day and ask for help when I need to.</li> <li>• Read at least 30 minutes every day outside of school time.</li> <li>• Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.</li> <li>• Attend lunch-time tutoring session when additional assistance is needed to better understand my class-work</li> </ul>

available for consultation with parents as follows:

Staff is available on a daily basis. Parents should call teachers to make appointments to avoid long waits during teacher's class time.

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

Parents are always invited to come and observe their child in the classroom. This can be arranged by calling the Parent Coordinator or the teacher. Parents who are interested in volunteering in the school should contact the Parent Coordinator.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

<ul style="list-style-type: none"> <li>• On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.</li> <li>• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.</li> <li>• 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.</li> </ul>	
---	--

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

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

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

EBC/ENY High School will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

EBC/ENY High School will use disaggregated student results on the NY Start Reports, Accountability Reports, NYS Regents Examinations and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved

2. Schoolwide reform strategies that:

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

As a Schoolwide Program school, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including the NYStart Reports, Accountability Reports, NYS Regents Examinations, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.

- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
  - Implementation of the New Continuum.
  - Opportunities for applied learning.
  - The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
  - The use of culturally balanced instructional programs and materials.
  - Effective use of technology to support instruction and student learning.
  - Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
3. Instruction by highly qualified staff.

All teachers hired in EBC/ENY High School, for the 2008-09 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members and Peace Corps Fellows.

Teachers in EBC/ENY High School that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

EBC/ENY High School will provide extensive professional development and ongoing and sustained in-class support for all new teachers, and extraordinary support for all school staff at the school.

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. EBC/ENY High School, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include:

differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in EBC/ENY High School, by a Professional Development Team, which includes the , Network Instructional Specialist, SAF Superintendent assigned to the school, the Principal, and Assistant Principals. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for EBC/ENY High School, This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the Network Specialists to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

EBC/ENY High School will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. However, for the 2008-2009 school year, we have had to excess staff, downsizing due to the phase-out of the school, as well as budget cuts in the city.

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

EBC/ENY High School will implement strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, the school has a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, EBC/ENY High School will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

Additional support for EBC/ENY High School will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be engaged in ongoing discussions and decision-making processes with EBC/ENY High School regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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. EBC/ENY High School will use the NYStart Reports, Accountability Reports, NYS Regents Examinations, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Network will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

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

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

1. Use program resources to help participating children meet the State standards.

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

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

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

**NCLB/SED Status:** Restructuring-Year 2      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

The school is identified for mathematics for the subgroup of economically disadvantaged.

The school is identified for English Language Arts for the subgroup of economically disadvantaged.

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.

The school has modified the NCLB restructuring plan because the Department of Education began phasing out the school in 2007. The school will graduate its final class in June 2011. In order to meet the needs of the students, the school is carefully monitoring students progress towards graduation of each of the remaining cohorts with an emphasis on credit accumulation and successful completion of Regents Examinations.

ELA – Focused interventions that will be implemented to increase the success of students in ELA include focusing on literacy skills. In grade 10, Kaplan's Reading Comprehension Series will be utilized to improve reading skills. In grade 11, the Kaplan's Writing Series will be utilized, as well as Kaplan's Regents Advantage to prepare students to take the ELA Regents. AIS will be offered before, during and after school.

Math – Since January 2008 will be the last time the Math A exam will be offered, a class has been created to focus specifically on getting all eligible students who have yet to pass this Regents exam. Students who have not yet passed the Integrated Algebra Regents will also be programmed for a class designed to assist them in being successful in the Integrated Algebra Regents. AIS will be offered before, during and after school to assist passing all math Regents exams.

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

**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 = \$293,097; 10% of Title I allocation = \$ 29,309.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The Title I funds will be used to hire consultants, send teachers to programs outside the school, and per session for after-school and Saturday professional development activities.

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

Experienced teachers in the school may select to assist their more junior colleagues in such areas such as lesson development, classroom management, etc. Currently, we have no first year teachers at EBC/ENY High School.

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.

Parents of all students will be notified of the school's status by mail, in dual language, of the school's status.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

A school-based committee will be formed and will meet regularly in order to assess whether Finding 1A is or is or is not relevant to EBC/ENY H.S.'s educational program. Committee members will include the Principal, the data specialist, a member from the inquiry team and members from the School Leadership Team, including a parent. During each meeting, one component of Key Finding 1A will be addressed. The committee will review the CEP, paying particular attention to the needs assessment section and will evaluate the most current school data to determine if there are gaps in the written curriculum, the effectiveness of our curriculum maps, the curriculum as it is taught in ELA, with a special eye on ELL students and materials used in ELA classes. If Finding 1A is determined to be relevant, strategies and initiatives will be put into place to address those issues and the committee will answer questions 1A.2 through 1A.4. The committee will also determine whether additional support is needed from central to address the issue.

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

Applicable    Not Applicable

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

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

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**1B. Mathematics**

**Background**

UPDATED – OCTOBER 2008

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

### **Specific Math Alignment Issues:**

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

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

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

All members of the math department meet weekly to review the pacing calendars, curriculum maps and lesson plans to ensure that they are aligned to the current standards.

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?

Evidence that dispels the relevance of Finding 1B includes:

- Classroom Tests
- Regents Results
- Scholarship Reports
- Predictive Assessments (Scantron)

The EBC/ENY Math department consistently ensures that math instruction is aligned with the standards.

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.

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## **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.

The school has and will continue to engage in assessing this finding through classroom observations. Observations will be conducted by the Principal and Assistant Principals, as well as peer observations and classroom inter-visitations. Discussions on student engagement strategies used in the classroom will occur during departmental meetings and study groups.

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?

Evidence that Finding 2A is relevant to our school's educational program is supported by classroom observations and conversations with teachers in study groups and departmental meetings.

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.

Student engagement in ELA classes will be addressed as follows:

- Professional Development will be offered at the school on topics related to student engagement, including but not limited to differentiation of instruction, use of technology, classroom management techniques.
- Classroom Observations with peer teachers
- Study Groups – book studies, current research topics
- Classroom Observations by Supervisors

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in

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

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.

The school has and will continue to engage in assessing this finding through classroom observations. Observations are conducted by the Principal and Assistant Principals, as well as peer observations and classroom inter-visitations. Discussions on student engagement, strategies used in the classroom will occur during departmental meetings and study groups.

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?

Evidence that dispels the relevance of finding 2B includes:

- Classroom observations
- Intervisitations – peer observations
- Focused Walks
- Technology use in the classroom (laptops, graphing calculators)

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.

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### **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.

As a phase-out school, Finding 3 is not as critical to the school as it had been in prior years. In prior years, this was the norm for EBC/ENY HS. We found that fellows often did their 3 years of service at our school, then left the city. Other new teachers left to find schools in less economically depressed areas in the city. This was determined by the numbers of new teachers needed to be hired each fall. However, now that the school is phasing-out, we have had to excess teachers rather than to hire replacements for those that left.

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?

For the Fall 2008 school year, no teachers needed to be hired. The newest teachers, for the most part, have been excessed due to our lesser budget, leaving the more senior teachers.

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.

NA

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

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

Please respond to the following questions for Key Finding 4:

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

A school based committee will be formed to develop a survey to determine the relevance of Finding 4 to our school. The committee will consist of the Principal, Assistant Principal and ESL teacher. If this finding is determined to be relevant, a plan will be developed to increase

the awareness of school based and city policies regarding ELL instructions, as well as professional development opportunities for the classroom teacher.

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.

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

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

Please respond to the following questions for Key Finding 5:

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

A school based committee will be formed to develop a survey to determine the relevance of Finding 5 to our school. The committee will consist of the Principal, Assistant Principal and ESL teacher. If this finding is determined to be relevant, a plan will be developed to increase data use and monitoring of ELL students in content area classes and the process by which this information is disseminated to classroom teachers in order to inform their instruction.

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

Applicable  Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 6:

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

A school based committee will be formed to develop a survey to determine the relevance of Finding 6 to our school. The committee will consist of the Principal, Assistant Principal and Special Education Teachers and General Education Teachers. If this finding is determined to be relevant, a plan will be developed to increase the staff's familiarity with the IEP content, accommodations and modifications that support students with disabilities. The school will also ensure that the teachers are aware of professional development opportunities regarding teaching special education students, including behavioral support plans.

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

Applicable  Not Applicable

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

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

**UPDATED – OCTOBER 2008**

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

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

Please respond to the following questions for Key Finding 7:

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

A school based committee will be formed to review current IEP's to determine the relevance of Finding 7 to our school. The committee will consist of the Principal, Assistant Principal, Special Education Teachers and General Education Teachers. If this finding is determined to be relevant, a plan will be developed to increase the staff's awareness of the importance of aligning goals, objectives and modified promotion criteria in the IEP with content area instruction.

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

Applicable    Not Applicable

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

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

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence 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 SED 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	23K645
School Name	EBC/ENY High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 160,729
Principal Name	Beverly J. Faison
Principal Email	BFaison@schools.nyc.gov
Principal Phone	7184987163

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

- Yes  
 No

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

Creation of additional classrooms \$ 19,715  
 Reducing teacher-student ratio through team teaching strategies \$ 0

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

- Yes
- No

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

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

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

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

For example:

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

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

For example:

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

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	11	English Language Arts	Students with Low Academic Achievement	32.0	1	28
C4E Target #2						
C4E Target #3						
C4E Target #4						
C4E Target #5						
C4E Target #6						

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

- Yes
- No

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

- Yes
- No

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

Before- and After-School Programs

Summer School Programs

Dedicated Instructional Time **\$ 141,014**

Individualized Tutoring

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

- Yes
- No

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 (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

**Please describe the program.**

**Double period classes will be blocked for certain math classes.**

**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.**

**We are offering additional math classes in double period blocks that were previously not offered in this manner. These classes include Geometry, Math B, and classes for students who were previously unsuccessful in Integrated Algebra and Math A.**

**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

**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 an existing 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 Language Learners (ELLs)?

Yes

No