



SECONDARY SCHOOL FOR RESEARCH

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 15/K/464

ADDRESS: 237 SEVENTH AVENUE, BROOKLYN, NY 11215

TELEPHONE: 718-832-4300

FAX: 718-788-8127

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 464 **SCHOOL NAME:** Secondary School for Research

SCHOOL ADDRESS: 237 Seventh Avenue, Brooklyn New York 11215

SCHOOL TELEPHONE: 718-832-4300 **FAX:** 718-788-8127

SCHOOL CONTACT PERSON: Carla Laban **EMAIL ADDRESS:** claban@schools.nyc.gov

POSITION/TITLE : **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jessica Rofe

PRINCIPAL: Jill Bloomberg

UFT CHAPTER LEADER: Nathan Maybloom

PARENTS' ASSOCIATION PRESIDENT: Cassandra Scurry

STUDENT REPRESENTATIVE: AnnaMaria Valles/Casim Gomez
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** Community Learning Support Organization

SSO NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jill Bloomberg	*Principal or Designee	
Jessica Rofe	*UFT Chapter Chairperson or Designee	
Cassandra Scurry	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
AnnaMarie Valles Casim Gomez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joanice John	Member/Parent	
Denise Marshall	Member/Parent	
Roland Garcia	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

School Vision and Mission

Vision

We envision our school as a community of learners where all members, students, staff and parents actively engage in the pursuit of understanding. We believe that intelligence responds to mediation from other individuals, and that we can all become smarter by learning how to search and research for answers to the questions of the world in which we live. We believe that intelligence grows by learning empathy, respect and cooperation and envision an environment where learners take risks and ownership, and the adults model the discipline, commitment and respect of a learning community that value sharing ideas, constructive criticism, and success.

Mission

We are a small, diverse, grades 6-12 school that prepares all students to go to college. We expect and encourage students to explore and research topics across all academic disciplines rather than specializing in a particular subject. We strive to be a community of creative people who are eager to question and learn. Our instructional program combines direct instruction with group work, independent work and student-to-student talk. Our goal is to provide students with the knowledge, skills and strategies to make meaning of the world around them.

The mission of the Secondary School for Research and the vision for its future are rooted in the following "habits of mind":

- Persisting
- Managing Impulsivity
- Considering Other Points of View
- Striving for Accuracy
- Questioning and Posing Problems
- Applying Past Knowledge to New Situations
- Responding with Wonderment and Awe
- Thinking Interdependently

We will continue to model and use these habits of mind so that our school community as a whole becomes more successful. We envision our students as critical thinkers thus enabling them to discover the satisfaction that can be derived from self-responsible learning as a life-long endeavor. We also believe that as researchers that learning is a process that requires us to "look again" at our course of study so that we can understand the material, think critically and analyze to draw conclusions.

Contextual Information About the School's Community and its Unique/Important Characteristics

The Secondary School for Research is located in the John Jay high school building which has garnered landmark status. The school is in the Park Slope neighborhood in the western section of Brooklyn. Park Slope is roughly bounded by Prospect Park West, Fourth Avenue, Flatbush Avenue and Fifteenth Street. The name "Park Slope" is derived from the fact it's located on the western slope of Prospect Park. Our current enrollment is 481 students in grades 6 -12.

The Secondary School for Research opened its doors in September 2003. Previously the school was an institute in a larger school—the Secondary School for Law, Journalism and Research, part of a collaborative effort between District 15 and B.A.S.I.S. to revitalize the John Jay Building. The majority of students who attend the Secondary School for Research do not come from the Park Slope community. They are from diverse communities such as Downtown Brooklyn, Red Hook, Sunset Park, Park Slope, Windsor Terrace/Kensington, Bedford-Stuyvesant, Canarsie, Flatlands and Flatbush as well as the boroughs of Staten Island, Manhattan, Queens and the Bronx.

According to our current data we have 3 Native American, 33 Asian, 241 Hispanic, 173 Black , 27 White and 6 students with no data. The student body includes 52 English Language Learners and 86 special education students. In addition, the school is currently identified as a Title I school with over 78% of students receiving free or reduced lunch.

Currently the school houses one sixth grade class, one seventh grade class, and two eighth grade classes in the middle school. The high school contains four ninth grade classes, four tenth grade classes, three eleventh grade classes and three twelfth grade classes. There are three self-contained special education classes, two 12:1:1 classes at the middle school level, and a 15:1 at the high school level.

The student body is served by 51 professionals and support staff, including one principal, one assistant principal, thirty five teachers including three lead teachers (in English Language Arts, Math and Social Studies), two guidance counselors, one secretary and four school aides. We also have full-time community coordinator who serves as our college counselor, a parent coordinator and a community associate who coordinates programs with external partners.

A study of the data included in our school's progress reports indicates a much stronger need for attention to ELA progress than to progress in mathematics. In 2008-09 the percentage of middle school students at proficiency in ELA was 57.6%. In mathematics it was 76.3%. In 2007-08, the result was 32.0 % in ELA and 60.2% in mathematics which shows gains of 25.6% in ELA and 16.1% in math.

In 2008-09 the percentage of middle school students making at least (1) year of progress in ELA was 65.5% while in 2007-08 it was 58.7%, an increase of 6.8%. The percentage of middle school students making at least (1) year of progress in 2008-09 in mathematics was 56.3% while the year before it was 57.5%, a slight decrease of 1.2%. While we still have room for improvement in mathematics, we are achieving more success both in terms of overall achievement and in overall progress. Our achievement in ELA remains static. Further attention to the progress report indicates that our greatest achievement in ELA occurs with students in the lowest third – further indication that we need to learn to differentiate our instruction and learn to "level up" rather than targeting all instruction to the areas of greatest deficiency.

Our 2007 **Quality Review** indicated that many innovative instructional methods were in place but that they were not consistently utilized by all teachers. By 2008, our Quality Review reflected more consistent use of effective instructional strategies and technology resources but indicated a need to improve our use of interim measures of success. Furthermore, our 2008 review indicated a need to

“support teachers in using data effectively in order to differentiate instruction in order to meet the needs of all students.” We were also encouraged to “increase the levels of attendance significantly.”

Building capacity among the faculty through the use of effective administrators, lead teachers, grade-team leaders and embedded professional development was cited as both a strength and an area upon which to build more strength. Increasing the number of lead teachers and taking time for periodic professional development retreats for a team of school leaders were two specific recommendations of the Quality Review.

Finally, our most recent Quality Review recommends that we “develop effective methods to ensure that all parents can access the goals set for their children and appreciate the school’s high expectations.” This recommendation is consistent with our Learning Environment Survey which indicates a relatively high overall percentage for academic expectations but also indicates that teachers’ perceptions of the academic expectations of students exceed both parents’ and students’ perceptions of the school’s academic expectations of students. In other words, we believe our expectations to be high but we do not effectively communicate those expectations to students and parents.

We have successfully instituted college as a goal and continue to strive to communicate to students the level of academic rigor and responsibility needed to prepare for college acceptance and success. This struggle begins in middle school and continues through high school. In September 2009, we utilized the funding from two different grants to implement **Advancement Via Individual Determination (AVID)** program in grades 7, 8 and 9. AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. AVID offers students instruction in what is often referred to as the “hidden agenda” of school: note-taking, organization, the path to college and rigorous engagement in learning.

Current strategies for continued improvement of instruction and student performance in **English Language Arts** include the use of the Teachers College model for Readers and Writers Workshop in grades 6-9. In grades ten and eleven the curriculum focuses on developing the reading and writing skills in the various genres utilized in the English Regents Examination. Expansion of classroom libraries, push-in academic intervention personnel in the classroom, and the support of a lead teacher in ELA will further support English Language Arts instruction. Academic Intervention Services include a Saturday School Academy for middle school ELA and math prep, a Wilson Program and the use of Kaplan Keys in mathematics and high school regent’s preparation.

The focus of **mathematics** instruction this year has been the implementation of the Chancellor’s initiatives for Mathematics in grades 6, 7, 8 and 9 in conjunction with utilizing the workshop model as the primary mode of instruction in all mathematics classrooms. Students follow a HS sequence of Algebra, Geometry, Algebra II and pre-Calculus or Calculus. A lead teacher in mathematics works with teachers to shift the focus from procedural learning to conceptual understanding. An additional course meets four times a week to help 10th grade students who have yet to pass the Algebra regents. These students continue in the sequenced Geometry course while still receiving additional instruction in Algebra.

The focus of the **Science** Curriculum at the Secondary School for Research was the implementation of a four-year sequence of Regents Science classes. All students in grade 9 were enrolled in Living Environment, in grade 10 - Chemistry, and grade 11/12 in Earth Science, Computer Science or Physics. A partnership with Columbia University allows our MS science teachers to receive on-site professional development in designing more projects that enhance students’ engagement in scientific study and which highlight the cross-curricular connections between science and the other core disciplines.

Traditionally we have struggled most in supporting our students' progress in **Social Studies**. In order to better prepare students to pass the Regents Examinations in Global and U.S. History, there will be greater emphasis placed on garnering skills and big understandings. Project Based assessments will allow for critical thinking and reinforce learned skills. In addition, we continue to have a **social studies** coach who was hired through the Urban Memory Project organization. The coach works with a social studies lead teacher in preparation of a Brooklyn History project with the integration of literacy and technology. The Projects are later displayed at the New York Historical Society. We have seen progress in our students' pass rate on the Global Studies regents exam which doubled in the past year. However, we still have much room for improvement.

Technology is infused in to all curricular areas through the use of mobile laptop computer carts that are "loaned" to various classrooms for use. In addition, the entire school campus has wireless Internet access. LCD projectors and smart boards are available for classroom use. In 2005 a librarian was hired and thus the library was reopened and is shared by the other two schools in the building. We also added a computer science course to our curriculum.

Art and Music classes are a vital part of the Secondary School for Research's curriculum at both the middle and high school levels. Sixth, seventh, eighth, ninth and tenth graders take music or art classes. The upperclassmen are offered Guitar Ensemble and Studio Art as electives in their 11th and 12th grade.

Physical Education classes are offered two and three times per week to all students. Ninth graders receive health education classes for one semester in addition to physical education. In conjunction with the other two schools in the building, the school fields PSAL teams at the varsity level in Girls' and Boys' Basketball, JV Boys' Basketball and Girls' Varsity Volleyball. At the middle and high school level a co-ed Sports Club meets during lunch periods.

In 2008, we were selected by the **Sports and Arts in Schools Foundation** as their partner in a 21st Century Grant for the next 5 years. The grant funds an after-school program from 3:00 – 6:00 p.m. four days a week as well as summer programming. The after-school program offers students the opportunity to receive mentoring, academic enrichment, tutoring, SAT prep and homework help followed by a range of youth development and wellness activities such as community service programs, educational and recreational field trips, guidance counseling, volleyball, basketball, digital photography, graphic arts, jewelry making, drama, hip hop dance, flag football and double-dutch.

A **Professional Development** cabinet consisting of the Principal, Literacy, Math and Social Studies lead teachers plan and coordinate professional development for the 2009-10 school year. Lead teachers work with teachers on a regular basis. Professional development was also given by our Community Learning Support Organization, who visits the school, provides workshops during school and after school and provides resources to the teachers. Study Groups studied and discussed books such as Never Work Harder Than Your Students. Per SBO, the staff will meet for professional development for 45 minutes on alternate Mondays for the school year. We continue to believe that diverse, heterogeneous classrooms create the best learning environments. The teaching staff is committed to continually learning to meet the needs of all students and participate regularly in various grade level and department team professional development.

To provide successful course planning teachers must devote significant time to collaborate with other teachers of shared disciplines, grade level teams and in professional learning groups. Common planning time is created in teachers' schedules for teachers to collaborate as a grade level team to create coherent structures, curricular goals, classroom procedures and homework policies. Grade level teams will also allow teachers to review individual student cases and formulate specific intervention strategies. It will also allow teachers to monitor student progress from year to year. We will continue to correlate curricula with state standards. Also, we are striving to achieve a direct comparison of standardized test scores with student passing rate per subject class.

The Secondary School for Research uses a data-driven approach as a basis for determining areas needing improvement. During the course of the year, the Professional Development Cabinet examined a variety of indicators including item skills analyses, ARIS reports, School Progress Reports, the interim assessments devised from Princeton Review, teacher grades and samples of student work at all levels. These data were shared with and analyzed by teachers at Monday Professional Development meetings in order to identify areas requiring additional instructional support and to make instructional decisions on a departmental and classroom level.

The Secondary School for Research organized a **PTA and School Leadership Team** in 2009-10. The PTA will meet and elect officers in October 2009 and will meet monthly for the rest of the year.

At the Secondary School for Research, the **Parent Coordinator** is the key link between parents and the school. She facilitates parental interaction with administration, teachers and school staff, assists in organizing PTA and School Leadership Team meetings, does outreach to families whose students are in need of additional services. She also organizes the Orientation for entering 6th and 9th graders at the beginning of the school semester and conducts tours for potential incoming 6th and 9th graders. A SPARK counselor, who is available to the entire campus, assists students and families around issues of drug use and interacts regularly with students through classroom and assembly presentations.

The Attendance team and an Attendance Policy provide the structures within which the team was able to work at improving attendance through phone calls, mailing letters home and conferences with parents and rewarding students for perfect attendance at the Award assembly and at Award Night. This year the administration purchased School Messenger which is an automated system that delivers phone calls to the homes of absent and late students. The system also delivers announcements concerning school events. The team which is comprised of the support staff of a Supervisory School Aide and three School Aides closely monitors student attendance and lateness and keeps the Assistant Principal, Guidance Counselors and Parent Coordinator aware of students whose attendance and punctuality are problematic.

The Secondary School for Research enjoys collaborations with **community-based organizations**. These include the Urban Memory Project, Sports and Arts in Schools Foundation (After school), Project Reach Youth (After school), The Atlantic Theatre Company, Creative Outlet (Dance), Blackberry Productions (Drama), Read Foundation, Red Hook Youth Court, YMCA, and the Center for Economy, Environment and Society at Columbia University.

The Federal, State and Local programs for which our school receives allocations are as follows: Tax Levy, Title I, Title III, AIDP, Contract for Excellence, Extended Day Violence Prevention, and IDEA.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Secondary School for Research							
District:		15	DBN:		15K464	School BEDS Code:		331500011464	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		√
	K		4		8	√	12		√
	1		5		9	√	Ungraded		
	2		6	√	10	√			
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		91.6 / 83.5	91.0/80.6	88.9/ 82.7		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		96.6	96.9	95.4		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	32	36	27	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	58	36	35		70.2	70.3	69.1		
Grade 8	63	58	35						
Grade 9	129	99	136	Students in Temporary Housing - Total Number:					
Grade 10	94	118	78	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	80	68	89		3	3	9		
Grade 12	54	84	81						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	510	499	481	(As of October 31)	2006-07	2007-08	2008-09		
					6	8	15		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	30	29	31	Principal Suspensions	107	181	107		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	5	7		
Number all others	35	36	38						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	N/A	N/A	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09						
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	44	36	45	Number of Teachers	31	38	37		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	3	Number of Administrators and Other Professionals	6	7	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	12	25	17	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	54.8	65.8	75.7
				% more than 5 years teaching anywhere	29.0	42.1	51.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	84.0	84.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.0	76.4	94.7
American Indian or Alaska Native	0.2	0.6	0.6				
Black or African American	39.0	39.9	38.0				
Hispanic or Latino	44.3	45.7	48.4				
Asian or Native Hawaiian/Other Pacific Isl.	8.2	7.4	7.1				
White	8.2	6.4	5.2				
Male	48.6	47.7	49.5				
Female	51.4	52.3	50.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 1			ELA:	IGS		
Math:	IGS			Math:	IGS		
Science:	IGS			Graduation Rate:	IGS		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√	√	√	√
Ethnicity							
American Indian or Alaska Native		-	-	-	-	-	
Black or African American		√	√	-	√	√	
Hispanic or Latino		√	√	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander		-	-	-	-	-	
White		-	-	-	-	-	
Other Groups							
Students with Disabilities		-	-	-	-	-	
Limited English Proficient		-	-	-	-	-	
Economically Disadvantaged		√	√	√	√	√	
Student groups making AYP in each subject		4	4	2	3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A/B			Overall Evaluation:	NR		
Overall Score:	69.5/ 56.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.7/ 9.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	25.0/ 13.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	35.3/ 29.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	1.5/ 4.0						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

A study of the data included in our middle school's progress reports indicates that in the 2007-2008 school year 60.2% of our students have achieved proficiency in Mathematics (a 10.2% increase from the previous year and 32.0% of them have achieved proficiency in ELA (only a 4.6% gain from the previous year.) The remaining students are all Level 2 students with the exception of 4 new self-contained special education students who came to us this year with Math scores in Level 1. While we still have room for improvement in mathematics, we are experiencing more success than in ELA where achievement remains static.

When we focus our attention on progress we see little difference between ELA and Mathematics. Median student proficiency increased by only 0.14 points in both ELA and Mathematics. The percentage of students making at least one year's progress is 58.7% in ELA and 57.5% in Mathematics.

Our most exceptional progress can be seen in students in the lowest third of our school. In ELA 82.9% of these students made one year's progress and in Mathematics 76.2% made one year's progress. Conversely, our progress with students in Levels 3 and 4 is a negative 0.2 in ELA and negative 0.09 in Mathematics.

This data indicates that we need to increase our expectations and opportunities for rigor, to learn to differentiate our instruction and to learn to "level up" rather than targeting all instruction to the areas of greatest deficiency. Rather than succumbing to a tendency to "teach to the homogenous middle" we need to learn to move all students forward and to set mastery rather than proficiency as the standard.

When we analyze an average of students' grades in their four major subjects at the end of the first semester, we see the following pattern:

	Grade 6	Grade 7	Grade 8	Grades 6-8
> 90	12%	0	12%	8%
85-90	12%	3%	3%	5%
80-85	15%	6%	3%	8%
75-80	12%	18%	3%	11%
70-75	19%	9%	18%	15%
65-70	23%	20%	12%	18%

< 65	8%	44%	48%	35%
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We find the above numbers to apply to the entire middle school population with no significant differences among ethnic groups, free lunch status or between male and female students. Our experience this year is slightly better than last year. Last year, similar numbers of students were indicated as promotion-in-doubt but very small numbers were required to attend summer school and all of our middle school students met the requirements for promotion by the end of August.

In high school, the students in grades 9 and 10 experience less success than our students in grades 11 and 12 as indicated by the percentage of students earning 10+ credits a year.

Nonetheless, we recognize a discrepancy between our stated mission as a college preparatory 6-12 school with high expectations for our students and, as evidenced above, student grades heavily concentrated below or just barely above passing at the mid-year point. While our high school has doubled the graduation rate to over 75% and sends 89% of our graduates to four-year colleges or universities, we know that our students will experience even more success in college and beyond if they can internalize higher expectations of themselves and embrace increasing academic rigor in middle school and in early high school. Our high school progress motivates and inspires us but our Progress Reports also place us squarely in the middle relative to the City Horizon.

Through the work of our inquiry teams in providing students multiple opportunities to take preparatory classes in subjects for which they have not passed exams, we have learned that remediation is helpful but only necessary when interventions have failed. Learning to identify struggling students early and to offer support before students fail is a need we are addressing through professional development.

Student grades and test scores are two indicators of student engagement in learning. A third is the school's need to rely on discipline measures to address lack of student engagement and disruption to learning. We always strive to address student engagement from an instructional standpoint. We have embraced independent reading and built wonderfully rich and diverse classroom libraries. We have created a structure of project-based learning in every content area. We hired a technology coordinator and work constantly to provide our students with access to technology. Our most recent initiative with Active Literacy Across the Curriculum has enriched our courses and is evidenced in students' writing in all subjects.

In our high school, we rarely need to remove students from class or suspend students. However so far this year in our middle school we have had 43 student removals and 28 suspensions for level 2 and 3 infractions. At this point last year, these numbers were double what they are this year so we are confident that we are moving in the right direction. But we recognize that the needs of middle school students are different from high school students and the range of skills that teachers need to understand middle school social and emotional development is unique.

We have an experienced faculty and school community committed to our mission. We have come far relying on our own determination and ingenuity; but like our students we need a community of learners with whom we can collaborate and from whose experience we can learn. Over the past 4½ years we have built a staff of administrators, counselors, teachers, school aides and even custodial and safety personnel that believes in our school and our students. We have moved from a high school where the most advanced math course was yet another semester of Math A to a school with 70% of the Seniors enrolled in Calculus. Where more than 60% of our 8th graders used to articulate out of our school, now more than 70% articulate to our high school.

However, the skills, resources and plans that brought us to where we are today are not enough to lead us where we need to go. This realization has been both frustrating and liberating for our school community. Every year our expectations for student growth and progress grow. But the pace of our growing expectations has exceeded our progress and our sense of our capacity. Continuing to do

what we are doing well is no longer enough. We worked hard to get where we are and making the changes necessary to move students from Level 3 to Level 4 requires us to change and to embrace new skills and plans. Learning how to motivate students to do more than pass all their classes and to aspire to excellence represents a new stage in our own professional development. After working so hard to build a professional learning community with confidence in each other and our ability to tackle difficult challenges by relying on each other, looking outside ourselves for expertise is new. We have relied often on professional literature for study groups and we have attended a myriad of conferences in search of learning and ideas to bring back to our colleagues. But we were always cognizant of the need to nourish and nurture a healthy tree before asking it to support too many ornaments. We are like a tree that has grown robust and healthy in the greenhouse and now is ready to be transplanted into a larger field.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By June 2010 we will increase student engagement in preparation for college by instituting an AVID program in grades seven, eight and nine as demonstrated by providing 3 teachers with training as AVID elective teachers, providing all 3 members of the guidance department and at least 4 content area teachers with AVID training and by scheduling AVID elective classes (taught by an AVID trained teacher) that meet 5 days a week for the entire year and include students from grades 7-9.

2. In order to increase student mastery of content and access to graduation by January 2010 at least 50% of teachers of upperclassmen will use ARIS to identify students who are at risk of not graduating due to scores on Regents exams and by June 2010 all Seniors and Juniors who have not passed their required exams will receive additional instruction in Global History, US History, Algebra or English Language Arts as indicated by need on ARIS. By January 2010 all students in grade 10 who have not passed the Algebra regents exam will receive instruction in both Geometry and Algebra.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 3 teachers will receive training as AVID elective teachers. All 3 members of the guidance department will receive AVID training. At least 4 content area teachers will receive AVID training. An AVID elective class will be scheduled 5 days a week for each of the 3 grade levels and be taught by an AVID trained elective teacher. Students in each of the 3 grades will participate in AVID on a voluntary basis with a commitment to remain in AVID for at least one year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Attend AVID Conference in Atlanta in July, 2009. Recruit and train an AVID elective teacher for each grade and program accordingly Create master schedule to include one AVID elective class in grades 7 and 8 and two AVID elective classes in grade 9. Recruit students for AVID elective and conduct interviews within week one. Create an AVID site team that meets monthly to review progress. Provide necessary space and supplies for the AVID elective class.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Campaign for Middle School Success grant and Gates AVID grant funds support teacher training and required materials for the AVID elective class. 2 teachers (one in Grades 7 and 8) dedicate 5 periods a week to the AVID elective class 1 teacher dedicates 10 periods a week to the 2 9th grade AVID elective classes C4E allocations support an ESL/ELA teacher stepping in to teach 10th grade ELA to free the AVID elective teacher for the 9th grade and to also address high concentration of ELL's in grade 10 ELA lead teacher also works as AVID coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The objective evidence that will be used throughout the year to evaluate progress towards meeting our goal is as follows: Attendance at AVID Conference Master schedule indicating AVID elective and student participation in AVID; site team meetings Student report cards and test grades Students' AVID binders with evidence of Cornell notes and other AVID strategies</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 50% of teachers of upperclassmen will use ARIS to identify students who are at risk of not graduating due to scores on Regents exams. Juniors and Seniors will receive additional instruction in Global History, US History, Algebra or English Language Arts if they have not passed their exams. All students in grade 10 who have not passed the Algebra regents exam will receive instruction in both Geometry and Algebra</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Train teachers in ARIS. Schedule grade team meeting during the school day to facilitate identification of students. Create and schedule elective classes that address the content of Global History, US History, Algebra and English Language Arts. Create and schedule an elective class in the Algebra of Chemistry to support 10th grade students who have not demonstrated mastery on the Algebra Regents exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Social studies lead teacher teaming with US teacher for scheduled prep class Teaming of ESL teacher and Global teacher for scheduled prep class Creation of Algebra/Chemistry support class and C4E funds allocated to Geometry teacher to facilitate offering two math classes to 10th grade students in need of Algebra regents</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The objective evidence that will be used throughout the year to evaluate our progress towards meeting our goal is as follows: ARIS groups identifying students of particular need Master schedule indicating elective classes Class lists that match ARIS groups Teacher curriculum maps outlining learning objectives in these elective classes Agenda of grade team meetings for grades 10, 11 and 12</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	12	0	0	0	4	5	N/A	N/A
7	3	4	0	2	1	1	N/A	N/A
8	2	4	0	8	3	2	N/A	N/A
9	25	19	0	11	5	2	N/A	N/A
10	19	21	10	0	1	1	N/A	N/A
11	20	16	17	6	2	0	N/A	N/A
12	11	2	4	19	2	0	N/A	N/A

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ▪ Princeton Review Interim Assessments provides vocabulary instruction such as those created by Curtis or Culyer and ESL strategies for vocabulary acquisition and retention, including Deborah Short’s SIOP model. Eight teachers have been trained and are currently implementing Princeton Interim Assessments during the ELA curricula and during the ELA Saturday Program and extended day. ▪ Teachers College Reading & Writing curricula provide opportunities for vocabulary acquisition and retention. Students reading levels are determined via the Teacher College Assessment Packet and Fountas & Pinnel via the Guiding Readers & Writers plan. ▪ Wilson’s Reading Program a phonemic awareness program, which was originally designed for older students but is currently used for both older and younger students, explicitly teaches encoding (spelling) and decoding, through a multi-sensory, interactive and total word construction approach. Our students who are programmed for the Wilson program attend daily during their advisory class. ▪ SkillsTutor for improvement in ELA. SkillsTutor is an on-line, K-12 basic skills tutoring program. SkillsTutor is scientifically based; diagnostic and prescriptive programs that will help our students improve basic skills. The content is correlated in accordance to NY State Curriculum Standards.
Mathematics:	<ul style="list-style-type: none"> ▪ Essential Skills Foundations (Kaplan) these books cover the following topics: problem solving, numeration, operations, measurement, geometry, data analysis, and statistics, probability, functions and algebra. Each lesson starts with a guided skill builder which introduces the math concept followed by a series of activities designed to allow students to apply the skill in a variety of formats. An extensive teacher’s guide includes tips for each lesson, a diagnostic test, and pre and post assessments for each skill area. Eight teachers have been trained and are currently implementing Essential Skills Foundations during the math curricula and during the math Saturday Program and extended day. ▪ Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon) this kit provides skills practice in the following areas: whole numbers, decimals, number theory, fraction concepts, operations with fractions, geometry, measurement, pre-algebra basics, ratio, proportion, and percent. Teachers are provided with diagnostic and placement guides to determine which skills students need to learn and practice. Pre- and post- tests are provided for each unit to assess student progress. The tutorial CD and blackline masters are included to provide options for additional practice. Each kit comes with 25 consumable student workbooks and progress folders. Eight teachers have been trained and are currently implementing Mathematics Skills Intervention Kit during the math curricula and during the math Saturday Program. • We are using SkillsTutor for improvement in Math. SkillsTutor is an on-line, K-12 basic skills tutoring program. SkillsTutor is scientifically based; diagnostic and prescriptive programs that will help our students improve basic skills. The content is correlated in accordance to NY State Curriculum

	Standards.
Science:	Small Group Tutoring allows teachers and our SETTS and Reading Specialist to push into content area classrooms as part of C6 (professional Activities) or to complete their 25 teaching period schedule. (Occasionally teachers pull out small groups for more intensive guided group work.) Small group tutoring is also done during the 37.5 minutes added to teachers' contractual schedule
Social Studies:	Small Group Tutoring allows teachers and our SETTS and Reading Specialist to push into content area classrooms as part of C6 (professional Activities) or to complete their 25 teaching period schedule. (Occasionally teachers pull out small groups for more intensive guided group work.) Small group tutoring is also done during the 37.5 minutes added to teachers' contractual schedule
At-risk Services Provided by the Guidance Counselor:	We recommend that all at risk students receive both emotional and academic counseling by the guidance counselor who also sits in on any teacher/parent conferences.
At-risk Services Provided by the School Psychologist:	A partnership with the Park Slope Family and Child center affords us a school psychologist two days a week. Students meet with her by referral from teachers or parents and with the consent of parents.
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CLSO	School Secondary School for Research
Principal Jill Bloomberg	Assistant Principal Carla Laban
Coach Leah Grossman–ELA Lead Teacher	Coach Jud Ehrbar–Math Lead Teacher
Teacher/Subject Area Jill Sandusky/ELA	Guidance Counselor Gerald Layton
Teacher/Subject Area Robert Lacolla/Mathematics	Parent type here
Teacher/Subject Area type here	Parent Coordinator Patricia Squillari
Related Service Provider type here	SAF type here
Network Leader Kathy Pelles	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	89	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	11.24%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number)		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

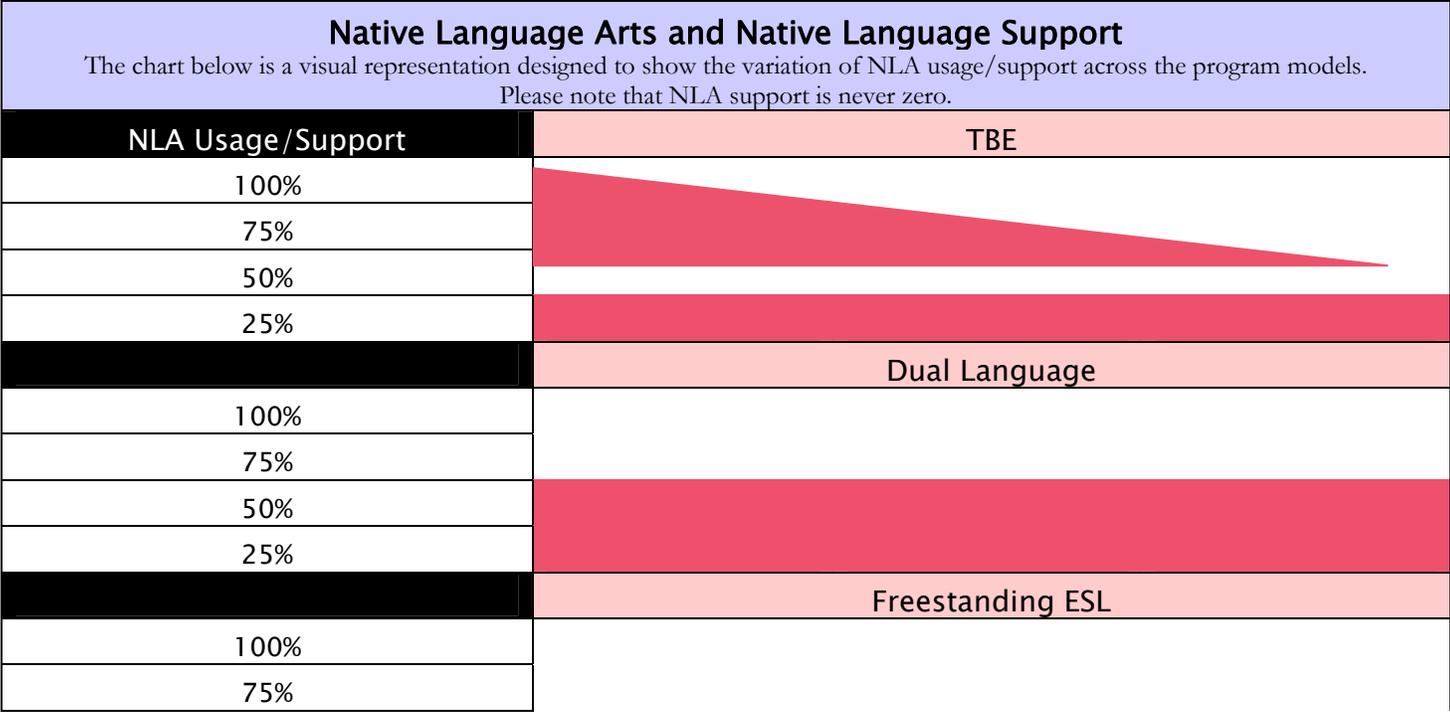
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							6	2		8
Chinese										0
Russian										0
Bengali							1	1		2
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	7	3	0	10
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50 %			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							5			5
Intermediate(I)								1		1

Advanced (A)							2	2	0	4
Total	0	0	0	0	0	0	7	3	0	10

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B							0		
	I							1		
	A							5		
	P							1	2	
READING / WRITING	B							5		
	I							0	1	
	A							2	1	
	P							0		

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		5			5
7		1	3		4
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		1		2				5
7			1		2				3
8									0
NYSAA Bilingual Spe Ed					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carla Laban	Assistant Principal		
Patricia Squillari	Parent Coordinator		
Jennifer Miller	ESL Teacher		
	Parent		
Jill Sandusky	Teacher/Subject Area		
Robert Lacolla	Teacher/Subject Area		
Leah Grossman	Coach		
Jud Ehrbar	Coach		
Gerald Layton	Guidance Counselor		
	School Achievement Facilitator		
Kathy Pelles	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date 1/21/10

Community Superintendent

Date

Reviewed by ELL Compliance and Performance
Specialist

Date

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District CLSO	School Secondary School for Research
Principal Jill Bloomberg	Assistant Principal Carla Laban
Coach Leah Grossman–ELA Lead Teacher	Coach Jud Ehrbar–Math Lead Teacher
Teacher/Subject Area Jill Sandusky/ELA	Guidance Counselor Alissa Lembo
Teacher/Subject Area Robert Lacolla/Math	Parent type here
Teacher/Subject Area type here	Parent Coordinator Patricia Squillari
Related Service Provider type here	SAF type here
Network Leader Kathy Pelles	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	392	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	11.22%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish	13	5	5	8	31
Chinese					0
Russian		1			1
Bengali	1	1	1		3
Urdu			2	1	3
Arabic	2			1	3
Haitian Creole		1			1
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other				1	1
TOTAL	16	8	8	11	43

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	5	2	2	3	12
Intermediate(I)	8	3	4	7	22
Advanced (A)	2	3	2	1	8
Total	15	8	8	11	42

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I	1	1	2	2
	A	6	1	4	4
	P	5	3	2	2
READING/WRITING	B	3	0	1	0
	I	7	2	3	6
	A	2	3	3	3
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		1	
Math A	20		16	
Math B	3		1	
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology	11		3	
Chemistry				
Earth Science				

Living Environment				
Physics				
Global History and Geography	10		7	
US History and Government	6		3	
Foreign Language	6		6	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carla Laban	Assistant Principal		
Patricia Squillari	Parent Coordinator		
Jennifer Miller	ESL Teacher		
	Parent		
Jill Sandusky/ELA	Teacher/Subject Area		
Robert Lacolla/Math	Teacher/Subject Area		
Leah Grossman	Coach		
Jud Ehrbar	Coach		
Alissa Lembo	Guidance Counselor		
	School Achievement Facilitator		

Kathy Pelles	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date 1/21/10
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Jill Bloomberg	<i>ESL Teacher:</i>	Olga Beylis Jennifer Miller
<i>Assistant Principals</i>	Carla Laban		
<i>HS Guidance Counselor</i>	Alissa Lembo	<i>Literacy Lead</i>	Leah Grossman
<i>MS Guidance Counselor</i>	Gerald Layton	<i>Teacher:</i>	
<i>Content Area Teacher:</i>	Jill Sandusky	<i>Math Lead</i>	Jud Ehrbar
		<i>Teacher:</i>	
<i>Content Area Teacher:</i>	Robert Lacolla	<i>Parent</i>	Patricia Squillari
		<i>Coordinator:</i>	

II. Teacher Qualifications

The school has two permanently certified ESL teachers, Olga Beylis and Jennifer Miller, and one content area teacher with a bilingual extension, Veronica Vega. There are two certified NLA/FL Spanish teachers: Ivelisse Pinet and Joni Tonda.

III. ELL Demographics and School Description:

The Secondary School for Research is located in what was once the John Jay high school building. The school is in the Park Slope neighborhood in the western section of Brooklyn. Our current enrollment is 481 students in grades 6 -12.

The Secondary School for Research opened its doors in September 2003. Previously the school was part of the Secondary School for Law, Journalism and Research, a collaborative effort between District 15 and B.A.S.I.S. to revitalize the John Jay Building. The majority of students who attend the Secondary School for Research come from diverse communities such as Downtown Brooklyn, Red Hook, Sunset Park, Park Slope, Windsor Terrace/Kensington, Bedford-Stuyvesant, Canarsie, Flatlands and Flatbush as well as the boroughs of Staten Island, Manhattan, Queens and the Bronx.

Our student body consists of 3 Native American, 34 Asian, 238 Hispanic, 170 Black, 30 white and 6 students without data. The student body includes 54 English Language Learners (11.23%), and 84 special education students. In addition, the school is currently identified as a Title 1 school with over 84% of students receiving free lunch.

Currently the school houses one sixth grade class (20 students), one seventh grade class (22 students), and one eighth grade classes (28 students) in the middle school. The high school contains four ninth grade classes (103 students), four tenth grade classes (101 students), and two eleventh grade classes (69 students) and two twelfth grade (80 students). There are three self-contained special education classes – two 12:1:1 classes at the middle school level, and a 15:1 at the high school level (Total 40 students).

IV. ELL Identification Process and Parent Choice

At the Secondary School for Research, we implement a carefully structured identification process of those students who may be ELLs. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the

native language, and the formal initial assessment. The HLIS lets school staff know what language is used in the student's home. The initial screening is conducted by Patricia Squillari, the parent-teacher coordinator, as well as the ESL teacher, Olga Beylis. The LAB-R is administered by Olga Beylis, as is the formal initial assessment. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is administered the Spanish LAB to determine language dominance. The Spanish LAB is administered by Jennifer Miller, ESL teacher.

Each ELL student is administered the NYSESLAT each April and May. The NYSESLAT consists of 4 modalities (Listening, Speaking, Reading, and Writing) and determines student proficiency level. The NYSESLAT is administered under the direction of the testing coordinator, Veronica Boyhan, who works closely with the ESL teachers, Olga Beylis and Jennifer Miller.

An entitlement letter is provided to parents to inform them about their child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school conforms to the parental choice selections.

Entitlement letters are distributed to entitled students' home addresses using the mail system. Parent Surveys and Program Selection forms are returned upon conferences scheduled with Patricia Squillari, parent coordinator. At these conferences, Spanish translation is facilitated by Yvette Rojas, pupil personnel secretary. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is overwhelmingly (98%) that of a freestanding ESL program. The program model offered at our school is consistent with parents' requests.

V. Current English Language Learners Instructional Programs

In grades 6-8 there are a total of 10 English Language Learners. The breakdown according to grade level is as follows: 6th grade - 10; 7th grade - 2; and no ELLs in the 8th grade. There are no newcomers; 7 ELLs; 3 long-term ELLs and 6 ELLs who are entitled to special education services. Of the 10 MS ELLs the home language for 8 students is Spanish and for 2 students the home language is Bengali.

In grades 9-12 there are a total of 44 English Language Learners. The breakdown according to grade level is as follows: 9th grade – 17; 10th grade – 8; 11th grade – 8 and 12th grade – 11. There are 2 SIFE students; 16 newcomers, 12 ELLs with 4-6 years of received services, 16 long-term ELLs and 9 Special Education ELLs. The breakdown of home language is as follows: 31 Spanish, 1 Russian, 3 Bengali, 3 Urdu, 3 Arabic, 1 Haitian Creole and 1 Guarani.

The Secondary School for Research employs a freestanding ESL program – hence, all ELLs receive all instruction in English with native language support. The organizational model used is collaborative, with the ESL teachers (Olga Beylis and Jennifer Miller) collaborating with ELA teachers. Instructional time for ESL classes are based on student proficiency level. Accordingly, in our high school there are 17 Beginning level students who receive 520 minutes per week of ESL services; 23 intermediate level students receiving 360 minutes per week of ESL and 12 advanced-level students receiving 360 minutes of ESL services per week.

The program model is homogeneous, with students grouped according to their proficiency levels as measured by their most recent NYSESLAT scores.

Content area courses are also delivered in homogeneous proficiency levels, and by grade level. Language development and support for content instruction in the native language is provided when same language grouping is possible. Such support includes bilingual dictionaries, native language classroom libraries, and peer tutoring. These include translated editions of Regents exams in Global History, Living Environment, US History, Math, and Chemistry.

Instruction is differentiated for ELL subgroups in a variety of manners. The instructional plan used for SIFE students is to accelerate academic and language development by providing additional instructional time before and after school, as well as in Saturday academies.

The plan for ELLs in schools less than three years is as follows:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication via phone calls, mailed letters and e-mails. Translated editions of letters are available in Spanish, Arabic, Bengali, and Urdu.

In order to help students who have received 4 to 6 years of services as well as long-term ELLs we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

The plan for ELLs identified as having special needs includes:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school and as part of our Saturday Academy.

Implications of LAP for English Language Arts

In order to assist our students in ELA, our LAP team has focused on:

- Analysis of ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Providing opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensuring that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encouraging teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensuring that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implementing a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that lead teacher works closely with teachers to support rigorous instruction

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Push-In Instruction:** Once a week in the 2nd semester an F-status ESL teacher pushes into classes with HS ELL students to support Regents preparation.
- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, ELA, and ESL. Additionally, regent's and SAT preparation are offered. Attendance rates are at over 90% for this outreach program.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Presentation Night, Awards Night, Karaoke Night and Sports & Arts Presentation. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents.

VI. Professional Development:

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - the literacy needs of our ELL population within the prescription of the Teacher's College program.
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Active Literacy
 - Differentiation

- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - I. Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
 - II. Social Studies and Technology workshop
 - III. Wilson Program for Special Education teachers.

Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Most students require one and a half years to advance an entire level. ELLs who are in the beginning level are mostly new comers who have not been placed in bilingual programs. These students often require more time to advance in levels.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified ELL students will receive instruction in ELA to strengthen their literacy skills.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for ELL students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

The results of the Regents and Citywide examinations indicate that the content areas are challenging for our ELLs. Academic language, content-specific vocabulary, as well as more formal grammatical structures that occur on exams and in textbooks are obstacles for the English Language Learner. Below we detail certain interventions that need to be made in order to help students reach NYS standards. For 2009-10, we are planning on the following interventions:

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.

The program at The Secondary School for Research is an English as a Second Language Program with all instruction conducted in English. Middle school students are divided into three groups according to ability level in order to accommodate the required minutes of instruction. High school students are similarly divided into three groups. Two ESL instructors have a schedule that allows them to meet with students in each group level for the required minutes. After-school tutoring is also available during the second semester to offer Regents review for the high school students. Of our 54 ELL's 15 are Advanced, 23 are Intermediate, 14 are Beginners and 2 are Proficient. There are 39 Spanish speakers, 5 speak Bengali, 4 speak Arabic, 4 speak Urdu, 1 speaks Russian and 1 speaks French. The majority of SSR's ELL population is concentrated in our high school with a total of 45 students compared to 9 ELL's in our middle school.

Classroom teachers and the ESL teachers consult on an ongoing basis about curricular adaptations and assessments for ELL's. Teachers work collaboratively to ensure that each child has the opportunity to meet NYS standards. To this end, the focus in the ESL program is on balanced literacy, and we use various strategies to help our ELL's in the areas of listening, speaking, reading and writing. The ESL program is designed to be flexible – the teacher can be either a support for the ESL student in the content-areas (i.e. Social Studies) or can implement a particular curriculum (i.e. a curriculum designed for newcomers). The particular program adopted depends upon the needs and levels of each group. All instruction takes place in English.

When implementing an instructional model for our school, we need to keep in mind three factors which are critical for our ELLs:

1. language development
2. curricular requirements
3. students' levels of proficiency

At SSR we are committed to readying our ELL population for the NYSESLAT and concentrate on bettering our ELLs in terms of reading, writing, listening and speaking. We apply a great deal of scaffolding methods learned in Quality Teaching for English Language Learners. In terms of reading, students are given ample opportunities to participate in shared reading in a variety of genres including: plays, narratives, short stories, novels, poetry, memoirs, essays, news articles, nonfiction, biography, autobiography, folk tales, songs and rhymes. Students are taught to make predictions about story events, and participate in discussions/dramatizations of different genres of literature. A strong emphasis is placed on matching students to level/content/age appropriate books which will be read independently during ELA/ESL class time and also at home. The goal of this independent reading will be to strengthen students' reading and to provide them with a life-long love of literature. Students are also encouraged to engage in independent reading with texts in their native languages. Discussions of independent reading texts take place revolving around crucial themes presented in the Columbia University's Teachers College Reading and Writing Workshop Model. Read-alouds are implemented to expose students to: the conventions of written English, literary elements, and different genres in literature. Students are taught to retell stories in their own words, offer interpretations of literary elements, and outline story elements. Students keep literary journals/readers' notebooks which will chronicle their growth as readers.

To bolster writing skills, students are involved in a scaffold participation in the Teachers College Reading and Writing Workshop Model, and as such learn of strategies of the writing process. Students participate in a number of pre-writing activities such as oral planning, brainstorming, clustering,

questioning and journaling. This allows students to generate and gather ideas for writing prepare for it; identify purpose and audience; and identify main ideas and supporting details. Drafting activities include free writing, journaling, and literature response – which show students how to begin a draft that will ultimately be published. Revising activities focuses on showing, not telling, shortening and combining sentences, and reordering paragraphs/ideas. Editing includes working with peers, proof reading and correcting spelling, grammar, punctuation, and mechanics.

To bolster listening skills among ELL's read-alouds are utilized a great deal to increase listening comprehension/vocabulary and expose students to the rhythm and cadence of English. Read-alouds are conducted by different teachers, guests and a variety of listening sessions of books-on-tape in order to familiarize students with different dialects/accents. Students respond to read-alouds in a variety of ways which increase their listening abilities/academic skills including literary response and note-taking. Dictations are used in order to focus students on particular vocabulary/sounds, and mechanics such as spelling. Students also practice listening to a variety of genres of literature including plays, poetry, folktales, songs, short stories, speeches, skits, and chants.

Speaking is addressed in a number of manners. Students are given a great deal of opportunities to practice speaking while working in pairs and small groups in a variety of activities including: Think-Pair-Share, Venn Diagrams, Mind Maps, Jigsaws, interviewing, ranking ladders, peer review, and reciprocal reading. In group/pair work students will display appropriate turn-taking behaviors, actively solicit another person's comments or opinions, offer his/her opinion, respond to comments and questions, give reasons in support of opinions expressed, clarifies, illustrates, or expands on a response when asked to do so. Students will participate in one-to-one conferences with teachers, with students learning to initiate new topics in addition to responding to adult-initiated topics, asking relevant questions; responding to questions with appropriate elaboration.

Title III Program

F-Status Teacher Support

Our Title III program supports the addition of an F-status ESL teacher who is available one day a week for 18 days to offer HS ELL students supplementary support in their content area classes through a combination of push-in and pull-out support. The pedagogical approach of this work is consistent with our program described above with an added emphasis on Active Literacy Across the Curriculum (see below) and preparation for the Regents exams required for a diploma. The F-Status teacher will keep all the records such as the list of the target group, attendance, keep progress notes, lesson plans, pre- and post test, etc.

Saturday Academy Program

Our program also supports specified instruction during our regular supplementary Saturday Academy for ELL students. Our Ells will attend a Saturday program that will be conducted by a certified ESL teacher. The program will run from February until May There will be total of 12 sessions. Each session will be 3 hours. The sessions begin at 10 am and end at 1 pm. There will be a group of 15-25 students. The focus of the program will be to prepare the students for the NYSESLAT and the ELA Regents. The supervision of the program will be at no cost to the Title III program.

In order to create the kind of cultural pluralism that affirms the inclusion of ELL students in our community, all ESL classroom libraries will contain literature that reflects the particular cultures of all our students. Literature will be supplied in students' native languages in addition to bilingual texts. In addition, the libraries in all classrooms with ELL students will contain bilingual dictionaries and/or bilingual glossaries.

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.

At SSR all teachers receive ongoing professional development in the most current instructional strategies for supporting English Language proficiency and content area achievement. In addition to addressing the particular needs of ELL's within the context of best practices for all teachers, we offer our teachers of ELL's the opportunity to visit model ESL classrooms and onsite coaching by the ELL Instructional Support Specialist assigned to our school by our Community Learning Support Organization. Given the strength of literacy instruction at Research and our commitment to the Workshop Model, we are working to vary the classes English Language Learners are pulled from to allow them greater access to language instruction. Our current ESL instructors have worked extensively with our Literacy Coach where she attended 8 workshops designed for ESL. She worked with our ELA teachers in order to strategize ways of scaffolding the Teachers College Reading and Writing Workshop Model. She also has had great success implementing tools she acquired through extensive professional development at Quality Teaching for English Language Learners, Building the Base and since all the ELL teachers are veteran teachers, they have attended part II of the QTELL sessions in the summer of 2006. They will continue to work with our Literacy coach to plan lessons and to team teach.

- In addition to the activities described above, all faculty members participated during the 2008-2009 and 2009-2010 school years in a study of Heidi Hayes Jacobs's book Active Literacy Across the Curriculum: Strategies for Reading, Writing, Listening and Speaking. This text introduced all staff to the strategies of language acquisition and argues that these strategies are essential in every classroom as the language of academic discourse can be considered a second language for all students. The text was part of full-faculty professional development days and of grade team and department team meetings.
- All of our teachers of English Language Arts and English a Second Language are invited to work with a staff developer from Columbia University Teachers College Reading and Writing Project. The staff developer spends 10 full days at the school working with teachers on reading and writing strategies and on vocabulary development.
- All ESL teachers were offered a copy of Pauline Gibbons's text: Learning to Learn in a Second Language.
- This year's professional development text is Never Work Harder Than Your Students by Robyn Jackson. Each teacher has selected a mastery skill to pursue and ESL teachers work with their colleagues on a step from the following two lists:
 - Curriculum and Planning
 - ◆ Identify and write out the understandings for your course and for each unit that you teach.
 - ◆ Design and create the assessments that will serve as evidence of understanding.
 - ◆ Determine the minimum standard of proficiency on the assessments (let's call it a grade of 75) as well as what student work that exceeds standards will demonstrate.
 - ◆ Plan the lessons you need to teach to lead students to the understandings you have identified.
 - ◆ Identify and list the language students will need to hear, speak, read and write in order to gain and express understanding.

- ◆ Revise your lessons to include opportunities for students to hear, speak, read and write the language they need to gain and express understanding.
- ◆ Identify the common misconceptions about the content in order to anticipate confusion.
- ◆ Review your lessons and revise to address common misconceptions and anticipated confusion.
- ◆ Identify the prior skills, knowledge and understanding students need in order to gain and demonstrate the new understanding you are teaching BUT which some students may be lacking.
- ◆ Design and create intervention lessons for students to pursue afterschool or on Saturdays.

■ **Mastery Principles**

- ◆ Master teachers start where their students are.
 - ◆ Master teachers know where their students are going.
 - ◆ Master teachers expect to get their students to their goal.
 - ◆ Master teachers support their students along the way.
 - ◆ Master teachers use feedback to help them and their students get better.
 - ◆ Master teachers focus on quality rather than quantity.
 - ◆ Master teachers never work harder than their students.
- Our ESL teacher meets with each grade team that serves ELL's to review particular strategies.

The PD component will be at no cost to the Title III program.

Parent/community involvement:

The general trend in parental program choices is ESL. Our school is small, and at this time we only offer ESL. Our school is in alignment with what parents are requesting.

SSR has planned for ongoing parental involvement beginning with a Parent Orientation in September where parents will view the NYCDOE orientation video, receive information on programs available, and complete the Parent Needs Assessment Survey. Subsequent orientation for parents of newly enrolled ELL's will be provided as needed. Care will be taken to provide translation services and translated materials in the parents' native language. Incoming 6th and ninth graders each have an orientation that is held in either late June or late August. This orientation is to acquaint new students to the rules and regulations, program schedules and overall expectations of the school. The Parent coordinator will continue to work with the ELL teacher to translate all communications that are sent home.

During the 2009-2010 school year and again in the second of half of the 2009-2010 school year, we are using Title III monies to offer ESL classes to parents during our monthly Saturday Academies. We will offer an ESL class for three hours from 10:00 am-1:00 pm from February to May for 12 sessions. All ELL Parents will be invited to register in the program. We expect to have a group of 15-20 parents attend. Title III will pay for the per session of this teacher to offer this class.

Title III will fund the following to support this program:

- ESL Books for Program
- Bilingual Dictionaries
- Lending Libraries
- Snacks and Refreshments

Form TIII – A (1)(b)

School: Secondary School for Research (15K464) BEDS Code: 331500011464

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - F-Status 	\$9561.96	Saturday Program: 1 teacher x 3 hours x 12 sessions x \$49.89 = \$1, 796.04 Saturday Parent Program 1 teacher x 3 hours x 12 sessions x \$49.89 = \$1, 796.04 1 F-status ESL teacher at \$331.66 x 18 days =\$5,969.88
Supplies and materials <ul style="list-style-type: none"> • Pearson ESL curricula • Dual language dictionaries • Classroom library books • Content classroom books in English at variety of levels • Content classroom books in Spanish Classroom supplies for additional ESL	\$4,500.00	<ul style="list-style-type: none"> • Pearson ESL curricula • Dual language dictionaries • Classroom library books • Content classroom books in English at variety of levels • Content classroom books in Spanish

teacher		
Other Parent Involvement	\$938.04	ESL Books for Program Bilingual Dictionaries Lending Libraries Snacks and Refreshments
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We reviewed student's home language and we provide translation in-house via Spanish translation by one School Aide, one Secretary and One Principal. We also use the Office of Translation for other language translation and interpretation services

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.

After meeting with the Parent Coordinator to discuss the findings of the assessment of translation and oral interpretation needs of our school community, we plan to implement the following:

- a. More frequent use of the Office of Translation Services
- b. Translate the following documents in our most covered languages: progress report, permission trip slip and suspension letters. We will also translate the Principal's newsletter which is mailed home about 4 times during the school year.
- c. We will post the Parent Notice of Translation Services in the covered languages of our school, in the main office, parent room and in our newly created handbook.
- d. We will continue our practice to look to hire highly qualified teachers whom may also speak either Bangladesh, Spanish, or Chinese

Part B: Strategies and Activities

4. 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.

SSR has planned for ongoing parental involvement beginning with a Parent Orientation in September where parents will view the NYCDOE orientation video, receive information on programs available, and complete the Parent Needs Assessment Survey. Subsequent orientation

for parents of newly enrolled ELLs will be provided as needed. Care will be taken to provide translation services and translated materials in the parents' native language.

Incoming 6th and ninth graders each have an orientation that is held in late June or late August. This orientation is to acquaint new students to the rules and regulations, program schedules and overall expectations of the school. In 2007, the Parent coordinator will work with the ELL teacher to translate all communications that are sent home. We will also provide in addition to any assistance, a cover letter or notice on the face of any English document, in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

5. 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.

We provide translation services at parent conferences, student orientations, PTA meetings, SLT meetings and parent workshops. Prior to conferences parents are notified that may rely on an adult or relative for language and interpretation services if they choose. We utilize our in-house interpretation services.

6. 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>.

We will post notice for parents regarding our language assistance services in the main office and the parent room. We will also make this notice available to parent in our annual Welcome back letter to school or when they come to visit our school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	386,197	150,870	573,067
2. Enter the anticipated 1% set-aside for Parent Involvement:	3862		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1509	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,309		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7543	
6. Enter the anticipated 10% set-aside for Professional Development:	38,620		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		15,087	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.5%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Only one teacher is not yet highly qualified and she is currently in school.

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

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

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

SECONDARY SCHOOL FOR RESEARCH Parent Involvement Policy

Parents and families of students in Secondary School for Research will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home/school partnerships, Regents information sessions, workshops which promote an understanding of performance of standards and the promotional criteria, high school application process, college, financial aid and accessing the services of community resources.

To encourage parent involvement at Secondary School for Research we will:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association Meetings
- Conduct one year parent walk through of all classes
- Provide the opportunity to parents for active and meaningful participation in the school Leadership Team
- Hold 6th and 9th grade levels orientation to parents with classroom teachers, supervisors, guidance and related services providers
- Hold a Curriculum Night to orient parents with specific
- Distribute all notices in English and Spanish
- Continue to work with Make the Road by Walking to provide ongoing legal services to our students families
- Recognize parents accomplishment through parent award dinner once a year

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

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

Secondary School for Research School-Parent Compact

- **SSR** 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.
- **SSR** 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.
- **SSR** 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.
- **SSR** 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.
- **SSR** 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.
1. **The Secondary School for Research** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parents will be provided with a needs survey that will help determine what parents need in order to participate more in student programs and school events. It will also determine what parents want to see implemented at SSR
 - Parents will be invited to attend SSR's annual school retreat to review the schools goals and objectives and plan for the upcoming school year (if budget allows).
 2. **The Secondary School for Research** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - 6th Grade/9th Grade Orientation
 - Curriculum Night
 - Middle School & High School Fairs
 - SSR School Tours
 - Parent Walkthrough
 - Transcript Workshop
 - High School Application Workshop
 - Midwinter Festival
 - Presentation & Arts Night
 - Parent/Student Sports Night
 - Parent/Teacher Conferences
 - Middle School/High School Math Curriculum Workshop
 - Karaoke Night
 3. **The Secondary School for Research** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) INSERT THE NEEDS ASSESSMENT PIECE HERE

4. **The Secondary School for Research** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. SSR will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. **SSR** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - The Parent Room will provide a classroom library of books. The Literacy Coach will explain what reading level their child is at and what type of books should their child look to read
 - We are looking for funding in order to supply the room with a computer for parent to have access to technology and so that the Parent Coordinator can train parents how to navigate sites such as the DOE, NY State Department of Education, homework help, regents help, parent resources etc.
 - c. **SSR** will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Grade level teams will meet and determine ways to communicate and work with parents on what methods will help their child succeed. They will also be able to monitor student progress on a more regular basis.
 - d. **SSR** will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - SSR will to the extent possible provide information in a language the parents can understand by translating mailings and other documents related to students.
 - SSR will provide a translator to the extent possible at parent events, conferences and school programs.

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.

SEE PP 14-16

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.

SEE PP 17-19

3. Instruction by highly qualified staff.

All but one teacher in the core academic areas is highly qualified. The remaining teacher is currently enrolled in classes to become highly qualified.

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

SEE PP 4-19

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

School staff attends citywide hiring events and publicize vacancies at professional development opportunities outside the school.

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

- 6th Grade/9th Grade Orientation
- Curriculum Night
- Middle School & High School Fairs
- SSR School Tours
- Parent Walkthrough
- Transcript Workshop
- High School Application Workshop
- Midwinter Festival
- Presentation & Arts Night
- Parent/Student Sports Night
- Parent/Teacher Conferences
- Middle School/High School Math Curriculum Workshop
- Karaoke Night

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

N/A

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

SEE PP 4-19

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.

SEE School goals and AIS services in pp 4-19

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.

See description of after-school programs and AVID in pp 4-19.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

A study of teacher curriculum maps and observations of classrooms will reveal the learning expectations that teachers have of students. A study of student work along with scores on MS state exams and HS regents exams will reveal how well students meet those expectations.

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?

Oral presentation is only in the emergent stage at our school though expectations for writing are well developed. We struggle to meet the needs of HS ELL students because the curricular demands on them exceed their language capacity.

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.

We have embarked on a study of Active Literacy Across the Curriculum to meet the needs of students in ELA. When ELL students arrive in HS as beginning English speakers we do not have the resources to meet their needs. The content/academic language required to meet the learning standards of the HS curriculum exceed the language capacity of students but are still required of them. More Newcomer schools could be a tremendous support to these students.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

A study of teacher curriculum maps and observations of classrooms will reveal the learning expectations that teachers have of students. A study of student work along with scores on MS state exams and HS regents exams will reveal how well students meet those expectations.

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

Applicable X 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?

We have regularly used a variety of sources for Math curriculum development in order to meet 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.

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.

A study of teacher curriculum maps and observations of classrooms will reveal the predominant instructional strategies used in the classroom.

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

Applicable X Not Applicable

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

Our school has adopted a workshop model in ELA that lends itself to extensive differentiation and student independence. As a 6-12 school we have learned to adapt the best practices of MS workshop to the HS level.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

A study of teacher curriculum maps and observations of classrooms will reveal the predominant instructional strategies used in the classroom.

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?

Developing more inquiry-based instruction in mathematics is in the emergent stages at our school. Teachers are learning to move away from direct instruction in the procedures of mathematics and allowing for more student engagement with the concepts of mathematics.

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.

SEE ABOVE

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.

A review of teacher retention.

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?

We have no new teachers this year and teacher turnover has been steadily decreasing over the past 5 years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Interviews with classroom teachers reveal their comfort with ELL instruction.

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

X 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?

Content area teachers with ELL students in their classrooms report a lack of resources and training.

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.

Summer professional development for classroom teachers would be most beneficial.

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.

Interviews with classroom teachers reveal their comfort with ELL 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?

Teachers have access to NYSELAT scores but do not have the resources to teach HS content classes to beginning ELL students.

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.

Beginner ELL students should be exempt from Regents exams, particularly if those exams do not exist in the student's native language.

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.

Interviews with classroom teachers reveal their comfort with Special Education instruction.

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?

When teachers have access to student information, they are well equipped to meet student's needs. However, when students are misplaced or their evaluations do not conform to students' progress, teachers struggle to accommodate their needs.

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.

Better articulation from school to school of IEP's will be helpful. Also, placement of students in the appropriate setting will help ensure appropriate services.

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.

An audit of IEP's and services was conducted

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

X 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?

IEP's are often too general and lack input from classroom teachers.

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.

We are working to update IEP's and to provide PD for all teachers who serve Special Education students.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are **5** students living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

The Secondary School for Research has provided services via the Helping Hands Committee which was created to help students in their time of need. The Helping Hands Committee holds activities to raise funds, holds clothes drives, collected toys and reserves monies for the specific use of students and their families in need. Our Title I funds help support academic programs and counseling services as well as some school supplies for students in temporary housing.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.