



THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: DISTRICT 15, BROOKLYN, K519
ADDRESS: 347 BALTIC STREET, BROOKLYN, NY 11201
TELEPHONE: (718) 403-9544
FAX: (718) 403-9553**

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 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
Kenneth Cuthbert	*Principal or Designee	
Tina Callender	SLT Chairperson	
Ronald Birnbaum	*UFT Chapter Chairperson or Designee	
Sheila Scarlett	*PA/PTA President or Designated Co-President	
Robin Tasman	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Faydel Thompson	DC 37 Representative, if applicable	
Sharlene Amaya	Student Representative	
Dreanna Guillaume	Student Representative	
	CBO Representative, if applicable	
Debbie Leggett	Member/	
Frank Ocasio	Member/ Parent	
Sandra Andrews	Member/ Parent	
	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.

The mission of The Cobble Hill School of American Studies is to provide a full academic College Preparatory curriculum with a special focus on the Humanities and Legal professions. The school will offer special electives and research facilities of major libraries, colleges and institutions and make use of state-of-the-art computer facilities and science laboratories. Specialists from universities and private enterprise will collaborate with our students and staff.

Our teaching philosophy emphasizes active learning with a student-centered approach in which students, the staff, the home and the community are educational partners. Simulations and real-world activities will supplement classroom activities. Learning will be interdisciplinary and knowledge gained in one area will be applied to other areas of the curriculum. We will challenge all students to excel academically. We will establish a standards-based curriculum for all.

The Cobble Hill School of American Studies is a comparatively small comprehensive high school with an emphasis on Humanities and Law. The school grew out the belief that today's students will be better prepared for the challenges of tomorrow when they have developed insight into areas in which they expressed an interest. The school has undergone major changes and has transitioned in new course offerings in Law. To improve the school's performance, course offerings have been expanded, the amount of professional development increased, and the school day restructured to allow more time for planning instruction.

The Cobble Hill School of American Studies is located in a beautiful neighborhood in downtown Brooklyn. The newly gentrified neighborhood serves many students who travel to Cobble Hill from all parts of Brooklyn and throughout New York City. Although students are drawn city-wide they do not come from the Cobble Hill Community.

The diversity of the school population is expanding. At present the 725 students of which 74% are eligible for free lunch, are 72.8% Black, 21.7% Hispanic, 2% White, 2% Asian and other. The student body is served by four assistant principals, forty-three teachers, four guidance counselors, three social workers, one psychologist, one speech therapist, seven paraprofessionals, four secretaries, eight school aides, one parent coordinator, three additional support personnel and eight school-safety agents.

Students are instructed by highly qualified teachers. All teachers are certified, 88% have been teaching in the school for more than two years, more than 96% have five or more years of teaching experience and 85% of teachers have a master's degree or higher.

Cobble Hill provides four year programs in math, science and history, and three years of language. There are three computer labs and one mobile laptop station, one being dedicated to career development offering occupational and technical programs. In addition, our library is used as a computer resource center and is open to students throughout the day for research and school assignments. We offer P.M. and Saturday classes for credit accumulation. Students can choose to join clubs and teams or participate in a number of programs such as Peer Tutoring, Alvin Ailey Dance, Student generated publications in partnership with community based organizations, e.g. Literacy Ink,

and the Teachers' Writers' Collaborative, student produced artwork in partnership with Rotunda Galleries, and Expeditionary Learning facilitated by staff trained in this pedagogical method, New York Law Institute, Junior Achievement, Weeksville Preservation Society, Brooklyn Historical Society, Warren Street Family Center, Opening Act, New York Cares, Liberty Partnership, Long Island University, New York Law Institute, Columbia and New York University and the Journalism Department – Long Island University, the Basis Program College Classes with Honor's Dept. at Long Island University.

AP classes in English and American History are offered and allow students a more rigorous class experience.

Our college office is student friendly and houses two computers dedicated to helping students use Internet resources as an aid in searching for colleges.

The School Leadership Team at Cobble Hill is vibrant and cohesive, and actively supports the school's initiatives.

Cobble Hill has a very active and productive pupil personnel team. Working together the team members have identified and assisted numerous students who are encountering difficulty in school. The team includes, guidance counselors and attendance teachers who meet weekly with the Assistant Principal Pupil Personnel Services to review attendance outreach and credit accumulation.

Cobble Hill offers students an opportunity to work closely with teachers and staff and each learn from the other. We are dedicated to helping our students succeed not only in school but in life.

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:	Cobble Hill School of American Studies							
District:	15	DBN:	15K519	School BEDS Code:	331500011519			
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		75.8	78.0	79.6	
Kindergarten	0	0	0					
Grade 1	0	0	0					
Grade 2	0	0	0					
Grade 3	0	0	0					
Grade 4	0	0	0					
Grade 5	0	0	0					
Grade 6	0	0	0					
Grade 7	0	0	0					
Grade 8	0	0	0					
Grade 9	264	279	334					
Grade 10	325	254	197					
Grade 11	112	99	100					
Grade 12	104	141	141					
Ungraded	2	1	1					
Total	807	774	773					
Student Stability - % of Enrollment:				Poverty Rate - % of Enrollment:				
(As of June 30)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
	90.4	88.2	87.9		70.5	74.3	71.1	
Students in Temporary Housing - Total Number:				Recent Immigrants - Total Number:				
(As of June 30)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
	11	17	46		1	7	2	
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	73	88	96	Principal Suspensions	0	0	27	
# in Collaborative Team Teaching (CTT) Classes	28	29	36	Superintendent Suspensions	47	44	58	
Number all others	70	57	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	(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	225	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(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	Number of Teachers	44	47	47	
# receiving ESL services only	18	31	19					

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	6	6	Number of Administrators and Other Professionals	13	21	22
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
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)	80	92	65	% fully licensed & permanently assigned to this school	100.0	98.0	100.0
				% more than 2 years teaching in this school	69.6	66.0	67.3
				% more than 5 years teaching anywhere	63.0	64.0	59.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	74.0	73.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	81.8	97.6
American Indian or Alaska Native	0.6	0.3	0.4				
Black or African American	63.4	64.7	68.3				
Hispanic or Latino	31.7	30.5	27.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.9	1.8				
White	2.6	2.6	2.2				
Male	51.0	51.0	46.6				
Female	49.0	49.0	53.4				
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:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		SINI 2	

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					X	X	X
Ethnicity							
American Indian or Alaska Native							
Black or African American					X	X	
Hispanic or Latino					X	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
Other Groups							
Students with Disabilities					√	√SH	
Limited English Proficient					-	-	
Economically Disadvantaged					X	X	
Student groups making AYP in each subject		0	0	0	1	2	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	√		
Overall Score:	58			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.5			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:	15.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	31.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						

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?

Performance Trends/Greatest Accomplishments:

Based on NCLB identification and the last two progress reports (see attached) there has been a positive improvement in all subject areas.

Under NCLB, two years ago the school was identified Corrective Action in both ELA and Math. Currently the school is in Good Standing in ELA and Math, but Corrective Action for Graduation Rate.

Based on our 2007-08 progress, we received a grade of "C." On our current Progress Report we received a grade of "B" which reflects an improvement of one letter grade.

The barrier we identified to our continuous improvement is graduation rate. Under NCLB we are identified Corrective Action for graduation rate.

In order to address the Graduation Rate, it is important for an academic High School to identify academic trends in subject areas such as English and Math, therefore, we've included action plans in these areas.

Our greatest accomplishment is the in the years since the school has had a new administration, it has been removed for NCLB status in ELA and Math, and our Progress Report went from a "D" in 2006-07 to a "B" in 2008-09.

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.

English: By August 2010 the goal is to increase the number of students in the 2009-2010 cohort passing the ELA Regents by 5%.

Graduation Rate: The goal is to increase the number of students successfully completing the requirements for a high school diploma from Cobble Hill within four years. The objective for the cohort of 2010 is to increase Cobble Hill's four-year graduation rate by 5 % by August 2010.

Mathematics: By August 2010 the goal is to increase the number of students in the 2010 graduation cohort passing the Math Regents by 5%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2010 the goal is to increase the number of students in the 2009-2010 cohort passing the ELA Regents by 5%.</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>The Assistant Principal will work with guidance staff in September and October for the first term and February and March in the second term, to identify students to be targeted and confirm that students are scheduled for the appropriate English class based on their proficiency and skill level as determined by latest assessment data. Implement AIS services throughout the year (Wilson, Regents Prep, Read 180, 37 ½ minutes tutoring, pull-out and push-in literacy instruction). CLSO based professional development on improving literacy skills for low performing students from September to June.</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>Title I Funds Contract for Excellence</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Obtaining regular feedback from teachers during weekly common planning, monthly department meetings, weekly content area planning meetings and learning walks. Instruments of measure used to project gains will be data based on Kaplan progress tests, computer based Gradebook system, Read 180 data, and scholarship reports. These will be reviewed regularly to assess progress towards meeting specific student goals. Students should demonstrate a 61% gain in the percentage of those students passing the English Regents.</p>

	<p>offer project based learning, expeditionary learning and other hands-on activities.</p> <ul style="list-style-type: none"> • Identify students in cohort who need to pass regents and increase credit accumulation from September to June. This will be done via enhanced and updated spreadsheets that will include student ethnicity and gender. This information will be distributed to Assistant Principals. • Manipulate spreadsheets by dividing cohorts into thirds in order to identify those students that are on track (top third), those students who are close to meeting standards (mid third), and those who are at risk of not meeting requirements by the end of the school year (bottom third). They will also create a percentage goal for how each group will move up in “tier.” • Identify trends in the cohort and communicate them to the supervisors so that strategic decisions can be made for class creation, instructional choices, tutoring and prep class availability (this will be ongoing). • Hold individual planning sessions with students and parents from September to June, to map out a plan for completing graduation requirements within four years. This will be ongoing and must be performed once per term.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal, Assistant Principals, Guidance, Support Staff</p> <ul style="list-style-type: none"> • Tax Levy • Title I • Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • At the end of each credit accumulation cycle, passing rates will be reviewed. An indicator of interim progress will be if 50% of those students enrolled, accumulate credits for courses previously failed. • Every three weeks interim progress reports will be generated by teachers and the passing rate will be monitored, an improvement of 50% in classes passed will be seen as an indicator of progress. • The Cobble Hill School of American Studies projects a gain of 5% or more students meeting promotional standards by August 2010 in comparison to the previous school year. • Each marking period, student scholarship reports will be generated by subject, cohort and teacher. • The objective for the 2010 cohort is to increase Cobble Hill's 4 year graduation rate to 67% by August 2010. This is a projected increase of over 5% from the previous year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2010 the goal is to increase the number of students in the 2010 graduation cohort passing the Math Regents by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The AP will hold Common Planning time, and regular department meetings with staff. • Scope and sequence curriculum with pacing charts, Differentiate instruction, and engaging hands-on lessons will be checked by the AP monthly. • On site and off-site Professional Development with Coaches and CLSO staff will support Math teachers from September to June. • The Math teachers in conjunction with the AP will implement and design Integrated Algebra and new Geometry, Algebra 2 and Trigonometry curricula in the 9th and 10th grades in 2009-2010 to match the new state Mathematics standards. • Implementation of the workshop model and cooperative group strategies by the teachers. • Teachers will use of Mygradebook.com to give feedback to students and parents on student progress in each course. • Teachers of CTT classes for special needs students will be given support by the coordinator of SWD and the Math AP. • An accelerated class in 10th grade to advance ready students so they will be eligible for Pre-Calculus and/or Calculus in their Senior year. • The AP and teachers will develop clear learning targets for each grade level in mathematics, use of standardized, school-wide class evaluation rubrics and Curriculum Maps for each course tailored to better support low-skilled students. • The AP and teachers will conduct an item analysis of our Regents Integrated Algebra results, to identify strengths and address weaknesses uncovered in our instructional practices.

	<ul style="list-style-type: none"> • Further training and use of Kaplan test preparation materials will be given to teachers by the AP. • Teachers in the math department are committed to focusing on using problem solving strategies (in journals, problem explanations, arguments, etc.) to improve student understanding of mathematics. • Teachers will use Acuity for item analysis, periodic assessment and differentiated lesson. <p>ELL's and SWD's:</p> <ul style="list-style-type: none"> • Teachers of ELLs and SWDs and the AP will align the curriculum to match the Math sequence of general education students. Inclusion of Special Education mathematics teacher(s) in all department meetings, professional development sessions. • Teachers with the AP will further develop CTT classes at all levels for special needs students. • Monthly department meetings, onsite visits, workshops and team curriculum planning will be given to teachers of ELLs and SWDs by the Math AP and SWD Coordinator. • Increased intervisitation among math and science staff • Regular curriculum team meetings: Teachers will meeting periodically to plan and evaluate curriculum. • Teachers and APs will Participate in research based protocol for aligning instruction to student's needs that involves intervisitations and examining student work for evidence. <p>CLSO based professional development, AUSSIE Consultant will support all teachers in Math.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I Contract for Excellence</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Obtaining regular feedback from teaches during weekly common planning, monthly department meetings, weekly content area planning meetings and learning walks. Instruments of measure used to project gains will be data based on Kaplan progress tests, computer based Gradebook system, and scholarship reports. These will be reviewed regularly to assess progress towards meeting specific student goals. Students should demonstrate a 50% gain in the percentage of those students passing the Math Regents.</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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	186	189			40	5	7	5
10	26	110	3		90	7	10	10
11	7	77	69	62	80	9	15	7
12	5	44	9	5	70	10	5	5

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>90 minutes of daily instruction to 9th graders Remedial classes for students who need to pass the ELA Regents Regent Prep classes/After School Saturday School Daily tutoring/one to one Use of Kaplan method of instruction/Test prep materials</p>
<p>Mathematics:</p>	<p>90 minutes of daily instruction to 9th graders Enrichment classes for students who need to pass the Math Regents Regents Prep classes/After-School Saturday School Daily tutoring/one to one Use of Acuity, Periodic Assessments/Test prep materials/Integrated Algebra</p>
<p>Science:</p>	<p>Enrichment classes for students who need to pass the Science Regents Regent Prep classes/After-School Saturday School Daily tutoring/one to one Test prep materials/Science online learning program</p>
<p>Social Studies:</p>	<p>90 minutes of daily instruction to 10th graders Remedial classes for students who need to pass the Social Studies Regents Regent Prep classes/After-School Saturday School Daily tutoring/one to one Use of Kaplan method of instruction/Test prep materials</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Classroom presentations, group counseling and one to one counseling. Also case conferencing</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Case conferencing, initial referrals and collaborative team reviews</p>

At-risk Services Provided by the Social Worker:	At Risk group counseling and individual counseling as preventative measures prior to initial referrals
At-risk Health-related Services:	SAPIS counselor handles substance abuse prevention via group counseling and individual counseling. We also offer condom availability program. Mental health referrals to Good Shepherd Services and St. Christopher Otille: Center For Family Life. Holistic Adolescent Referrals to the Door

CEP APPENDIX 2: PROGRAM DELIVERY FOR ELLS

COBBLE HILL SCHOOL OF AMERICAN STUDIES K519

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

I. Language Allocation Policy Team Composition

<i>Principal</i>	Kenneth Cuthbert	<i>ESL Teacher:</i>	Louise Bauso
<i>Assistant Principals:</i>	Costas Constantinidis, Suzane Thomas		
<i>Guidance Counselor:</i>	Maria Panagoulas	<i>Literacy Coach:</i>	NA
<i>Content Area Teacher:</i>	Daniella Santangelo	<i>Math Coach:</i>	NA
<i>Content Area Teacher:</i>	Jonathan Metzler	<i>Parent</i>	Wanda Rodriguez
		<i>Coordinator:</i>	

Teacher Qualifications

Cobble Hill School of American Studies staffs one full-time and fully licensed ESL instructor to service our 37 students. This teacher coordinates the ESL program as well as teaching all proficiency levels of English Language Learners. She keeps regular contact with all content area teachers working with ELLs, providing supplementary materials and scaffolded ESL tasks. She also supports content area subject matter in her ESL classroom.

ELL Demographics and School Description

Cobble Hill School of American Studies (K519) is located in the Cobble Hill community of Brooklyn, New York. 75% of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

Cobble Hill has a LEP/ELL population of 37 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish is their first language. Our English Language Learner population is 5.0% of the total population. We offer ESL services to entitled general education and special education students. The ninth grade population consists of 294 students; 17 participate in the Freestanding ESL programs. The tenth grade population consists of 222 students; 11 in the ESL program. The eleventh grade population consists of 94 students; 5 are in the ESL program. The twelfth grade population consists of 116 students; 4 in the ESL program. The Special Education population has 161 students, including all levels of classification. All of the 10 ELLs in the Special Education program students are served as per the IEP.

Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the 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 ELLs. *Parent brochures* are disseminated in their native language to enrich their understanding of each available program. Parents complete the parent selection form and the school conforms to the parental choice selections.

Over the past three years, parental choice has shown that ELL parents primarily (85%) opt for the pre-existing ESL program at Cobble Hill. 15% have chosen bilingual programs, and are informed that a bilingual program does not yet exist at Cobble Hill and would require the parent transferring their child to another school. However, parents are also informed that if enough parents opt for a bilingual program and language and grade level are aligned among these choices, the school is obligated to create such a program under ELL mandates. As of yet, no parent who has chosen bilingual education as their first choice has opted for a transfer, and the small number of bilingual choices has not necessitated that Cobble Hill create such a program.

Each ELL who is a new admit to the New York City School System is placed in a program in accordance with their score on the LAB-R test, and this designates how many minutes of service each student receives per week. Proficiency levels are only adjusted once annually and this decision is based on the student's score on the New York State English as a Second Language Achievement Test (the NYSESLAT), administered every spring. This state test has four subtests in the language modalities – speaking, listening, reading, and writing. Subgroups are combined to form a proficiency level; for example, listening and speaking scores are combined into one proficiency level, while reading and writing scores are combined to create a second. The lower of these two proficiency levels determines the student's overall proficiency level as per test results. Proficiency level changes are applied the following school year.

Current English Language Learners Instructional Programs

Cobble Hill implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this program is to assist students in achieving English Language proficiency within four years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched-based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas
-

Freestanding English as a Second Language Program

In the Freestanding ESL Program we have 37 students, from all four grades. They range from Beginning to Advanced Proficiency levels. Our Beginning level students receive 135 minutes of ESL daily, totaling 675 minutes per week. Intermediate level students receive a double period of ESL daily, totaling 450 minutes of service per week. Advanced students receive ESL as a separate English class for one period a day (225 minutes/week) and have a second mainstream ELA class in their programs.

There are several subgroups within our ESL program participants, including Students with Interrupted Formal Education (SIFE students), ELLs in our Special Education program, Newcomers (0-3 years in the school system), ELLs in years 4-6 of services, and what is referred to as long-term ELLs (LTEs) who have received more than 7 years of service but still have not received a proficient rating on the NYSESLAT. Of our 37 ELLs at Cobble Hill, these subgroups number as follows:

SUBGROUP	# of ELLs
SIFE	2
Special Education	11
Newcomers	13
4-6 Years of Service	16
LTEs	1
Total # of ELLs	37

A breakdown of these subgroups based on years of service is as follows:

	SIFE	NEWCOMERS	YEARS 4-6	SPECIAL NEEDS	LTEs
1 year of service	2	13		1	
2 years of service					
3 years of service				1	
4 years of service			3	1	

5 years of service			1	1	
6 years of service			3	3	1
7 years of service					
8 years of service				1	
9 years of service					
10 years of service				1	
11 years of service				2	
12 years of service					

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All ELA teachers that work with ELLs, as well as our ESL teacher, are fully certified.

Thus, we use a departmentalized model to group our ELLs here at Cobble Hill High School.

In order to help students to progress, 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, and formal and informal assessments.
- Additional small group AIS sessions for x-coded students take place during the spring semester to aid them in preparing for the New York State English as a Second Language Achievement Test (NYSESLAT).
- Beginning level students emigrating from countries with non-Latin alphabet systems are given reading intervention, as well as Speech Therapy, when deemed necessary.

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.
- An ELL resource center has been assembled for Content Area instructors to provide them with literature on language acquisition practices, as well as additional content area materials.

Instructional Materials:

The Freestanding ESL program does not use a particular text, instead utilizing a focus on literacy instruction. 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 or for beginning level students who are recently-arrived immigrants.

- *Milestones* introductory text (Heinle/Cengage) is used for Beginners during their first semester in the country to support English Language Development.
- All Beginning level students make use of online language learning software (*Auralog's Tell Me More*).

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:

- **Saturday/PM School:** These classes support Regents preparation as well as credit recovery. ELLs do not attend these supplementary courses unilaterally, but instead are required to attend only if a) they have already failed the Regents exam for this subject, b) they need to recover credits in this subject area, or c) if they are a new immigrant that has arrived in the middle of the school year.
- **NYC Acclimation Field trips:** Beginning level ESL students take monthly field trips to different cultural institutions in the community, as well as public libraries, to familiarize them with navigating the city and the resources available within it.
- **Extracurricular Arts Programs:** ESL students are targeted to participate in extracurricular programs for the Arts during the spring semester. Pending funding availability, beginning and intermediate level ESL students participate in a film-making workshop with Alejandro Duran (The Digital Project). Advanced ESL students participate in the program "Shakespeare Teaches Students," conducted by the Brooklyn Academy of Music. This program will introduce students to a Shakespeare play and take them to a professional production in May 2010. Students will receive partial credit for their participation in these programs.
- **Parent Workshops:** Our bilingual Parent Coordinator will invite guest speakers for a series of parent workshops in the 2009-10 school year. Topics are planned to include: ARIS Assistance and Navigating the Board of Education, Resources for Dealing with the Recession. Saturday classes will be offered from 10:00 to 12:00. The school Leadership Team and PTA will tentatively host Computers Skills and Resume Writing courses for parents. Parents will receive Certificates of Completion for their participation in workshops and/or Saturday classes. Our ELL Coordinator and the Leadership Program Coordinators will meet periodically throughout the year to discuss potential outreach opportunities for ELL parents. A list of topics ELL parents would be interested in will be compiled at Parent-Teacher conferences in late October 2009. Projects, workshops, and events will be added to this proposal as they are scheduled.

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. ELLs who are in the beginning level are mostly new comers. During 2009-10, our ninth grade population is the largest one.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that is holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

SPRING 2009 NYSESLAT		# of ELLs
BEGINNING	9 TH GRADE	7
	10 TH GRADE	3
	11 TH GRADE	1
	12 TH GRADE	0
INTERMEDIATE	9 TH GRADE	4
	10 TH GRADE	3
	11 TH GRADE	2
	12 TH GRADE	3
ADVANCED	9 TH GRADE	4
	10 TH GRADE	3
	11 TH GRADE	1
	12 TH GRADE	1
PROFICIENT	9 TH GRADE	0
	10 TH GRADE	3
	11 TH GRADE	1
	12 TH GRADE	1
ABSENT OR INVALID	(2 10 TH and 1 11 th grader)	3

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, 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, Beginning Level ELLs/Newcomers will receive tutoring in their content area classes with a focus on academic language development.
- Utilization of Tell Me More software and Read 180 to meet students' needs at their level of performance.
- 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.
- Small group NYSESLAT preparation for x-coded ELLs who are not programmed for ESL classes, as per IEP.

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

Implications for LAP in English Language Arts Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched-based instructional strategies.
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs, such as Quality Teaching for English Learners.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- All ELLs who are scheduled to take the English Regents in June 2010 will receive Regents preparation within their ESL class and with a separate English class if possible, regardless of proficiency level.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is 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 ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Extended day sessions (0 period) will include all beginning level students and will focus on the same math skills they are working on in their Integrated Algebra classes.
- After School and Saturday classes offered to target Regents preparation and credit recovery.
- 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.

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- 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.
- Content-area glossaries are provided
- Tell Me More language software accounts are set up for each student, and parent accounts will be made available as well, if applicable.

Plan for SIFE

There is urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for our 4 SIFE students. We will take the following steps with these students:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas

Plan for Long Term ELLs

Long term ELLs compose the largest group of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in Read 180 and extracurricular programs to enrich their language and academic skills.

Plan for Special Needs Students

Special Needs students within our ELL population are programmed as per the IEP. Our policy for special needs students includes:

- Ensure 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.
- Monitoring newcomer and SIFE student for possible special needs status.
- X-coded students will receive weekly NYSESLAT preparation from an AIS teacher during the spring semester.

Assessing the Success of our Programs for ELLs

Though we ultimately use formal assessments such as Accuity and NYSESLAT to judge the success of our program as shown by upward movement through the proficiency levels, a series of informal and summative assessments are used in the ESL classroom throughout the school year. Each ESL student keeps a binder with a portfolio of work throughout the school year, as well as sections for all tests and quizzes, reference sheets, class notes, and reading. Pertinent school documents such as report cards, programs, and transcripts are also stored in each student's binder and are easily available for conferencing. Our ESL teacher reviews each ELLs grades in his/her content area classes at the end of each marking period to ensure that the student is on track to receive ten or more credits each

school year. If a student is falling behind or struggling, appropriate mediation is taken in the form of content area teacher articulation, parent conferencing, and informing guidance counselors. Tutoring and after school are made available to each student when necessary.

Professional Development

Professional development is provided by school staff and organizations and trainers in workshops coordinated the New York City Department of English Language Learners.

- School Staff: Within the schools Professional Development program, the focus is on:
 - Familiarizing staff with language proficiency levels, ELL identification procedures, and ELL scaffolds.
 - Collaboration and conferencing between content area teachers and our ESL instructor.
 - Communication of ESL strategies and methods through electronic and written memorandums.

- Support Personnel:
Workshops taken by our ESL teacher have included:
 - Teaching the Holocaust to English Language Learners, Museum of Jewish Heritage, August 2008
 - Conversation Partner Training, International Center of New York, September 2008
 - Presidential Elections Past and Present, Museum of the City of New York, November 2008
 - Quality Teaching of English Learners (QTEL) for English Language Arts, 6 sessions, November 2008-February 2009
 - BESIS Orientation, December 2008
 - World Languages Education for Our Future: Curriculum, Practices, Resources, and Technology, February 2009
 - Shakespeare Teaches Teachers, Brooklyn Academy of Music, Spring 2009
 - Off the Hook: Playwriting for Teens, Falconworks, Spring 2009
 - Exploring Identity: Museum of Modern Art, March 2009
 - Seminar on Race and Racism, Cullman Center for Writers and Scholars, New York City Public Library, July 2009
 - Seminar on Teaching Mary Shelly's Frankenstein, Cullman Center for Writers and Scholars, New York City Public Library, November 2009

All pertinent information from these trainings is turn-keyed to content area teachers.

Ms. Bauso will be providing the 7.5 hours of faculty outreach. Ms. Bauso will also keep records of all the faculty meetings.

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

Type of Program: _____ Bilingual X ESL _____ Both
Number of LEP (ELL) Students Served in 2009-10: 35

I. Instructional Program

Cobble Hill School of American Studies provides a Free-Standing English as a Second Language Program for entitled students. Cobble Hill is in Corrective Action Year 1 for graduation. We will continue to focus on improving instruction for our English as Second Language students by implementing ELL strategies in all our content area classes and improving instruction in our ESL and English classes. Our instructional goal is to have all ELLs meet State graduation requirements and achieve English language proficiency.

Upon admittance to Cobble Hill, students with a language other than English indicated on their Home Language Survey are administered the Revised LAB, and, if found entitled for ESL services, are programmed accordingly. All parents of new ELL students admitted to Cobble Hill receive an orientation session with our ESL instructor. All new ESL students receive bilingual glossaries for their content area classes as well as a native language word-to-word dictionary. They are encouraged and sometimes required to participate in forums for additional support, including Extended Day with our ESL instructor, PM/Saturday school, and ESOL classes outside of the school building.

Once students are programmed, the teaching of English to non-native speakers is provided in a Freestanding English as a Second Language Program. This program is supervised by our Assistant Principal of Humanities, Suzane Thomas and coordinated by our ESL instructor, Louise Bauso. The ESL program follows a modification of our ELA curriculum by using necessary scaffolds. Social Studies and non-fiction readings often supplement the curriculum, as well as contextualization of material using artwork, film, and music.

Beginning level ESL students receive extra support with language software and targeted grammar acquisition using the content areas. They meet with our ESL teacher four days a week during the Extended Day period for tutoring in mainstream content coursework, primarily math. For newcomers to the New York City Board of Education, our ESL teacher takes on an advisor role while the student transitions to content area classes. The ESL teacher frequently conferences with content area teachers to see which ESL students are in need of additional support. She also compiles a credit accumulation report at the end of each marking period to determine whether students are on track for graduation. The report promotes collaboration with the Assistant Principal of Operations and guidance counselors to ensure that 50% of our ELL population accumulates ten credits or more for the school year.

The Freestanding ESL Program for the 2009-10 school year will consist of two classes. Students are grouped according to proficiency level as determined by the LAB-R or NYSESLAT. Because of our period length and weekly schedule, ELLs will be programmed for ESL classes beyond the state mandates for weekly minutes of instruction:

- 575 minutes of weekly instruction and language software use for Beginning level students.
- 450 minutes of weekly instruction for Intermediate students
- 225 minutes of ESL instruction for advanced students.

In addition to ESL, Advanced ESL students will receive grade specific English instruction and English Regents preparation. Determination as to whether a student continues to be considered LEP/ELL is based upon scoring below the state designated level of proficiency on the annual administration of the New York State English as a Second Language Achievement Test (NYSESLAT).

IA. Curricular Program

Our school has departmental assistant principals who supervise and coordinate all content area teachers. We also have fully developed AIS programs including Wilson Reading Program, Individualized Reading Intervention, and Speech. Newly-arrived ELLs coming from countries using a non-Latin alphabet are automatically programmed for Reading Intervention and/or Speech, when appropriate. Our Wilson-trained Speech Therapist is responsible for working with x-coded ELLs during the spring semester to help them prepare for the NYSESLAT.

Content classes such as Social Studies, Science and Mathematics all teach subject matter while simultaneously developing and strengthening English language skills through second language acquisition strategies. ESL methodologies are incorporated into the curricula to ensure that ELLs receive rigorous New York State mandates that enable them to satisfy regents requirements. The four linguistic modalities of listening, speaking, reading and writing are incorporated into all lesson plans utilizing the Quality Teaching to English Learners (QTEL) strategies. In order to master academic language and content subjects, learning strategies such as differentiated instruction, multi-sensory approach, and balanced literacy are provided. There is an open and continuing communication between the ESL and content area teachers and the support of administrative staff within the building. Native language glossaries are supplied for all of the content area teachers who have students in their classes who are strongest in a language other than English.

IB. Extracurricular

Cobble Hill makes credit recovery possible for ELLs by offering PM school and Saturday classes in 5 subject areas. These classes are vital for our newcomers who arrive in the middle of the school year and must regain credits necessary for graduation as well as catch up in their content area classes.

Cobble Hill also has a variety of clubs and activities available to students outside of school hours. Extracurricular classes include Step Team, Leadership Council, Yoga, Film Production, Crocheting, Yearbook, Cheerleading, Hair Club, Chorus, and Dance, Art, Literacy Magazine, Opening Act Theater Workshops, Aikido, Africans Dance, Spoken Word, Chess Club, Student Court, and Yearbook. ELL participation is limited in these extracurricular activities. This is because ELL students primarily are attending PM school or Saturday school. After school programs such as these give our ELL students a chance to recover credits and prepare for the Regents Exams.

ESL students will be targeted to participate in extracurricular programs for the Arts during the spring semester. Pending funding availability, Beginning and Intermediate level ESL students will participate in a film-making workshop with Alejandro Duran (The Digital Project). Advanced ESL students will participate in the program "Shakespeare Teaches Students," conducted by the Brooklyn Academy of Music. This program will introduce students to a Shakespeare play and take them to a professional production in May 2009. Students will receive partial credit for their participation in these programs.

II. Parent/Community Involvement

Two parent meetings, one in the fall and one in spring, will be provided to parents of ELLs in the 2008-2009 school year. Parents of students arriving in the middle of the school year are given an individualized orientation session when necessary. In this session, parents are informed of their child's ELL status and of their program options within the New York City Board of Education by viewing an informational video and brochure. Parents are given the Entitlement letter and complete the Parent Survey and Program Selection Form, and students are then placed in accordance with parents' choice. Finally, parents receive the appropriate Placement Letter and are informed of graduation requirements and options for additional language support, including PM and Saturday School, available language software, and Adult ESOL courses offered outside the school. Cobble Hill has purchased licenses of award-winning Auralog's *Tell Me More* English language acquisition software, renowned for its speech-recognition ability. This software is made available to parents as well as students. Parents will become familiar with SED standards, graduation requirements, and the nature of the instructional programs provided at Cobble Hill. Parents will also be questioned as to their areas of need and potential topics for parent workshops.

III. Bridge Program

Incoming 9th graders were invited to participate in the Bridge Program during the summer of 2009 to assist in the process of acclimating to high school as well as getting a head start in Math and English. The program lasted six weeks, meeting four days a week from 9-12 PM. The program included weekly fieldtrips as well as miscellaneous credits which were awarded based on attendance and participation. Approximately 30% of our incoming 9th grade population attended the Bridge Program.

IV. Staff Development (2009-2010 activities)

Cobble Hill's ESL staff will be offered additional training in QTEL strategies, which will take place during one week of April 2010. One of our 9th grade math teachers will attend this training and turnkey the material to the rest of the department. This will assist math teachers in integrating ELL strategies into the mainstream classroom. In addition, staff will be encouraged to attend other out of the building professional development workshops hosted by the Office of English Language Learners.

Within the building, the ESL Coordinator is available for individual conferences with mainstream teachers discussing ELL identification and differentiated. A document listing all ESL students and a description of their proficiency levels was distributed to all staff at the beginning of the school year and will be updated when necessary. Additionally, all content area teachers working with our 2009-2010 ELL population met in small groups with our ELL Coordinator in October 2009. They received information and materials on accommodating activities for ELLs, and they were given the opportunity to express any specific concerns and request support with specific students. Our ELL coordinator will continue to meet with these teachers throughout the school year during our weekly common planning time.

Ongoing professional development will include an ESL listserv, in which all staff can receive electronic files describing ELL strategies and scaffolds that support differentiated instruction. The ESL Coordinator will be in touch with content area teachers via email, offering additional support in ESL scaffolding. An ESL resource center and library for content area teachers will be made available in the ESL classroom.

V. Support Services

Students and parents of all Cobble Hill School of American Studies are provided with support services by offered by various staff and outside agencies. These services are made available by guidance counselors, speech therapists, the College Office, social workers, family workers, our bilingual parent coordinator, and outside agencies that assist students and parents in different areas of need. The Leadership program will begin working with our school this year to heighten the number of support services and heighten student involvement.

The services available to ELLs and their parents include translation needs which are provided either by our bilingual guidance counselor, Assistant Principal, or College Office Coordinator. Should none of these individuals meet a parent's translation needs, the school will hire a translator as necessary.

Part C: Number of Teachers and Support Personnel for 2008-2009

School Building: K519 Cobble Hill School of American Studies District 15

School Building	Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Sub-Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Cobble Hill School of American Studies (K519)	0	1	0	0	0	0	1
Totals	0	1	0	0	0	0	1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Part D: CR Part 154

SAMPLE STUDENT SCHEDULE 2008-09 BEGINNING ESL

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

School District: 15 School Building: K519 Cobble Hill School of American Studies

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 To : 8:38	NA	EXTENDED DAY GPSSKX/30 BAUSO 303	EXTENDED DAY GPSSKX/30 BAUSO 303	EXTENDED DAY GPSSKX/30 BAUSO 303	EXTENDED DAY GPSSKX/30 BAUSO 303
1	From: 8:41 To: 9:26	BEGINNING ESL L1/1 BAUSO 303				
2	From: 9:29 To:10:14	BEGINNING ESL ES1/1 BAUSO 303				
3	From: 10:17 To: 11:02	BEGINNING ESL LANGUAGE LAB ES1L/1 BAUSO 303				
4	From: 11:05 To: 11:50	EARTH SCIENCE SEEC1/3 ONWUKWE 402				
5	From: 11:54 To: 12:39	GEOMETRY MG31/2 SANCHEZ 310	GEOMETRY MG31/2 SANCHEZ 310	GEOMETRY MG31/2 SANCHEZ 310	GEOMETRY MG31/2 SANCHEZ 310	GEOMETRY MG31/2 SANCHEZ 310

SAMPLE
09 INTERMDIATE
 ESL Program Type:
 ___ Pull-out
 Proficiency Level:
 Beginning ___ X
 ___ Advanced

6	From: 12:42 To: 1:17	LUNCH ZLUN/06 LUNCH CAF	LUNCH ZLUN/06 LUNCH CAF	LUNCH ZLUN/06 LUNCH CAF	LUNCH ZLUN/06 LUNCH CAF	LUNCH ZLUN/06 LUNCH CAF
7	From: 1:20 To: 2:05	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316
	From: 2:08	GLOBAL HISTORY	GLOBAL HISTORY	GLOBAL HISTORY	GLOBAL HISTORY	GLOBAL HISTORY
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
8	From: 8:00	SANDERS 316 NA	EXTENDED DAY SANDERS 316 STUDY SKILLS	EXTENDED DAY SANDERS 316 STUDY SKILLS	EXTENDED DAY SANDERS 316 STUDY SKILLS	EXTENDED DAY SANDERS 316 STUDY SKILLS
9	From: 8:30 To: 5:00		CREDIT RECOVERY: ROWE ALGEBRA 401 MFCRA/1	GPSSKX/4 ROWE 401	CREDIT RECOVERY: ROWE ALGEBRA 401 MFCRA/1	GPSSKX/4 ROWE 401
1	From: 8:41 To: 9:26	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216
2	From: 9:29 To: 10:14	PHYS ED PP05/12 BIRNBAUM GYM	PHYS ED PP05/12 BIRNBAUM GYM	PHYS ED PP05/12 BIRNBAUM GYM	PHYS ED PP05/12 BIRNBAUM GYM	PHYS ED PP05/12 BIRNBAUM GYM
3	From: 10:17 To: 11:02	INTERMEDIATE ESL ES3/1 BAUSO 303	INTERMEDIATE ESL ES3/1 BAUSO 303	INTERMEDIATE ESL ES3/1 BAUSO 303	INTERMEDIATE ESL ES3/1 BAUSO 303	INTERMEDIATE ESL ES3/1 BAUSO 303
4	From: 11:05 To: 11:50	INTERMEDIATE ESL L3/1 BAUSO 303	INTERMEDIATE ESL L3/1 BAUSO 303	INTERMEDIATE ESL L3/1 BAUSO 303	INTERMEDIATE ESL L3/1 BAUSO 303	INTERMEDIATE ESL L3/1 BAUSO 303
5	From: 11:54 To: 12:39	LUNCH ZLUN/5 CAF	LUNCH ZLUN/5 CAF	LUNCH ZLUN/5 CAF	LUNCH ZLUN/5 CAF	LUNCH ZLUN/5 CAF
6	From: 12:42 To: 1:17	E SCI PREP SEPR/1 O'CONNOR 403	E SCI PREP SEPR/1 O'CONNOR 403	E SCI PREP SEPR/1 O'CONNOR 403	E SCI PREP SEPR/1 O'CONNOR 403	E SCI PREP SEPR/1 O'CONNOR 403

STUDENT SCHEDULE
ESL
X Free-Standing _____

 Intermediate _____

School Building: **K519 American**

District: **15** School **Cobble Hill School of Studies**

STUDENT SCHEDULE
ESL
 Free-Standing _____

____ Intermediate _____

SAMPLE 09 ADVANCED
 ESL Program Type:
 ___ Pull-out
 Proficiency Level:
 Beginning
 Advanced

7	From: 1:20 To: 2:05	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316
8	From: 2:08 To: 2:53	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316	GLOBAL HISTORY HA/3 SANDERS 316
9	From: 3:00 To: 5:00		CREDIT RECOVERY: GLOBAL HGLCRA/1 RECOV 209		CREDIT RECOVERY: GLOBAL HGLCRA/1 RECOV 209	

School District: **15** School Building: **K519 Cobble Hill School of American Studies**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 To : 8:38	NA	EXTENDED DAY: STUDY SKILLS GPSSKX/15 GRANDPIERRE 308			
1	From: 8:41 To: 9:26	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216	GEOMETRY MG31/1 SANCHEZ 216
2	From: 9:29 To: 10:14	MUSIC SURVEY AUA/2 PATRICK 206	MUSIC SURVEY AUA/2 PATRICK 206	MUSIC SURVEY AUA/2 PATRICK 206	MUSIC SURVEY AUA/2 PATRICK 206	MUSIC SURVEY AUA/2 PATRICK 206
3	From: 10:17 To: 11:02	EARTH SCI TERM SE1/11 MAY 408	EARTH SCI TERM SE1/11 MAY 408	EARTH SCI TERM SE1/11 MAY 408	EARTH SCI TERM SE1/11 MAY 408	EARTH SCI TERM SE1/11 MAY 408
4	From: 11:05 To: 11:50	PHYS ED TERM PP04/11 LEWIS GYM	PHYS ED TERM PP04/11 LEWIS GYM	PHYS ED TERM PP04/11 LEWIS GYM	PHYS ED TERM PP04/11 LEWIS GYM	EARTH SCIENCE SE1L/11 MAY 408
5	From: 11:54 To: 12:39	GLOBAL HIST HA/5 WARREN	GLOBAL HIST HA/5 WARREN	GLOBAL HIST HA/5 WARREN	GLOBAL HIST HA/5 WARREN	GLOBAL HIST HA/5 WARREN

**Part E
Title
Language**

		305	305	305	305	305
6	From: 12:42 To: 1:17	GLOBAL HIST HA/5 WARREN 305	GLOBAL HIST HA/5 WARREN 305	GLOBAL HIST HA/5 WARREN 305	GLOBAL HIST HA/5 WARREN 305	GLOBAL HIST HA/5 WARREN 305
7	From: 1:20 To: 2:05	LUNCH ZLUN/7 CAF	LUNCH ZLUN/7 CAF	LUNCH ZLUN/7 CAF	LUNCH ZLUN/7 CAF	LUNCH ZLUN/7 CAF
8	From: 2:08 To: 2:53	ADVANCED ESL L5/1 BAUS0 303	ADVANCED ESL L5/1 BAUS0 303	ADVANCED ESL L5/1 BAUS0 303	ADVANCED ESL L5/1 BAUS0 303	ADVANCED ESL L5/1 BAUS0 303
9	From: 3:00 To: 5:00		CREDIT RECOVERY: ALGEBRA MEECRA/1 RECOV 206		CREDIT RECOVERY: ALGEBRA MEECRA/1 RECOV 206	

III:

**Instruction for LEP and
Immigrant Students SY' 2009-2010**

Grade Level(s) 9-12 Number of Students to be Served: 15

Number of Teachers: 3 Licensed ESL teachers

Other Staff (Specify) none

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

The Cobble Hill School of American Studies (K519) currently serves 37 English Language Learners (ELLs) through a combination of free-standing ESL, individualized tutoring, and extended day Regents preparation classes. Recent immigrants who are entering the New York City Public School system for the first time are administered the Revised Language Assessment Battery (LAB-R) and programmed accordingly. All other entitled students are programmed for ESL services based on their level of English proficiency as determined by their most recent NYSESLAT scores.

ELLs identified as beginners according to their LAB-R or NYSESLAT assessments are serviced for a minimum of 540 minutes; in practice, fifteen 45-minute school periods per week. For ten of these periods beginners receive instruction in a small group setting. For the remaining five of these fifteen periods, beginners work on English in our language lab, where they use software renowned for its speech recognition capabilities. Once a week they are pulled out by our Speech Therapist for targeted pronunciation and literacy activities. Intermediate level students meet with our ESL teacher for 2 periods a day, totaling 450 minutes a week. This double period follows a workshop model with an emphasis on English Regents tasks and preparation, since the majority of our Intermediate level students will be taking the English Regents this year. Advanced students receive 180 minutes (1 period/day), in addition to 1-2 periods of mainstream ELA instruction daily.

Curriculum in our ESL classes is aligned with New York State ESL and ELA standards and is conducted in English only. Daily classes will include instruction in all four language modalities (listening, speaking, reading, and writing) and will be conducted within the context of meaningful, project-based cooperative learning experiences. Content-area material will be integrated into ESL classes to bolster students' academic achievement and ensure that our ELLs meet the rigorous New York State content-area standards and pass all required Regents examinations.

Of the 37 ELLs at Cobble Hill School of American Studies, 15 are considered long-term ELLs and have been had the Low English Proficiency (LEP) label for longer than 7 years. ELL students make up 5.0% of the student population. In the 2008-2009, 1 ELL of the four who attempted it passed the ELA Regents Examination, 5 of the 14 ELLs taking the Integrated Algebra exam passed it, and 1 of the 3 ELLs taking the U.S. History Regents passed it. 0% passed the Global History Regents, Living Environment, or Earth Science. All four ELL students who attempted the LOTE Exams (2 in French and 2 in Spanish) passed these exams and received credits. None of the 4 students who attempted the Arabic LOTE successfully passed it.

Given these results and the fact that our ELL population struggles with passing high-stakes tests, we will be using Title III funds primarily to support after school and Saturday programs for our ELLs which help them prepare for Regents exams. Title III monies will be used in per session and supplies for the programs detailed below.

Global History After School Program

- Beginning in mid-December, 15 students that have not passed the Global History Regents yet or are scheduled to take it in June will receive **42 sessions** of an hour and a half (3:00-4:30) intensive after school program, totaling **63 hours**.
- A licensed ESL teacher (F-status) will work with these students during these sessions to prepare them for the June Regents.
- Supplementary practice material will be bought with Title III funds.
- A tentative schedule is as follows:
 - December, 3 sessions (4.5 hours)
 - January, 6 sessions (9 hours)
 - February, 6 sessions (9 hours)
 - March, 8 sessions (12 hours)
 - April, 7 sessions (10.5 hours)

- May, 8 sessions (12 hours)
- June, 4 sessions (6 hours)

Saturday Program for ELLs and Parents

- Beginning in the Spring semester, Cobble Hill will host a 4-hour weekly Saturday Academy that is open to both ESL students and their parents. There will be a total of **16 sessions (64 hours in total)**.
- All beginning level ESL students will be required to attend, and higher-proficiency students as well as their parents will be strongly encouraged to participate as well. The maximum group size will be 24 students/parents.
- A licensed ESL teacher will build this curriculum and program, utilizing the “We are New York” series made available through the Mayor’s Office of Adult Education. Each session will begin with a brief viewing of a “We are New York” episode/clip and all follow-up activities will follow this development of social/survival English and grammar development through the context of living as an immigrant in New York City. The sessions will conclude with a brief review of math skills the students have learned that week, which will enable parents to help their children with math homework.
- Supplementary materials as well as refreshments will be purchased with Title III monies.
- A tentative schedule is as follows:
 - January, 1 session (4 hours)
 - February, 2 sessions (8 hours)
 - March, 3 sessions (12 hours)
 - April, 3 sessions (12 hours)
 - May, 5 sessions (20 hours)
 - June, 2 sessions (8 hours)

Professional Development Program

Our ELL teacher/Program Coordinator conducted an introductory session for all staff in November, reviewing general information on ELLs and language acquisition. The program coordinator will continue to meet with staff throughout the school year during our weekly common planning sessions to address/review specific needs and concerns. All meetings will be documented on ARIS Inquiry Spaces (ELLs at Cobble Hill).

In addition, content-specific support materials will be made available to teachers through an electronic list-serv format or on file in the Teacher Resource Library. Additional texts for this library will be purchased with Title III funds, and the library will be housed in the ESL classroom/computer lab. This library will focus on both books on language acquisition strategies as well as lower level content area texts for use during our Title III tutorials.

Teachers will be invited to attend a Quality Teaching to English Learners workshop in their content area during Spring Break of 2010. They will then turnkey the information to the rest of their respective department.

Parental Involvement

- See above, ESL Saturday Academy

Form TIII – A (1)(b)

Title III LEP Program School Building Budget Summary

Allocation: \$3,000		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
PER SESSION Direct supplemental instructional services such as per session for after/before school, Saturday academies	TITLE III: 60% \$9000.00	Per Session to pay teachers for teaching PM School and Saturday classes, as well as conferences they attend on weekends or school breaks.

SUPPLIES/MATERIALS Supplementary instructional materials	TITLE III: 30% \$4,500.00	Supplies and Materials for students to use during After-school and Saturday classes, as well as teacher guides and resources for all content area teachers working with ELLs outside of school hours.
PARENT ACTIVITIES:	TITLE III: 10% \$1,500.00	Travel Expenses , supplies, and food and beverage for parents who attend Saturday classes and workshops.
OTHER		
TOTAL	\$15,000.00	

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.

Utilizing the ethnicity chart on our school report card, the Home Language Survey and Walk-in appointments from parents, we were able to ascertain our translation and oral interpretation needs.

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.

On-going discussions with guidance department, SLT determined that written translations are needed in Arabic along with Spanish.

Part B: Strategies and Activities

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

All correspondence will be translated in parents' primary languages (Arabic and Spanish), by in-school staff and Parent Coordinator.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

When needed, the Parent Coordinator is available to translate in Spanish. Two members of the pedagogical staff are fluent in Arabic.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Information on how parents can obtain translation and interpretation services will be posted in English, Spanish and Arabic on the Parent/Community Information Bulletin Board. The School Safety Plan will incorporate procedures as to how parents will be able to communicate with the administrative staff if English is not their primary language.

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:	675,273	153,427	828,700
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,753	1,534	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,763	7,672	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	67,528	15,343	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.6%
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.
The school offers teachers the opportunity to take classes to make them highly qualified.

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.

Title I Parent Involvement Policy

1. The *Cobble Hill School of American Studies* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

N/A

2. *The Cobble Hill School of American Studies* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

N/A

3. *The Cobble Hill School of American Studies* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

N/A

4. *The Cobble Hill School of American studies* 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 the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of 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.

- Through parent surveys and meetings, the effectiveness of our parent involvement policy will be assessed.
 - A committee lead by our Parent Coordinator comprised of staff and parents will determine what modifications, if any, will be made to our policy.
5. The Cobble Hill School of American Studies will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - 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;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

THROUGH PROGRAMS SUCH AS:

- ❖ Title I Programs Workshop
- ❖ ELL Parent Conference
- ❖ ESL Parent Classes
- ❖ ESL Parent Computer Classes
- ❖ SAT Parent Workshop
- ❖ State Graduation Requirements Workshop

- b. *The Cobble Hill School of American Studies* 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:

(SAME AS ABOVE)

- c. *The Cobble Hill School of American Studies* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- d.
 - **Dedicating a portion of regional and school staff development training to strategies designed to promote and increase parental involvement.**

- e. *The Cobble Hill School of American Studies* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct and/or encourage participation in activities, through its Parent Resource Center, that support parents in more fully participating in the education of their children by:
- *Providing information and resources in parenting skills, educational achievement/requirements and the opportunity to enhance their own academic/personal development through on-site courses facilitated by staff and community based organizations.*
- f. *The Cobble Hill School of American Studies* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:
- *Parents of Title I participating children will be kept abreast of school and parent programs through the bi-lingual monthly mailing system which highlights activities. Information is also posted on our dedicated parents' activity bulletin board. In addition, follow-up messages are sent out via the phone master service.*

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team on 10/1/09. It will be reviewed annually at the start of each new year.

This policy will be adopted by *The Cobble Hill School of American Studies* on 10/2/09 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children in the November school mailing.

Principal's Signature: Kenneth Cuthbert

Date 10/2/09

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.

School Parent Compact

School Responsibilities

The Cobble Hill school of American Studies will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - ❖ *Implement the comprehensive standard-based curriculum issued by the city and state, as well as create curriculum in-house based on student needs.*
 - ❖ *Provide professional development to share best practices, identify model classrooms for intervisitations. Creation of specific units of study and provide student support through P.M. tutoring, Saturday classes and tutoring during the school day.*
- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - ❖ *October 29th and 30th, 2009*
 - ❖ *March 18th and 10th, 2010*
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - ❖ *Student report cards mailing: October 30, December 11, 2009, February 1, March 19, May 14, and June 25, 2010*
 - ❖ *Monthly school events and activities mailing.*
 - ❖ *Daily attendance, lateness and events Voice Master service.*
 - ❖ *Phone calls from the attendance office, Guidance Counselors, Teachers and Parent Coordinator.*
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - ❖ *Walk-in parents are met and their needs immediately addressed by our Parent Coordinator.*
 - ❖ *The Parent Coordinator is available via phone during evenings and/or weekends to arrange appointments, if needed.*
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - ❖ *The Parent Center is open daily to parents who desire to volunteer to support various classrooms/school activities.*

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;

- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that home is completed;

- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See pages 14-18

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See pages 15, 16, 17, 18

3. Instruction by highly qualified staff.

97.6%

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.

Professional development for teachers includes:

- **Using the scanner to analyze test results**
- **Using data in common planning to share best practices and inform instruction**
- **Using problem solving to challenge students and enhance critical thinking skills.**

Professional development for the Principal includes attending The Breakthrough Coach (TBC), which is dedicated to developing the managerial skills of school administrators. TBC's Management Methodology is a research-based program with a track record of:

- **Multiplying the time instructional leaders spend observing classrooms**
- **Decreasing administrators' total work hours**
- **Raising student achievement**

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

We attend hearing halls/hiring fairs and make contact with various universities.

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

See pages 47-51

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 Action Plans.

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 pages 19-20

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

The Leadership Program, job training, Life programs, Coordination with Lutheran Medical Center, Brooklyn Community Center, Psychologists, Family Counseling

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: Corrective Action Year 1 **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.

See attached School Demographics and Accountability Snapshot and Progress Report 2008

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

See pages 22 -23

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.

A) Provide the following information: 2009-10 anticipated Title I allocation = \$675,273; 10% of Title I allocation = \$67,528

B) Describe how the 10% of the Title I funds for professional development will be used to remove the school from school improvement.

To achieve our goal of increasing knowledge of effective teaching and learning, Professional Development will be offered through conferences, Reading/Writing workshops, study groups, inter-visitation, on-site coaching/mentoring, monthly curriculum/professional development sessions and retreats.

¹ School Under Registration Review (SURR)

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

Teachers are assigned experienced mentors by the New York City Teaching Fellows. CLSO Instructional Support Specialist, APs and experienced teachers also provide content-specific 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.

Letters, meetings and other correspondences addressing the school's status are communicated in parent's native language. Parents are also informed during PTA and School Leadership Team meetings.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Department conferences, 1 to 1 lesson planning, classroom observations and learning walks.

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

Applicable X 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?

All English teachers are aware of the 4 New York City learning standards in English. These standards are reflected in the Regents Examination. All classroom lessons are written to reflect the 4 standards and the Regents. Each lesson specifically states which standard is being taught. All exams are in the Regents format.

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.

ELL teacher has been scheduled to attend six Q-Tel training days this school year. Last year teacher attended UFT training on preparing ELL students for the ELA Regents. There will be regular communication between teacher/school and CLSO regarding attending regular professional development

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Initially, these findings were presented and discussed at the Leadership cabinet meeting. In order to determine the relevance of these findings, they were shared at Departmental conferences. Teachers analyzed the alignment of the curriculum to both the content and process strands of NYS mathematics standards. The department analyzed planning tools, assessments and student work for evidence and alignment with the standards

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?

Our curriculum materials are based on the NYC mandated curriculum for integrated algebra which is aligned with the NYS 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.

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:

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.

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

Initially, these findings were presented and discussed at the Leadership cabinet meeting. In order to determine the relevance of these findings, the findings were then shared at a Departmental conference. Teachers participated in various professional development in the researched based and Best practices. The department analyzed planning tools, assessments and student work for evidence and alignment with effective researched based practices.

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?

Classroom Observations, Walkthroughs, scholarship data, Departmental conferences show that there is more need to support differentiation of instruction for all learners.

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.

Teachers participate in various professional development including conferences, study groups, intervisitations. Departmental Conferences offer teachers opportunity to share Best practice and reflect on appropriate research-based strategies. Additional support is provided by Coaches and CLSO staff.

2A – ELA Instruction

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

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

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

Learning walks and classroom observations. Monthly department meetings and one on one meetings with teachers. Weekly common planning meetings where lesson plans and curriculum units are discussed.

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

Applicable Not Applicable

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

Weekly informal classroom observations have found that 85% of teachers are engaging students in the learning process and not using the Direct Instruction method. As part of the ELA professional development plan, teachers share best practices that focus on improving the quality and quantity of student engagement. Inter-visitations highlight specific examples of instructional strategies that are discussed during weekly common planning meetings. No additional support is required.

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.

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. **Teachers maintain records of each student and all content area teachers receive a written report on the language proficiency levels of ELL students. Student programs are adjusted to accommodate the instructional time required for ELL students based on their proficiency levels.**

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

Applicable X 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 maintain records for each student; students' programs show that they are correctly programmed for classes based on their levels of proficiency in English. Students are tested in their native language for Regents exams based on their time in the United States. As part of the ELA professional development plan, teachers share best practices that focus on improving the quality and quantity of student engagement. Inter-visitations highlight specific examples of instructional strategies that are discussed during weekly common planning meetings. No additional support is required.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Analysis of staff members' articulation to the school coupled with their years of remaining at our school led us to this conclusion.

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?

A revised review of tenure at our school reflects our findings.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Weekly learning walks and classroom observations. Monthly department meetings and one-on-one meetings with teachers. Weekly common planning meetings were lesson plans and curriculum units are discussed.

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

Applicable Not Applicable

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

Weekly informal classroom observations have found that 85% of teachers are engaging students in the learning process and not using the Direct Instruction method. As part of the ELA professional development plan, teachers share best practices that focus on improving the quality and quantity of student engagement. Inter-visitations highlight specific examples of instructional strategies that are discussed during weekly common planning meetings. No additional support is required.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Students with special needs have full access to the general education curriculum at Cobble Hill H.S. The curriculum is implemented in the same rigorous manner in both the special education as well as in the general education classrooms. Special Needs as well as general education teachers initially review every student's Individualized Educational Program (IEP), and align their instruction to address embedded long term goals and objectives, modifying the curriculum as prescribed by the IEP. They use formative assessment throughout the school year to measure students' progress and to formulate new goals based of the assessment. These goals are reviewed with students; accommodations are communicated to the students and practiced in class to build responsibility. Progress reports are completed in a timely fashion and shared with parents to enlist their support. General education and special needs teachers collaborate during common planning time to appropriately adapt instruction and activities based on identified students' readiness and profiles.

Workshops to explain the IEP process are facilitated on site and teachers also have various opportunities to attend professional development sessions offered through the Integrated Support Center (ISC) as well as through the Community Learning Support Organization (CLSO). General education and Special Needs teachers are regularly invited to attend IEP meetings.

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

X Applicable Not Applicable

These findings are relevant only for some of our new staff members, not all.

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?

New teachers find it difficult to implement some mandated special needs accommodations such as extended time and read-alouds.

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

The school will provide: a) increased administrative support b) more staff development for differentiated instruction and IEP development c) Request additional support from Central.

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

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

Please respond to the following questions for Key Finding 7:

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

All annual reviews and triennials generated by the School Based Support Team are monitored and reviewed by the Special Education Coordinator to verify compliance.

For all Special Needs students in high school, goals are based on standard promotional criteria. For our school program, the behavior plans page 4 and 6 are written by the guidance social worker. If a student does not have the related service, the Special Needs teacher writes the behavior objectives. The Behavior Intervention plan is collaboratively generated by the school psychologist and the social worker and implemented by the students' teachers.

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

Applicable Not Applicable

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

All annual reviews and triennials generated by the School Based Support Team are monitored and reviewed by the Special Education Coordinator to verify compliance.

For all Special Needs students in high school, goals are based on standard promotional criteria. For our school program, the behavior plans page 4 and 6 are written by the guidance social worker. If a student does not have the related service, the Special Needs teacher writes the behavior objectives. The Behavior Intervention plan is collaboratively generated by the school psychologist and the social worker and implemented by the students' 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.

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.)
We have 17 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
We provide food, extra counseling and materials as needed, clothing, family counseling.

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.