Department of Education

EDWARD R. MURROW HIGH SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21/K/525
ADDRESS: 1600 AVENUE L, BROOKLYN, NY 11230
TELEPHONE: 718-258-9283
FAX: 718-252-2611

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K525 **SCHOOL NAME:** Edward R. Murrow High School

SCHOOL ADDRESS: 1600 Avenue L, Brooklyn, NY 111230

SCHOOL TELEPHONE: 718-258-9283 **FAX:** 718-252-2611

SCHOOL CONTACT PERSON: Anthony R. Lodico **EMAIL ADDRESS:** Alodico@schools.nyc.gov

POSITION/TITLE **PRINCIPAL** **PRINT/TYPE NAME** **ANTHONY R. LODICO**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christina Ortiz

PRINCIPAL: Anthony R. Lodico

UFT CHAPTER LEADER: Christina Ortiz

PARENTS' ASSOCIATION PRESIDENT: Sandra Rodolico

STUDENT REPRESENTATIVE:
(Required for high schools) Terry Turenne

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: **21** **SSO NAME:** Empowerment

SSO NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Anthony R. Lodico	*Principal or Designee	
Christina Ortiz	*UFT Chapter Chairperson or Designee	
Sandra Rodolico	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
Patricia Napolitano	DC 37 Representative, if applicable	
Terry Turenne	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Nicholas Mele	CSA Representative, if applicable	
Veronica Hinkson	Member/Parent	
Kris Pelaez	Member/Parent	
Gail Nalven Fuchs	Member/Parent	
Sharon Rookwood	Member/Parent	
Lisa Pazos	Member/Parent	
Mary Fischetti	Member/Parent	
Janet Rodriguez	Member/Parent	
Christine Bennett	Member/Teacher	
Anita DeMattia	Member/Counselor	

Heather Cardinale	Member/Teacher	

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.

Mission Statement

To provide a standards based educational program using a continuum of services in a diverse, inclusive and collaborative school community in which students assume responsibility for their individual and group behavior and are given the opportunity to develop and actualize their unique talents needed for successful entrance into college, employment and productive citizenship.

Vision Statement

We see our school as a center of learning in which all participants will meet with success and move into the larger society with skills, aptitudes and attitudes needed for continued success. To meet this end, students, parents, teachers will engage in a collaborative venture.

According to Clara Hemphill's 2007 publication, New York City's Best Public High Schools, the following is what makes Murrow unique:

"Edward R. Murrow High School was founded in 1974 with a progressive, almost utopian vision that students learn best when given the freedom to decide how to spend their time. Walk through the corridors, and you're sure to see kids sitting on the floor chatting with their friends-enjoying the free time that is blocked out in every student's schedule.

At Murrow, making friends and learning to get along with others are considered as important to student's development as academics are. The school is racially and ethnically diverse, and has kids of every level of skills-from super-high achievers to severely disabled. It also attracts kids from different social milieus-from politically conservative residents of Marine Park to openly gay from Park Slope.

The school is best known for its theater, art, and music departments, but the regular academic courses are as strong as any in the city. Students may take a wide array of Advanced Placement courses, and some compete in the Intel Science Talent Search. Seven foreign languages are taught. The chess team has won statewide and national championships. What distinguishes Murrow from traditional schools with similarly strong academic programs is a culture that accommodates kids' desires-rather than the convenience of teachers or administrators."

The philosophy of instruction remains that it is the teacher's job to motivate kids, to light a fire under them, and to make them want to come to class.

The school year is divided into four (4) terms called cycles, each consisting of approximately 40-44 days. Parents receive two report cards each cycle for a total of eight during the school year.

Classes meet four times a week for 60, 55 or 50 minute bands. This makes possible a nine band day within the framework of 6 hours and 40 minutes. Each student meets a guidance counselor at least two times a year to discuss programming.

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:	Edward R. Murrow High School							
District:	21	**DBN:**	21K525	**School BEDS Code:**	332100011525			
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		90.5	90.6	91.4	
Kindergarten	0	0	0					
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:				
Grade 2	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	0	0	0		98.1	98.8	98.6	
Grade 4	0	0	0					
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:				
Grade 6	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	0	0	0		26.8	28.8	28.8	
Grade 8	0	0	0					
Grade 9	1306	1291	1170	**Students in Temporary Housing** - *Total Number*:				
Grade 10	1182	1304	1280	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	668	634	692		8	6	48	
Grade 12	735	765	710					
Ungraded	30	26	36	**Recent Immigrants** - *Total Number*:				
Total	3921	4020	3888	*(As of October 31)*	2006-07	2007-08	2008-09	
					77	90	89	
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	236	249	234	Principal Suspensions	315	360	297	
# in Collaborative Team Teaching (CTT) Classes	58	84	108	Superintendent Suspensions	31	27	31	
Number all others	128	121	123					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	596	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	86	87	79	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	179	203	221	Number of Teachers	191	204	205	

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	13	36	34	Number of Administrators and Other Professionals	41	102	102
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	20	23
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	172	143	111	% fully licensed & permanently assigned to this school	98.0	98.6	99.1
				% more than 2 years teaching in this school	81.7	82.5	83.6
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	74.6	74.1	76.1
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	92.0	90.0	91.0
American Indian or Alaska Native	0.3	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.6	91.0	94.6
Black or African American	29.6	26.9	26.7				
Hispanic or Latino	15.2	15.4	15.0				
Asian or Native Hawaiian/Other Pacific Isl.	23.8	25.0	26.5				
White	31.2	32.6	31.4				
Male	39.8	40.5	41.1				
Female	60.2	59.5	58.9				

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 5						

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:		SRAP 5		
Math:			Math:		SRAP 5		
Science:			Graduation Rate:		IGS		

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

			Elementary/Middle Level			**Secondary Level**		
Student Groups			ELA	Math	Science	ELA	Math	Grad Rate
All Students						√	√	√
Ethnicity								
American Indian or Alaska Native								
Black or African American						√	√	
Hispanic or Latino						X	X	
Asian or Native Hawaiian/Other Pacific Islander						√	√	
White						√	√	
Other Groups								
Students with Disabilities						√SH	√SH	
Limited English Proficient						√	√SH	
Economically Disadvantaged						√	√	
Student groups making AYP in each subject			0	0	0	7	7	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	B	**Overall Evaluation:**	NR
Overall Score:	55.6	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	9.3	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	30.7		
(Comprises 55% of the Overall Score)			
Additional Credit:	3		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = 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?

Since July, 2004 the city and state progress reports and report cards, along with the Learning Environment Survey and Quality Review, have reinforced the fact that as a community, Murrow's on grade and above grade level students are achieving at an appropriate level. In the last four years we have made measurable improvements in the achievement of our special education and ELL students. These accomplishments are clearly seen in the results of the 2006-2007 SED Report Card and illustrated in the marked improvements of these specific cohorts in meeting adequate yearly progress.

Two of the greatest accomplishments is the last four years have been the increase in the percentage of students receiving a diploma in four years. Also we have maintained a high number of our students who achieve Advanced Regents diplomas.

The one area where we still fall short as a school community is in the Adequate Yearly Progress of our Hispanic population. Our Inquiry Team, School Leadership Team and Academic Task Force, in conjuction with the cabinet, are developing strategies to be used in the classroom to determined and address why these students are still performing poorly. Attendance Outreach is a major part of the plan since that is one easily identified barrier to our Spanish students success.

One of the significant challenges we face is maintaining the unique culture that Murrow was founded on. Our students sometimes have a more difficult adjustment period than if they were enrolled in a traditionally structured high school. Therefore, a clear challenge has been to maintain and balance Murrow's philosophy and its mission with showing measurable progress with our students during the first year. One of the clear trends you could see from a careful review of our data is that once students have adjusted to Murrow's culture, students are achieving and graduating in 4, 5 or 6 years. Another clear challenge as mentioned earlier is working to ensure significant progress in all cohorts. This challenge is magnified by the fact that Murrow happily services a population of over 10% special education and 8% English Language Learners.

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.*

Goal 1: To increase the percentage of our special education students earning 11 credits or more by August 2010.
Objective: There will be a 2% increase in the number of students achieving 11 credits or more by August 2010. This will represent approximately 10 students showing an increase from 49% to 50%.

Goal 2: To maintain or increase our attendance rate.
Objective: The standard of 90% attendance or better will be maintained throughout the 2009-2010 school year.

Goal 3: To continue the trend of increased student engagement and differentiation in all subject areas.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **All subjects/Special Education students**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To increase the percentage of special education students earning 11 credits or more by August 2010. There will be a 2% increase in the number of students achieving 11 credits or more by August 2010. This will represent approximately 10 students showing an increase from 49% to 50%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Inquiry team meetings/Professional Development involving special education, general education and CTT teaching teams.** **Curriculum revision** **Increased funds spent on PM and summer school offerings for special education students** **Parental workshops**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**NA**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**There will be an increase in the number of students achieving 11 credits or more by August 2010.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **All students**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To maintain or increase our attendance rate. The standard of 90% attendance or better will be maintained throughout the 2009-2010 school year.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**To continue outreach to students with poor attendance through phone calls and home visits regardless of the decreased staffing in the attendance office.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**NA**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Attendance data on ATS**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **All classrooms/all subjects**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Increase evidence of differentiation in the classroom and active student engagement in all classrooms.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Professional Development involving student engagement and differentiated instruction.** **Curriculum revision** **Increased finds spent on PM and summer school offerings for all students.** **Parental workshops.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**NA**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Teacher observations, classroom visits, lesson plans.**

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	# 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	218	200	199	233	180	90	175	1
10	124	202	182	197	39	70	100	3
11	31	64	83	63	9	63	80	0
12	103	85	45	48	16	20	50	1

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	**Beginning English Language Learners receive triple or double periods of instruction in English. Teachers collaborate to ensure that instruction in the ELL classes supports contact area classes. Instruction focuses on enhancing literacy, incorporating writing activities, and building speaking and listening skills. After school Regents preparation tutorials for immigrant students who have been in the US for less than three years.** **Students receive back to back double period literacy instruction in a collaborative teaching environment. Two teachers, one special education and one general education, share the classes and are able to provide greater intensive instruction. This is conducted during the school day. Teachers provide tutoring for students through their Circular 6 assignments.**
Mathematics:	**Level 1 math students are taught in a collaborative manner by special education math and general education teachers. Teachers provide tutoring for students through their Circular 6 assignments. Peer tutoring is arranged for other students by the SWAT Team. After school tutoring for subjects and Regents Preparation is also offered.**
Science:	**Teachers provide tutoring for students through their Circular 6 assignments. Make up labs are scheduled for students after school. Level 1 readers are taught in a collaborative teaching environment. Peer tutoring is also arranged.**
Social Studies:	**Teachers provide tutoring for students through their Circular 6 assignments. Students have the ability to qualify for the on-line Murrow Independent Learning Experience (MILE). Level 1 readers are taught in a collaborative teaching environment. Peer tutoring is also arranged.**
At-risk Services Provided by the Guidance Counselor:	**Guidance counselors provide targeted classroom guidance lessons each cycle. Small group sessions for at-risk students are provided who present attendance issues. Small group sessions are scheduled for students to improve social, emotional and coping skills.**
At-risk Services Provided by the School Psychologist:	**Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.**
At-risk Services Provided by the Social Worker:	**Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.**
At-risk Health-related Services:	**Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medial emergencies.**

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

NCLB/SED requirement for all schools

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

Language Allocation Policy 2010

Part II

IDENTIFICATION PROCESS

1. When new students are admitted to Edward R. Murrow High School the Home Language Identification survey is administered. Additionally, an informal oral interview first conducted in English and if necessary in the native language. The home language survey is formally assessed by the admitting officer. LAB BESIS coordinator, Regina Lie-Seid is responsible for conducting the initial screening, administration of the HLIS, LAB R (if necessary) and the formal initial assessment. Regina Lie-Seid is a licensed, tenured teacher of ESL. Every spring all ELLs are assessed using the NEW YORK STATE ENGLISH AS A SECOND LANGUAGE TEST. The speaking task is conducted by licensed ESL teachers who pull out students from ESL classes to individually administer the test. The listening, reading and writing portions are administered in ESL classes within the time frame mandated by New York State.
2. When new students are admitted to Murrow and are eligible for ESL services, the ESL coordinator obtains the video in the appropriate language and sets up a viewing room for the parent or guardian for the newly admitted student. The responsible guardian views the film and is given the opportunity to ask questions. All of the programs available at Murrow are explained on an individual basis at this time. This takes place within 5 days of the student being admitted to Edward R. Murrow High School.
3. Edward R. Murrow ensures that Entitlement Letters are distributed to families by sending them out by the US Postal Service and an additional copy is sent home via backpack with each student. Parent survey and program selection forms are given to parents during their initial admittance and are collected back. If a form is not returned by a Chinese or Spanish speaking ELL, these youngsters are put into our transitional bilingual program (as per CR Part 154).
4. Identified ELL students are given the option of participating in our transitional bilingual program (if applicable) or ESL instructional program. LAB R scores are used to place identified ELLs in the appropriate level of ESL instruction. At the time of admittance, program options are explained to parents in their native language.
5. The trend in program choices for identified ELLs has been the ESL instructional program. For the 2009-2010 school year, 17 ELLs have selected the ESL instructional program, 28 ELLs have selected the bilingual Chinese, and 20 have selected the bilingual Spanish.
6. Program models at our school are aligned with parent requests.

PROGRAMMING AND SCHEDULING INFORMATION

1. All ESL and content area classes are departmentalized. All classes are self-contained. There are no push-in or pull-out models currently at Murrow. Current program model for content area classes are heterogeneously grouped. ESL classes are homogeneously grouped by proficiency level (Beginning, Intermediate and Advanced).
2. The Edward R. Murrow school schedule allots 220 minutes of instructional time for each period of the school day. This is above the required number of minutes set by New York State. In the beginning level ESL classes 660 minutes of instruction is provided to all students who score B on the NYSESLAT exam. 440 minutes of ESL instruction is provided to all students who score I on the NYSESLAT exam, and 220 minutes of ESL instruction and 220 minutes of ELA instruction is provided to all students who score A on the NYSESLAT exam.
3. In the bilingual program, content area instruction (social studies, math, science) is delivered in both native language (Mandarin and Spanish) and English. In the ESL program, content area classes instruction is delivered in English, using approaches which accelerate English language acquisition. Additionally, native language arts classes are offered for 220 minutes weekly in the transitional bilingual program. For the ESL program, native language arts classes are available in Spanish, Chinese and Russian.
4. Students with interrupted formal education who exhibit weakness in literacy, in both native language and English are programmed for ESL literacy classes, for 440 minutes weekly. Newcomer ELLs are offered placement in the after-school ESL academy to provide additional support and facilitate accelerated English language acquisition. Quality teaching strategies are used for all ESL classes. All ESL teachers have attended QTEL workshops and have been trained in QTEL procedures. Long term ELLs are supported with tutorial sessions and regents preparation classes. ELLs with special needs are provided with all the services identified on their Individualized Education Plan (IEP). Additionally, classroom paraprofessionals are placed in classes to facilitate small group instruction.
5. The following intervention programs are offered for ELLs: Regents preparation courses, before, during and after-school tutoring, Regents exams provided in two languages (when available), and bilingual glossaries are provided to youngsters for use on Regents exams.
6. Continuing transitional support for ELLs reaching proficiency on the NYSESLAT exam is offered with testing accommodations including extended time, bilingual glossaries, triple reading of the listening section on the English Regents, and examinations are provided in both English and native language when available.
7. For the upcoming year, after school and Saturday ESL academies will be considered.
8. Spanish bilingual chemistry classes will be discontinued because the NYS Regents exam is not available in Spanish.

9. All ELLs can participate in all school programs. On course selection day ELLs are apprised of all offerings. At Murrow, an ESL academy is offered at the school. Additionally, an ESL summer program is provided.
10. Textbooks, workbooks, adapted readers, novels in native languages and graded readers are used to support ELLs.
11. In the transitional bilingual program, native language is offered for 220 minutes a week in both Mandarin and Spanish. For ELLs in the ESL program model, native language is offered in Mandarin, Spanish and Russian.
12. All required service support and resources are age appropriate.
13. Before the beginning of the school year, newly enrolled ELLs are invited to participate in a Bridge Program to facilitate the transition to Edward R. Murrow High School. Student orientations are held to introduce newly enrolled ELLs to the school and parent orientation sessions are held on the first day of school in the evening with translation services available.
14. ELLs are offered the following language electives: Chinese, French, Italian, Russian, and Spanish.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Weekly professional development periods have been established for ELL personnel to meet with colleagues to look at student work, establish congruence in various classes, share best practices, and attend differentiated instruction workshops.
2. As ELLs transition from junior high to Murrow they are invited to participate in our Bridge program over the summer. ELLs are given orientation sessions and provided the opportunity to ask questions. Ninth grade ELLs are not programmed for the first period of the day to provide them with a common period to meet with their teachers for additional support.
3. As the school year begins new teachers to the school are scheduled to meet with the principal to introduce the school programs and review strategies for working with ELLs. Election Day professional development provided all staff with Best Practices for Working with ELLs as per Jose P.

PARENTAL INVOLVEMENT

1. The Parent Coordinator of Edward R. Murrow sets up computer workshops and targets parents who have stated on the Murrow parent survey that they are interested in computer training. The workshops are offered on proper Internet usage, Microsoft Word, Microsoft Excel and Powerpoint. The workshops are offered from 7:00 PM to 9:00 PM. Flyers advertising the events are sent out in multiple languages and presentations are conducted in English, Spanish, Chinese and Russian. Additionally, parents are introduced to the SUNY Brooklyn Educational Opportunity Center for Adult Academic and Workforce Development. Workshops are offered on the following topics for parents, Adolescent Obesity and Eating Disorders in Teenagers, What Your Ninth Grader

Needs to Know for College, Financial Aid for College, How to Deal with your Teenager, College Application Process, Organizational Skills for School Success and Preparing for the PSAT and SAT. All events translators are available to assist parents of ELLs with language challenges. Letters are sent home to parents informing them of the availability of translators and all letters are sent in the home language of the child. A series of workshops are set up for the parents of bilingual students in both Chinese and Spanish. These intimate meetings offer parents the opportunity to meet the teachers of bilingual students, socialize with other parents who speak their language and familiarize themselves with Edward R. Murrow High School.

2. The Family Jewish Board provides counseling to ELL students and their parents.
3. Parents' needs are evaluated through the parent survey. This needs assessment document is distributed by the parent coordinator who assesses parental wishes and requests. This information is used to plan and organize workshops which best meet the needs of our population.
4. Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies. Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medial emergencies.

REVIEWING AND ANALYZING THE ASSESSMENT DATA

1. The data reflects most of our ELLs are freshmen and sophomores who are placed at the intermediate and advanced levels of proficiency. Across all grades, students showed the highest scores in the listening and speaking modalities of the NYSESLAT. Their reading scores indicated a high variation. Most students across all grades showed the highest need for the development of writing proficiency. The teachers of long term English language learners who have been identified by the extension of services report are informed of the areas. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for a ELA Regents preparation class to enhance their writing skills. Writing workshops which focus on teaching the writing process are offered to the long term ELLs who have demonstrated deficiency in writing.

   Newcomers who are evaluated by the Lab-R and are found to be entitled to services are placed according to the results. Within ten days of admission, parents are invited to a meeting at which they view the orientation video for parents of English Language Learners in their native language (when available). As we are committed to making sure that parents and others understand our Language Allocation Policy and the design of our transitional bilingual and free-standing ESL programs we make every attempt to have translators available at these meetings. At this meeting the parent choice letters are distributed and explained. The trend in choice at Edward R. Murrow High School is the selection of the freestanding ESL program.

We have found that many newcomers who are administered the Lab-R examination are not entitled to services although they exhibit a need for ESL classes. We hope that this problem will be addressed on a state level so that newcomers can take advantage of services that will accelerate their language acquisition and not place them in a sink or swim situation. Students who have demonstrated need for additional support are placed in a double-block program in which instruction is delivered using the team-teaching approach. The extra time, help and support assists these youngsters in meeting the English Language Arts standards. Other newcomers who are evaluated by the Lab-R and are found to be entitled to services are placed according to the results. These students are introduced to the ESL coordinator and are scheduled to meet one week after admission to the school. At these meetings the ESL Coordinator answers youngsters concerns and speaks with them individually about their classes. If youngsters feel comfortable with their classes they are monitored through five week report cards. On content areas assessments, most of our ELLs are currently meeting the standards. However, since most of our ELLs are freshmen and sophomores, the majority of our ELLs have not yet taken the required high school New York State content areas examinations.

2. The focus for professional development for the 2009-2010 school year is the development of reading and writing skills as such all classes will incorporate these modalities into the lesson. Professional development plans for the upcoming year will enhance teachers' abilities to understand and use instructional strategies to support language, literacy development and content area learning for English language learners. Professional development activities will support the pedagogical staff serving English language learners across general and special education programs including bilingual, ESL, and classroom subject specific area teachers. Staff development will be differentiated to address diverse staff with different interests, strengths and needs. Areas targeted for focus include:
   - Planning and implementing standards-based instructional programs
   - Using instructional strategies based on scientifically-based research to move students towards the achievement of standards
   - Using a variety of assessment techniques to effectively evaluate the strengths, needs and progress of English language learners to drive instruction
   - Creation of student rubrics
   - Teaching Study Skills
   - Scaffolding strategies for reading and writing across the Curricula
   - Appling Principals of Learning to Literature: Fair and Credible Evaluations of materials read; Academic Rigor through Critical Analysis; Accountable Talk; Self Management of Learning through Independent Projects
   - Using Bloom's Taxonomy to create literature based questions and to expand Accountable Talk
   - Creating and Responding to Essay questions
   - The Essay Writing Process
   - Creation of Varied Assessments

- Interdepartmental Collaboration
- Literacy Training in the Content Areas
- Using CBI
- Vocabulary Enhancement

3 a. Exam results indicate that long term ELLs are challenged by the rigors of state assessments. ELLS at the intermediate level who are required to take the ELA Regents are given extra support in an after school academy. When available, ELLs are offered Regents examinations in native language and English simultaneously. Patterns indicate that ELLs who are in the country less than four years elect to take the examination in their native language. There is no notable difference in performance in examinations taken in English compared to native language.

b. Teachers of ELLs examined results from the ELL Periodic Assessment and used the result to create fluid groups within the classroom when differentiating instruction.

c. Native language is used to support ELLs. Instruction is based on the belief that strengthening students' skills in their native language will amplify their success with English language acquisition.

4. n/a

5. English language learners receive an instructional program with the same emphasis on academic rigor as our entire student population. They attend classes with the entire student body. They are expected to produce original student work that reflects comprehension of academic principles and concepts as well as proficiency in different modes of academia. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer-conferencing, and the use of oral and written academic language. All English language learners are programmed for a computer class during their first year at Edward R. Murrow High School.

   Once an English language learner or a student in our transitional bilingual education program has reached proficiency as indicated on the NYSESLAT their progress is monitored by the guidance department. Students are programmed for ELA Regents preparatory classes to ensure their success on the English Language arts Comprehensive Regents Examination. Additionally, tutorials are scheduled throughout and after the school day for students to need additional assistance with content area subject. Peer-tutoring is available in social studies and mathematics. Make-up labs are offered to youngsters who may not have achieved the required number of labs to take the science regents examinations.

   For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State standards. Instruction includes scaffolding of academic language and complex content. It

engages students through teaching language and structure in context with the use of visuals, realia, and other scaffolding strategies that promote students achievement. Materials and texts that connect to students' interests and experiences and that help them make connections to prior knowledge and to access new information are used. The instructional program emphasizes the Principles of Learning and the use of academic language for oral and written discourse. Youngsters who have met proficiency as indicated by the NYSESLAT are programmed for special courses to ensure success. These courses include: Writer's Workshop, Write On, Writer's Studio, Global Saga, Global Humanity and American Saga. Teachers of these courses are aware of youngsters' recent exit from ESL classes and use academic intervention strategies to differentiate instruction. Tutorials are scheduled throughout and after the school day for students to need additional assistance with content area subject. Peer-tutoring is available in social studies and mathematics. Make-up labs are offered to youngsters who may not have achieved the required number of labs to take the science regents examinations. Additionally, the progress of youngsters who have met proficiency are monitored by their guidance counselors (Ms DeMattia and Ms. Safyan).

Edward R. Murrow will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of English language learners. We will continue to support our staff through our professional development program which emphasizes effective practices for instruction of English language learners, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities.

Edward R. Murrow is committed to the principles that every student deserves a quality education. It is our mission to provide a quality education in a safe and supportive learning environment. The program for our English language learners has been designed, planned, and fine-tuned to reflect our shared commitment to educate our youngsters, excite them about learning and shape them into contributing members of our American society.

Office of English Language Learners
Grades 9–12 Language Allocation Policy
WORKSHEET

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District Empowerment	School Edward R. Murrow Hig School
Principal Anthony R. Lodico	Assistant Principal Angela Gramegna
Coach NA	Coach NA
Teacher/Subject Area Nora Diaz Guevara	Guidance Counselor Anita DeMattia
Teacher/Subject Area Regina Lie Siedman	Parent Sandra Rodolico
Teacher/Subject Area	Parent Coordinator Rose Dasch
Related Service Provider	SAF None
Network Leader	Other None

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	5	Number of Certified NLA/FL Teachers	18
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	3888	Total Number of ELLs	300	ELLs as Share of Total Student Population (%)	7.72%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	58	37	0	0	95
Dual Language (50%:50%)	0	0	0	0	0
Freestanding ESL					
Self-Contained	129	95	29	26	279
Push-In	0	0	0	0	0
Total	187	132	29	26	374

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	331	Newcomers (ELLs receiving service 0-3 years)	128	Special Education	82
SIFE	55	ELLs receiving service 4-6 years	112	Long-Term (completed 6 years)	88

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

TBE										0
Dual Language										0
ESL	119	17	7	94	28	6	40	4	5	253
Total	119	17	7	94	28	6	40	4	5	253

Number of ELLs in a TBE program who are in alternate placement: ____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	26	13			39
Chinese	32	24			56
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	58	37	0	0	95

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number) African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	40	28	7	3	78
Chinese	57	46	14	17	134
Russian	15	9	3	3	30
Bengali	1	2	2	0	5
Urdu	11	5	3	1	20
Arabic	2	0	0	0	2
Haitian Creole	1	1	0	0	2
French					0
Korean					0
Punjabi					0
Polish				1	1
Albanian		1			1
Other	2	3	0	1	6
TOTAL	129	95	29	26	279

Programming and Scheduling Information

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

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

	Beginning	Intermediate	Advanced
For All Program models			
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

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

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

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

Beginner(B)	28	7	2	0	37
Intermediate(I)	74	59	15	15	163
Advanced (A)	44	41	15	17	117
Total	146	107	32	32	317

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	4	4	0	0
	I	27	5	4	3
	A	54	38	13	19
	P	61	60	14	10
READING/WRITING	B	28	5	2	0
	I	72	61	14	15
	A	39	41	14	13
	P	7	0	2	4

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	4	6	2	0			
Chinese Reading Test	10	6	10	2				

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

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

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela Gramegna	Assistant Principal		
Rose Dasch	Parent Coordinator		
Regina Lie Siedman	ESL Teacher		
Sandra Rodolico	Parent		
Nora Diaz Guevara	Teacher/Subject Area		
	Teacher/Subject Area		
NA	Coach		
NA	Coach		
Anita DeMattia	Guidance Counselor		
	School Achievement Facilitator		

	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12_____ Number of Students to be Served: _____ LEP (ELL) _____ Non-LEP

Number of Teachers _____3_____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Title III funds will be used to provide ELLs with a computer course to help enhance and accelerate their English language acquisition. Additionally, this class will assist youngsters in preparing research papers for their content area classes and for higher education. Word processing is a writing tool and will help English language learners see and use the structure of language in its written form. It will also assist youngsters in making content comprehensible by placing an emphasis on context clues and frequent checks for understanding. Careful attention to the English learners' distinctive second language development needs. Ells will have the opportunity to work together in developing communication and other skills through structured activities intended to promote accelerated English language and content area skills. It will support the transfer between thoughts, ideas and writing. ELLs will work independently and be able to self-check and assess the progress of their writing by using the grammatical, spelling and punctuation functions. This program will also support the organizational aspect of written text. Students will be exposed to writing programs that will assist them in building their writing skills on a daily basis. Ells will be taught to use the computer to research. They will be given the guidelines on how to site internet based research. They will be taught the dangers of plagiarism. Youngsters will also be given the opportunity to work with state of the art computers and be provided with individualized assistance. ELLs will enjoy this supplemental assistance because there is a technological angle that excites these youngsters. It will allow youngsters to build their confidence in writing, the area which has been identified through New York State English as a Second Language Assessment (NYSESLAT) and English Language Arts Regents Examinations as the skill area most in need of assistance. This class will be given above the mandated minutes of instruction and as the school day in Edward R. Murrow High School is nine periods it will be supplemental to the core instructional program. Ells will be given two hundred twenty-five minutes of instruction per week. Students in grades nine, ten and newly admitted eleventh and twelfth graders will be served. The course will begin in September of

2008 and terminate in June of 2009. Services will be provided by a licensed business education staff. The course will be taught in English. Approximately two hundred and twenty English language learners will be served daily in the program.

The teachers of the computer course will meet with ELLs' English as a Second Language and content area teachers to conference on ways to accelerate English language acquisition and to discuss individual needs and progress. Additionally, intervisitations will be set up to assist word computer teachers with methods and materials that will best assist ELLs.

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

LAST YEARS

- ***To Be Determined***

Form TIII – A (1)(b)

School: Edward R. Murrow High School **BEDS Code: 332100011525**

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$3,000	Guidance counselors, teachers, and alternate placement Paraprofessionals to attend and translate information at PA meetings, parent/teacher conferences, guidance conferences and ELL workshops.
Purchased services - High quality staff and curriculum development contracts.	$2,000	Printing and delivery cost for bulletins, pamphlets and other documents distributed to parents and students.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$1,554	Transportation to night conferences and school functions
Educational Software (Object Code 199)		
Travel		Local travel for staff providing translation/interpretation services
Other		
TOTAL	**$6,554**	

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.

   Meetings will be held with the ELL guidance counselors, the ELL coordinator, AP PPS, and the program chairman to determine the different materials that will need to be translated. The ESL teachers will also be interviewed to get their input into what materials would be best translated. Home language OTELE codes will be used to determine the languages that documents needs to be translated into.

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.

   Findings indicate that E.R. Murrow documents needs to be translated into Spanish, Chinese, and Russian. Additionally translators from these language groups are available at meetings. These findings are reported via letters distributed to homes.

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.

   Written translation will be provided in various bulletins and pamphlets distributed to students throughout the year (the PTA Bulletin, parent orientation handouts, parent/teacher pamphlets, etc). This will be a vehicle for the parents to obtain information about our interpretation services. These services will be available upon request.

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.

   The school's needs will be assessed through meetings with students' guidance counselors and classroom teachers. Needs will also be provided from meetings between the ELL coordinator and with parents. At these meetings the school will provide information about its academic programs along

with various educational options. It will also provide services at parent./teachers conferences, PTA meetings, and school performances. Oral interpretation services will be provided by in-house school staff.

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.

Providing interpretation services will increase parent participation with their children and in school activities. It will enhance parents understanding of academic standards, assessments, and tests. Parents will have a better understanding and capacity to aid their children's achievement.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
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:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
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: _____

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.

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

1. School Parental Involvement Policy – We are not a Title 1 School.

***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.

2. **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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – We are not a Title 1 school.

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – We are not a Title 1 school.

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Restructuring Year 2 - Focused **SURR[1] 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.

   As described on pages 15, 16, 17, 19, 20 of the CEP, we have been focusing on strategies and programs to improve the achievement of our ELL, special education and Hispanic cohorts. Our implementation of the strategies noted in this document have proven to be effective to some degree. We are still working to improve attendance of our Hispanic population.

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.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and new programs that have been introduced citywide and at our school will make this school year a more successful experience for your child. Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- Literacy and mathematics specialists in our school who will work with teachers every day to improve the quality of their teaching;
- Restructuring of freshmen programming;
- New teaching strategies for struggling students;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- More classroom time devoted to reading and math skills of designated subgroups.
- Strategies to increase daily attendance;
- Extended day course offerings for additional support for our ELL and special needs populations.

[1] School Under Registration Review (SURR)

Part B: For <u>Title I Schools</u> Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NA

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

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

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

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.

<u>Please respond to the following questions for Key Finding 1A:</u>

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.

With respect to the process of assessing whether Key Finding 1 (Instruction) is relevant to our education program, our school does the following:

a. *require that teachers submit for review a course of study before each course is taught*
b. *require that courses of study be aligned with state and city standards*
c. *enlist teachers in the review and selection of course materials, including texts*
d. *articulate curricular and instructional goals with the ELL department*
e. *encourage teachers to collaborate on or share curricula materials*
f. *maintain a file of course outlines, calendars of lessons, and curriculum maps—accessible to all department staff*
g. *conduct periodic observations and evaluations of teachers to promote effective instruction, gage alignment of instruction with state and city standards, and monitor delivery of instruction*
h. *provide professional development for curriculum and standards-based instruction*
i. *all observation reports of teachers of ELLs refer to New York State Learning Standards for ESL*

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?
The evidence that dispels the relevance of Key Finding 1 in our educational program is as follows:

a. *periodic observations and evaluations of teachers*
b. *collection and review of course outlines*

c. *consistently high passing rates on ELA Regents Exams*
d. *consistently high graduation rate*
e. *on-going standards-based professional development*

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.

With respect to the process of assessing whether Key Finding 2 (Instruction) is relevant to our educational program, our school does the following:

a. *conduct periodic observation and evaluations of teachers to promote differentiated instruction, cooperative learning, inquiry-based learning, and workshop instruction*
b. *encourage teachers to adopt instructional strategies that differentiate instruction, employ cooperative learning, and include inquiry-based activities*
c. *provide professional development workshops that train teachers in methods and strategies other than direct instruction—i.e., differentiated instruction, inquiry-based learning, and cooperative learning*

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.

The mathematics department developed an Integrated Algebra curriculum in 2007 to reflect the newer 2005 Regents standards. This curriculum was then re-evaluated in June of 2008 during Professional development. In September 2008, we started revising the curriculum based on students' performance on Acuity, and the most current Regents exams in Integrated Algebra. The final curriculum will be available in January 2009. This curriculum will included all State Standards, content strand, process strand, sample aim, objectives and sample writing assignment (similar to AMAPS curriculum). The same process will be implemented for the Integrated Geometry and Algebra 2/Trigonometry curriculum

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

☐ Applicable Not Applicable

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

Teachers are expected to incorporate real life application in their lessons. Real life application, conceptual understanding, problem solving, differentiation and student engagement are continually discussed during formal and informal observations, department meeting and professional development. Teachers who are deficient in these areas are encouraged to visit their colleagues, meet with the supervisors regularly and attend outside professional development to rectify this problem

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

<u>Please respond to the following questions for Key Finding 2A:</u>

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.

With respect to the process of assessing whether Key Finding 2 (Instruction) is relevant to our educational program, our school does the following:

a. *conduct periodic observation and evaluations of teachers to promote differentiated instruction, cooperative learning, inquiry-based learning, and workshop instruction*
b. *encourage teachers to adopt instructional strategies that differentiate instruction, employ cooperative learning, and include inquiry-based activities*
c. *provide professional development workshops that train teachers in methods and strategies other than direct instruction—i.e., differentiated instruction, inquiry-based learning, and cooperative learning*

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

X Applicable ☐ Not Applicable

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

Evidence that supports the relevance of Key Finding 2 in our school includes:

a. *observations of classroom instruction*
b. *voiced lack of knowledge on the part of some teachers about differentiated instruction and inquiry-based learning*
c. *voiced desire on the part of some teachers for training in differentiated instruction and inquiry-based learning*

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.

Our school will address the issues in Key Finding 2 by:

a. *providing ongoing professional development in best practices*
b. *conducting observations to monitor adoption and implementation of best practices*
c. *promoting intervisitations among teachers fluent and experienced in best practices and undeveloped teachers.*

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) 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.

<u>Please respond to the following questions for Key Finding 2B:</u>

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.

The 2007 quality review reported stated that the area of student engagement needed improvement. In August 2008 the department was provided professional development on student engagement and motivating a lesson. This theme will be continuously revisited

[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.

during professional development, department meetings and observations. All classrooms in the mathematics department are equipped with a classroom set of graphing calculators, and overhead projectors. Teachers received continuous training on incorporating technology in the classroom. Teachers were provided training in effective use of Smartboard. Every teacher has continuous access to the Smartboards, LCD projectors and laptop computers. Teachers are encouraged to organize their classes to facilitate cooperative learning. Several classes are designed as exemplary rooms for cooperative learning. Teachers are invited to visit these model classrooms.

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

X 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?

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.

The school is addressing this issue through professional development, and individual conferences. All classrooms are equipped with the necessary technology.

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.

The school has a very low turnover. Teachers in the mathematics department are provided with a very supportive structure. Newer teachers to the school (whether through transfer or newly higher) are paired up with a more experience teacher

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

☐ Applicable X 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?

The school has a very low turnover. 90% of the mathematics department staff has more than four years experience and have been in the school for more than three years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

With respect to the process of assessing whether Key Finding 4 (Professional Development ELLs) is relevant to our education program, our school does the following:

a. All ESL staff has been trained in the use of QTEL strategies
b. ELL teachers are on the LAP committee
c. Plans and policies for ELLs are communicated through department meetings and professional development sessions (see department minutes)

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

☐ Applicable X 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?

a. Evidence of QTEL Practices observed in classes (see observation reports)
b. LAP committee meets annually to update language allocation policy
c. Plans for ELL instruction are on file and provided to all ELL teachers

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

With respect to the process of assessing whether Key Finding 5 (DATA Use and Monitoring of ELL Instruction) is relevant to out education program, our school does the following:

a. *All teachers in the school receive reports of NYSESLAT data specifying level of proficiency of English language learners*
b. *There exists a coordinator of ELLs who monitors academic progress of ELLs*
c. *There are two guidance counselors assigned to monitor academic progress of ELLs*

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?

Class lists with data reports
b. *Guidance meets regularly and conference about ELL progress*
c. *ELL report cards are reviewed by ELL coordinator*
d. *Congruence meeting for ESL teachers are planned*

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 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.

An informal survey of staff should indicate their familiarity with the content of the IEPs of their students with disabilities as well as their familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms and their knowledge regarding behavioral support plans for these students.

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

☐ Applicable X Not Applicable

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

The over 100 SETSS students in our school are serviced by three SETSS teachers. They communicate with the General Ed teachers about their assigned students needs and approaches that will result in their academic success in their Subject Area Classes. In addition, the General Ed teachers of SETSS students are informed at the start of each 10 week cycle of the SETSS students registered in their class, and the procedures for providing test modifications for these students.

Many of our General Ed teachers volunteer to participate in the approximately 500 IEP Annual Reviews that occur during the year. They provide the required General Ed voice at these Annual Reviews. They are familiar with the content of their students' IEP including their students' needs, accommodations and modifications that help to support the students with disabilities in their classrooms. In addition, our compliance with Section 408 of the State law requiring copies of IEPs to anyone who works with such students has currently been implemented. The teachers are provided with a copy of an IEP (either paper or electronic) for the students that they work with through an easily accessible intranet system throughout the school. Furthermore, General Ed teachers have participated in Staff Development sessions both in house and in purchased professional PD outside of school on the topics of differentiated instruction and tips & strategies on teaching students with special needs.

Professional Development for General Ed Teachers, Special Ed Teachers, School Administrators and paraprofessionals in the building will continue to be offered throughout every school year in an effort to inform all staff in an effort to provide support for students with disabilities in their classrooms.

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.

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.

We will review the program placement of our approximately 500 IEP students into the various options along the continuum of services that are provided at our school to determine appropriateness. We will also review the behavioral goals and objectives for the approximately 270 students who receive counseling as a related service with the three assigned related service counselors who provide the counseling service.

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

☐ Applicable X 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?

We offer all types of program placement along the continuum of service. We have Alternate Assessment students who follow a career ed curriculum and are exempt from State Assessments. We also have Special Classes with a ratio of 15:1 and Collaborative Team Teaching classes with a ratio of 12:1 which follow a curriculum aligned with state standards in preparation for the NY State Regents Exams. The school provides SETSS students with a ratio of 8:1 who participate in General Ed classes with one period of daily assistance. Furthermore, we provide IEP mandated services for students whose IEPs indicate General Ed with related services only.

Each one of these placements is providing accommodation and modification of the classroom environment by the defined teacher/student ratio assigned to each program. The strategies, techniques and materials for each program is differentiated to accommodate the needs of the students who have been classified and placed into each specific group in order to achieve academic success.

The goal for all of these IEP placement programs is to provide accommodations and modifications to support each student's individual academic success. The goals for all of these IEP students are to earn credits to achieve yearly grade level promotion and to accumulate the required total number of credits to graduate. In addition the additional goal is to achieve a passing score on the NYS Regents or RCT exams to earn either a Regents or a Local Diploma. Furthermore, the goal of the Alternate Assessment program is to provide the students with all of the skills necessary to enter the workforce and be gainfully employed.

Behavioral plans are currently written by the mandated counselors for those students who require them. In addition, the School Psychologist always writes a Behavior Plan for any student who has been suspended as a required component of a requested MDR (Manifestation Determination Review) meeting.

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

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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.)

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

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).
   There are 6 students in Temporary Housing

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. *$2, 887.00*

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.
   The funds are used for tutoring (if necessary), school supplies, clothing, physical education uniforms, trips and review books.