



TRANSIT TECH CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: TRANSIT TECH CAREER AND TECHNICAL EDUCATION
HIGH SCHOOL**

ADDRESS: 1 WELLS STREET, BROOKLYN, NY, 11208

TELEPHONE: 718-647-5204

FAX: 718-647-4458

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K615 **SCHOOL NAME:** Transit Tech Career and Technical Education High School

SCHOOL ADDRESS: 1 WELLS STREET, BROOKLYN, NY, 11208

SCHOOL TELEPHONE: 718-647-5204 **FAX:** 718-647-4458

SCHOOL CONTACT PERSON: Larry Kalvar **EMAIL ADDRESS** lkalvar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: v bisram

PRINCIPAL: Larry Kalvar

UFT CHAPTER LEADER: Robert Martinez

PARENTS' ASSOCIATION PRESIDENT: g flowers

STUDENT REPRESENTATIVE: D. Mebane
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** Knowledge Network Learning Support Organization

SSO NETWORK LEADER: German, Roz

SUPERINTENDENT: Ainslie Cumberbatch

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/RulesPolicies/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
Larry Kalvar	Principal	
Robert Martinez	UFT Chapter Leader	
v bisram	UFT Member	
steve prince	UFT Member	
jacquiline flowers	PA/PTA President or Designated Co-President	
samson osiene	Admin/CSA	
Marquette highsmith	UFT Member	
christine joseph	Parent	
Josephine Artis	Parent	
andrea alexander	Parent	
stacy bell	Parent	
sonia weeks	Parent	
robert artis	Parent	
desiree mebane	Student Representative	

Yanique Oloko	Student Representative	
rondayah williams	Student Representative	
pernell celestine	Student Representative	

Signatures of the members 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.

*** Core (mandatory) SLT members.**

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.

Transit Tech's vision is to nurture the social, emotional and educational growth of all our students. Our goal is to provide academic, career, and technical skills required for college and meaningful employment. Transit Tech will continue to provide a multi-period, multi-year career and technical major. The curriculum will strive to keep pace with the every changing needs of the job market. Computer education is part of every student's daily lives. We will continue to build upon our partnership with the transit authority. Transit Tech will maintain and bolster its community support from construction Skills 2000, MTA, NYC Transit, NYC Transport workers union, US postal service, Con Ed, Key span, Building trades local 363 NYC College of Technology, Lehman College, NYC School To Work Alliance, Outward Bound, Brooklyn Center for Urban Environment, National Conference for Community and Justice and Theatre for a New Audience.

Located in the East New York section of Brooklyn, Transit Tech Career and Technical Education High School is a Title I educational option school open to students from all five boroughs. Transit Tech's federal and state accountability status is "In Good Standing." For 2007-2008, the cohort achieved AYP overall and for all subgroups in ELA, math and the graduation rate. Student attendance and the graduation rate are among the highest in NYC public high schools, and the dropout rate is among the lowest. The school's accomplishments have been formally recognized by the New York State Education Department, which has honored Transit Tech as a high performing/gap closing school, and informally recognized by the thousands of enthusiastic parents and students who have selected Transit Tech as their school of choice. Transit Tech is also one of only nine Brooklyn high schools included in the publication *New York City's Best Public High Schools: A Parent's Guide*. The Annenberg foundation has recognized Transit as one of only 13 schools in NYC that have "Beat the Odds".

The student ethnic composition is 67% Black, 27% Hispanic, and 6% others. Although 78% of the students are male, the percentage of female students has risen steadily from 16% to 22% in recent years. The percentage of English Language Learners has remained constant at about 3%, but the percentage of students with IEPs has risen to around 17%. A school wide Title I Plan has been in effect for years and the school participates in the Universal School Meals program. Title I funds are used primarily to reduce class size, especially in the ninth grade, math, and ELA, as well as to fund a number of supplementary classes to help prepare students for Regents exams in math, ELA, and social studies.

Since a collaborative partnership between the Department of Education and NYC Transit created the school, joint ventures have played a major role in the evolution of Transit Tech. NYC Transit and the TWU continue to be the most significant partners, providing everything from marketing expertise for the articulation redesign to an internship program for seniors and an apprenticeship program for graduates. Representatives of transit management and labor serve on the school's advisory council, as keynote speakers at graduation, and as Principal for a Day. Transit Tech has established collaborative relationships with other organizations as well, whose representatives also

serve on the Advisory Council. Among them are the New York Citywide School to Work Alliance, which provides funding and networking for professional development and curriculum assistance, and CUNY's New York City College of Technology, which offers a College Now program and professional development projects. A growing relationship has been established with the United States Postal Service, which has donated surplus equipment to the school for use on CTE classes.

Student achievement trends at Transit Tech are moving mostly in a positive direction. The Transit Tech is built on the pillars of career and technical education, middle school articulation, attendance outreach, standards based instruction supplemented by Academic Instruction Services, guidance and support services, security and safety, professional development, and collaborative partnerships. At the core are the career and technical programs. Prospective students may apply for six different programs. From literally their first day at Transit Tech, all students are given hands on opportunities to work with computers. Regardless of the area of concentration, each incoming student receives a career/technology foundation in a required computer assisted drafting class that is coupled with an introduction to occupations course. A three year sequence in one of the CTE majors follows. An interdisciplinary approach is incorporated into the career and technical curriculum, with students developing high level math, science, and literacy skills while simultaneously acquiring valuable career and technical skills and knowledge.

In the computer science major students learn computer applications and operating systems. They develop and apply software to solve problems concerning art, business communications, databases, graphics, mathematics, music, network administration, physics, programming, and desktop publishing. Students receive instruction in HTML/Web design and C++ programming in preparation for the Advanced Placement examination and college and employment opportunities. In computer electronics technology, students develop knowledge of computer circuitry, micro technology and networking, computer circuitry, computer hardware and assembly, and analog and digital electronics. Advanced electronics options, including computer hardware and software are also taught. The computer/industrial electrician major focuses on the science of troubleshooting. The program prepares students to install and repair industrial, commercial, and residential circuitry. Motor control, AC/DC circuitry, and programmable logic controls are also taught. This program was the first one to receive state accreditation in June 2002, as part of the new SED certification process for CTE programs. Computer assisted machine technology consists of a sequence of courses that enable students to acquire computer aided design skills associated with the research, interpretation, and manufacture of precision machined parts. The courses emphasize the use of computerized numerical control milling machines, lathes, and state of the art computerized equipment. Transportation technology students receive an education encompassing electrical and mechanical systems related to transportation and industrial and commercial wiring systems. Hydraulics, pneumatics, and small engine repair are integral components of the sequence. The transit technician program received state certification in the fall of 2004. Computer assisted engineering is a developing program of classes with special emphasis on math and science. It focuses on computer application maintenance associated with the inspection, repair, assembly, and troubleshooting of digital and microprocessors

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT												
School Name:		Transit Tech Career and Technical Education High S										
District:		19	DBN:		19K615	School BEDS Code:		331900011615				
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 :								
<i>(As of October 31)</i>				2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K				0	0	0				86.9	89.1	TBD
Kindergarten				0	0	0						
Grade 1				0	0	0	Student Stability - % of Enrollment :					
Grade 2				0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3				0	0	0				97.4	97.6	TBD
Grade 4				0	0	0						
Grade 5				0	0	0	Poverty Rate - % of Enrollment :					
Grade 6				0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7				0	0	0				71.6	60.7	TBD
Grade 8				0	0	0						
Grade 9				533	476	461	Students in Temporary Housing - Total Number :					
Grade 10				532	509	463	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11				302	292	288				3	23	TBD
Grade 12				295	311	328						
Ungraded				2	3	3	Recent Immigrants - Total Number :					
Total				1664	1591	1543	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
										4	1	1
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:								
<i>(As of October 31)</i>				2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes				102	76	70	Principal Suspensions			97	84	TBD
# in Collaborative Team Teaching (CTT) Classes				62	76	77	Superintendent Suspensions			26	23	TBD
Number all others				54	56	60						
<i>These students are included in the enrollment information above.</i>							Special High School Programs - Total Number:					
							<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							CTE Program Participants			N/A	701	555
							Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:								
<i>(BESIS Survey)</i>							<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<i>(As of October 31)</i>				2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes				0	0	0	Number of Teachers			102	103	TBD
# in Dual Lang. Programs				0	0	0						
# receiving ESL services only				14	18	24						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	12	17	Number of Administrators and Other Professionals	37	38	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	11	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	31	29	TBD	% fully licensed & permanently assigned to this school	99.0	100.0	TBD
				% more than 2 years teaching in this school	68.6	80.2	TBD
				% more than 5 years teaching anywhere	64.8	67.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	86.0	91.0	TBD
American Indian or Alaska Native	0.8	0.8	0.8		96.0	100.0	TBD
Black or African American	69.0	69.3	71.0				
Hispanic or Latino	24.5	24.1	22.4				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	4.5	4.1				
White			0.1				
Male	79.9	79.6	81.1				
Female	20.1	20.4	18.9				
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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA: √			
Math:				Math: X			
Science:				Graduation Rate: √			
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**	Progress Target
All Students				√	√	√	71
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				√sh	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				5	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	69.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?

Summary of School's strength, accomplishments and challenges:

The academic trend has been slow and steady progress. We have made AYP in all areas. Our quality reviews have been well developed in each of the two years that we were reviewed. Our progress report has been on the high end of B in the three years that this evaluation has been done. We have remained a school in good standing. As a CTE school we placed more students in jobs with the MTA than any other high school.

There has been a trend toward CTT classes for our special needs population. This has meant allowing more coming planning time for the collaborating teachers. It has created the challenge of finding space as our smaller self contained classes become less utilized as the need for full size classes increases.

The barriers to continued success are the following:

Along with all schools we face budget cuts which will impact on our school. There is a need to make these cuts with the least negative impact on our students.

The closing of schools in the surrounding areas may lead to a large influx of struggling students. New schools being built along with charter schools may be exempt from providing for the needs of the most needy students. This may lead to an unfair percentage of struggling and special needs students being sent to our school.

The hiring freeze limits the ability to choose from a list of all of the best candidates to fill positions of retiring teachers.

The state may freeze teacher salaries which may dissuade the best people from entering the profession. As local diplomas are phased out we face the challenge of raising the bar so that all students can graduate with regents or advanced regents diplomas.

The School has continued to realize an increase in the number of Levels 1 and 2 students which could be a threat to our high performance in the future.

There is a concern about the number of students identified as gang members.

The challenge for the department continues to be including more differentiated instruction in classroom lessons.

More teachers need to be able to communicate electronically with parents, sharing homework assignments and dates for tests and projects as well as comments regarding student achievement and behavior.

Attendance- Attendance went up in 2008-2009 to 89.1 percent. We want to assure that this trend continues. We have hired a full time attendance teacher who worked closely with the AP PPS. Both phone master and personalized calls are being made. Attention will be given to the large number of LTA's.

Safety and Security- While the number of Superintendent level suspensions has decreased slightly the number of principal level suspensions has risen. Overall suspensions for 08-09 are 107. This is down from 113 a year ago. There is a concern about the number of students identified as gang members. We have hired an AP Administration to oversee safety and security. Additional cameras have been installed. We will conduct additional staff development in the area of classroom management.

Complete the SED certification for the Transit Electronics Program Receive approval and certification from the New York State Board of Regents for the Transit Electronics program. Receive re-approval for the currently approved Transit Technician Program. Increase the number of students in internships, apprenticeships and college accredited CTE courses

ELA

- School has met the state standard in ELA over the last four years and continues to show improvement among English Language Learners (ELLs) in meeting the exit criteria. As reflected on our cohort data in 2008-2009 School Report Card, our students have met the AYP by achieving proficiency on the NYSESLAT Exam. In addition, the results of the English Language Arts Regents Exam indicate a continued trend of outstanding performance. The January results show for the 2009 sitting that 88.7% of students reached a 65 or above, which is a four percent increase over last year. The June 2009 Regents results at 82.1% showed an 11.9% increase of students passing the ELA Regents with a 65 and above.
- Number of students in the cohort has been consistent.
- School continues to meet and exceed the Annual Yearly Progress (AYP) state targets.
- Percentage of students meeting graduation requirements in ELA has shown slight increase each year.
- Percentages in all subgroups comparable, except for special education students.
- We have directed efforts to reduce class size in 11th grade English which is a major contributing factor for student achievement in ELA and ESL.
- We have addressed students various learning styles by incorporating differentiated instruction.
- Incorporated technology in the curriculum with the use of the Smartboards.
- The School has continued to realize an increase in the number of Levels 1 and 2 students which could be a threat to our high performance in the future. Therefore, we are addressing these issues by utilizing the services of a literacy coach.
- Uniform midterm and final exams for the 2008-2009 show that students were deficient in their knowledge of literary elements and techniques. They were familiar with the jargon but could not use them effectively in their writing. On uniform exams in January 2007 students demonstrated weaknesses in listening and inferential skills. On the same exam, students failed to read and interpret simple graphic and statistical data. Therefore, we need to continue to align our curriculum to the English Regents Standards and formats and address these issues in all English classes.

Social Studies

- The social studies department has experienced, tenured teachers who are committed to raising passing percentages on the Global and U.S. History Regents exams. As a result, last year's Global Regents statistics were much higher than in previous years. On our School Report Card for 2008-2009, our simulated score rose from .88 to 1.07. The U.S. History Regents statistics were slightly lower than in the previous year, dropping from 1.10 to 1.03. The challenge for the department continues to be including more differentiated instruction in classroom lessons. Differentiated instruction will remain a key topic for department meetings and professional development sessions.
- The majority of social studies teachers have begun using technology in their classrooms on a regular basis. In fact, many teachers in the department have invested large sums of their own money to buy technology carts, LCD projectors, flat screen televisions and other equipment to enhance their lessons by the use of technology. The department's Smart Board is also used on a daily basis. There are, however, a few teachers who need to have expertise in the use of technology in the classroom. Professional development in the use of technology, including Smart Board training, needs to be included in professional development sessions this year.
- The calendars of lessons used in the department are thorough and well organized. They conform to the NYS Education Department's curriculum guidelines and standards.
- There are successful Advanced Placement courses taught in the department, two in U.S. History and one in U.S. Government. The teachers are certified to teach these courses by the College Board.
- At the present, the department has inclusion courses operating at every grade level. These courses have been very useful in enabling inclusion students to achieve passing grades on social studies Regents exams.
- All teachers in the department are committed to communicating with parents frequently, by phone or letter. More teachers need to be able to communicate electronically with parents, sharing homework assignments and dates for tests and projects as well as comments regarding student achievement and behavior.

Library

1. Internal PASS review by school leadership team rated library services satisfactory.
2. Observation reports for Fall 2009 rated librarian satisfactory.
3. Scheduling/Open Access Utilization:
 - Scheduled fusion lessons for Fall and Spring Semesters, 2009- 2010.
 - The library is used for a variety of academic classes, periods 1-3.
 - Fusion lessons held in classrooms for periods 1-3.
4. Circulation Records: Students and Staff for Fall and Spring semesters, 2009-2010.
 - For students: approximately 2100 books.
 - For Staff: approximately 450 books.
5. Acquisition/Budget for Fall/Spring Semester 2010: \$9,819.00
 - Repair and Supplement Reference Collection – \$228.00
 - Repair and Supplement Fiction Collection – \$8728.00
 - Upgrade Video Collection for Instruction: \$309.00

ISS – Academic Intervention Services

We gave reinstated the Wilson Reading Program for (1) period for our 9th grade self-contained classes in order to increase comprehension and literacy. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, vocabulary, comprehension, and motivation to read). Goal/Outcome(s): Meet AYP/Increased passing rates RCT Exams/ELA Regents. Decisions are made to emphasize key standards given the needs of the students.

ISS did not meet AYP/Safe Harbor in Math. We have instituted (1) period academic tutoring in Math. The inquiry group is comprised of level (1) students that need to pass the RCT and level (2) students that need to a passing grade of 65 or greater. Students are currently receiving intervention twice a week. SESIS (SETRC) will continue to provide Professional Development and Tutoring support along with Special Education and General Education Teachers.

Alternative to Faculty/Departmental Meetings (Professional Development)

A bi-monthly Collaborative Focus Group has been initiated to discuss best practices and strategies to improve instruction in Integrated Co-Teaching classes. Co-teachers are also given the opportunity to discuss selected students in order to develop present levels of performance, annual goals and management needs. Teaching practices are discussed to align curriculum and reflect a coherent set of beliefs about how students learn best.

ARIS data is being used to analyze summative data to provide meaningful and actionable feedback.

Conflict Resolution/PSAT

In order to improve post secondary outcomes and increase the number of graduates that attend college, we have amended the Conflict Resolution Curriculum to include PSAT prep.

Semi-Annual Transition Conference

AP I.S.S. hosts a semi-annual Transition Conference for the ISS parents and students in the 11th and 12th grades. We have developed an internal capacity and external partnerships to provide youth development support services for students and families in response to student needs.

Vocational/Trade Schools along with Community Programs speak with attendees regarding post secondary options as well as pertinent community issues. (Some of our guests include: Social Security Administration, VESID, Job Corps, etc.)

Math Section IV

- Our school met the AYP, again, in mathematics
- Collective effort will result in better performance for our students especially those students with learning disability and the ELL.
- The common planning time will be designed to elevate classroom instruction. Results from ACUITY and the ITA will be used drive instruction.

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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
To increase to 90% by June 2010 the number of content area teachers participating in Inquiry Teams in the school.	All stakeholders need to be involved in the discovery and dissemination of the data.
By June 2010 100% of the teachers will differentiate instruction within their classrooms.	Teachers need to differentiate instruction in order to move all students toward successful graduation
90% of the teaching staff will utilize curriculum which maps vertically across the grades and horizontally across curricula areas. this will take place by June 2010	Curriculum planning needs to take place across grade levels or vertically and also across subject areas in one grade or horizontally

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase to 90% by June 2010 the number of content area teachers participating in Inquiry Teams in the school.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During the 2009-2010 school 95% of the teaching staff will be involved in the school’s inquiry work. For 2009-2010 we will expand the inquiry work by engaging 95% of the content area teachers in inquiry using the literacy work established by the ELA team.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We will launch PD using ARIS Connect as a place for Inquiry Communities The schedule allots time for social studies and science teachers to meet with their respective teams and with the ELA department to do case studies of students on a target group of students</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will participate during the days of professional, development, faculty conferences, departmental conferences and after school hours</p>

**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 100% of the teachers will differentiate instruction within their classrooms.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Train teachers in the use of ARIS</p> <p>Meet with teachers and the literacy coach in regards to how their data from periodic assessments/classroom assessments should design/determine targeted lesson planning for students</p> <p>Offer PD in gender learning styles, brain development, leveling libraries across the content areas, and conferring with students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teacher lesson plans/unit plans are evidently planned with differentiated strategies which consider students with IEP's, gender based learning, students reading ability</p> <p>Teacher observations and walkthroughs reveal incorporated different learning styles and student work products across different learning styles</p> <p>Libraries are leveled and possess a variety of genres</p> <p>Assessments consider various learning styles and modalities</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The social studies and science teachers in conjunction with literacy coach identified a target group of students for inquiry in each respective subject area. They documented their work, student progress, next steps, and reflections on the CFI interface</p> <p>Minutes from departmental meetings, case studies of students and student work indicate that the inquiry teams are active in social studies and science.</p>

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>90% of the teaching staff will utilize curriculum which maps vertically across the grades and horizontally across curricula areas. this will take place by June 2010</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Provide PD through our LSO , the knowledge network in the use and implementation of curriculum mapping. Provide in school and after school opportunities for common planning across grades and curricular disciplines</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Coverages will be provided for key members to receive training which they will then turn key to the entire staff</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>There will be verticle and horizontal curriculum maps across the grade areas and across the subject areas</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	300	280	7	34	209	20	46	5
10	127	144	13	28	178	7	42	2
11	82	63	12	44	63	4	9	1
12	58	32	8	16	28	1	8	1

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>1) Extended ELA Block/Literacy Class. Level 1 and 2 9th graders placed in double period literacy class (including Special Education with their own blocks modeled after General Ed.) with reduced class size. Small group instruction/reduced student-teacher ratio; individualized instruction based on needs assessment; extended time on task. Daily throughout the year.</p> <p>2) Writing Workshop. 11th and 12th graders in need. Computer based instruction which focuses on writing skills necessary to perform well on the ELA exam. Daily for 10 week cycles.</p> <p>3) ELA/ELL. Extended block; reduced student-teacher ratio; individual instruction based on needs. Daily throughout the year.</p> <p>4) ELL Saturday School Program. All ELL students are programmed for AIS in ELA in Saturday School. Saturdays throughout the year.</p>
Mathematics:	<p>1) Extended Math Block. Level 1 and 2 9th graders placed in double period Math Algebra including (Special Education) intervention class with reduced class size. Small group instruction; extended time on task; individualized instruction. Daily throughout the year.</p> <p>2) All 10th graders and select 11th and 12th graders in need of AIS services to pass the Math Algebra examination. Computer based course offered during the school day that focuses on the Math skills required to perform well on the Math Algebra Regents. Daily for 10 week cycles.</p> <p>3) Saturday School Program. (including Special Education) ELL students and select 9th, 10th, 11th and 12th graders are programmed for AIS in Math in Saturday School. Saturdays throughout the year.</p>
Science:	<p>Saturday School Program. 9th, 10th, 11th and 12th graders (including Special Education) identified as being in need of AIS for Living Environment and / or preparation for a science regents exam required for graduation are programmed into Saturday School Science class, with a non- credit bearing status. Saturdays throughout the year.</p>

Social Studies:	1) Global Issues course. Level 1 and 2 11th graders in need of AIS for Global History 3,4 and to prepare for the Global History Regents examination. Select 11th and 12th graders who still have not passed the Global History Regents can also be programmed for the course. Course emphasizes a review of the themes typically on the Regents exam through the exploration of contemporary world issues. Reduced class size and instruction tailored to the individual needs.
At-risk Services Provided by the Guidance Counselor:	1) Group and Individual Counseling 2) Needs based 3) Students not meeting Promotional/performance standards 4) Students experiencing behavioral/emotional family issues negatively impacting on learning 5) Referrals to supportive agencies 6) Crisis Intervention
At-risk Services Provided by the School Psychologist:	1) Crisis Intervention 2) Referrals to outside counseling 3) Assessment Testing for at risk students and member of Pupil Personnel Team
At-risk Services Provided by the Social Worker:	1) Group and Individual Counseling for both mainstream and students requiring Instructional support services (Special Education) including ACS reporting 2) Students requiring home instruction and referrals to supportive community based agencies 3) Provide supportive counseling to students experiencing issues that affect their daily academic functioning
At-risk Health-related Services:	1) Assist students who have temporary and permanent disabilities that may impact their learning and mobility 2) Referrals to clinics for health screening as well as providing on site screenings as needed (vision/hearing, etc.) 3) Maintains student health records and testing to ensure compliance and notifies students and parents of health concerns or testing needs 4) Assist with medical emergencies and collaborates with social worker to address specific health issues

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.

Part A: Language Allocation Policy (LAP) –

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Larry Kalvar	<i>ESL Teacher:</i>	Haydn Hyacinthe
<i>Assistant Principals:</i>	Torianna Murray, Neal Harris, Seridan Martin, Denise Lanier, Katura Copenny		
<i>AP Guidance Counselor:</i>	Denise Lanier	<i>Literacy Coach:</i>	Patricia Joseph
		<i>Math Coach:</i>	Kim Price
		<i>Parent Coordinator:</i>	Arlene Young

Teacher Qualifications

19k615 has an eager staff servicing the ELL population consisting of five permanent licensed content area teachers (Math, NLA, Sp. Education, Social Studies), One licensed TESOL teacher and one conditional licensed teacher (Science); however, we are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2010-2011.

ELL Demographics and School Description

19k615, is located in the East New York community section of Brooklyn, New York. All students are eligible for free lunch indicating that the majority of our students are from low-socio economic backgrounds.

19k615 has a student population of 1527 students from culturally diverse backgrounds whom are mostly from Hispanic background and have Spanish as their first language. Our English Language Learner population is about 1% of the total population at 19k615. We offer ESL services to entitled general education and special education students. The ninth grade ELL population consists of 19 students and tenth grade consists of 5 students who all participate in the 19k615's Freestanding ESL programs. The Special Education students, who are identified as ESL students, are served as per their IEP. The former ELLs who have graduated out of the ESL program, by scoring proficient on the NYSELAT, still meet with the ESL teacher for on-going support when ever they need help.

Parent Choice

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

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. 19k615 is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, 19k615 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

Current English Language Learners Instructional Programs

At 19k615, we implement a Freestanding English as a Second Language (ESL) Program. The primary goal of our program is to assist students in achieving English Language proficiency within three years. As well as,

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

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from 9-10 grade in a multilevel ESL class. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. The teacher in the ESL program is a certified TESOL teacher.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified to meet the student's needs. In order to help the students progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
 - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
-

Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

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

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials

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

Attanasio and Associates *Getting Ready for the New NYSESLAT*

New York State Coach: ELA

New York State Coach: Mathematics

Supplementary Programs

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

Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL.

Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, etc. At these events, the school and community can come together to recognize student achievements in arts and academics.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers, of which this year we have two. Currently, we have 5 beginner students who are ninth graders.

After review the NYSESLAT data, the patterns reveal were:

Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case with the ELLs who are on the advanced level.

Implications for Instruction

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

Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.

Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.

Small group Academic Intervention classes in ESL to target language modalities according to their needs

Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

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

Implications for LAP in English Language Arts Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Provide opportunities for students to be involved in purposeful conversations

Incorporating all language modalities during the lesson, e.g. group discussions, journals, etc.

Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction

Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction

In the TBE classes, ensure that the CR Part 154 requirements are followed.

Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall

Incorporating writing as a component of the mathematics lesson, e.g. journals

Provide opportunities to convey to others problem solving strategies and the justification of their answer

Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction

Collaboration between content area and ESL teachers to map out student specific needs.

Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

Ensure that Math coach works closely with teachers to support rigorous instruction

Plan for Newcomers

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

An informal student orientation

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the Saturday Program and After School activities.

An informal assessment is provided to identify possible Academic Intervention programs.

Home school communication.

Plan for SIFE

The SIFE population has increased SY 09-10 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services. Currently this year there is one SIFE student who is being serviced in our ESL program.

Making an individualized student needs assessment

Creation of an AIS plan for the student focus on the literacy and math component

Grade appropriate instructional support materials

Differentiation of instruction in all areas

Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs

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

An after school program, targeting reading and writing three days during the week.

Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Encourage their participation in the Read 180 and Student Express programs to enrich their language, math and academic skills.

Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher and IEP contact person.

Monitoring newcomer and SIFE student for possible special needs status.

The delivery of AIS services after school and as part of our Saturday Academy.

Professional Development

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

School Staff: Within the schools Professional Development program, the focus is on:

The literacy needs of our ELL population within the prescription of the America's Choice program.

Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

Scaffolding in the content areas

Native Language Literacy Development

Differentiation in the ESL classroom

ESL in the Mathematics classroom

Our ESL/TESOL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers

Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.

Social Studies and Technology workshop

Wilson Program for Special Education teachers.

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, 10, 11, 12

Number of Students to be Served:

LEP 31

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) Content Area teachers (English, Math, Science, Social Studies)

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.

Teacher Qualifications

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ESL program, by scoring proficient on the NYSELAT, still meet with the ESL teacher for on-going support when ever they need help.

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- To use researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from 9-10 grade in a multilevel ESL class. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to

360 minutes a week of ESL Push In assistance in their classroom. The teacher in the ESL program is a certified TESOL teacher.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified to meet the student's needs. In order to help the students progress, we utilize the following practices:

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

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

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

Instructional Materials

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:
Attanasio and Associates Getting Ready for the New NYSESLAT
New York State Coach: ELA
New York State Coach: Mathematics
Supplementary Programs

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

Saturday Academy : Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL.
Saturday Parent Academy : ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.
Family Celebrations : Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, etc. At these events, the school and community can come together to recognize student achievements in arts and academics.

Translation and Interpretation Services : These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers, of which this year we have two. Currently, we have 5 beginner students who are ninth graders.

After review the NYSESLAT data, the patterns reveal were:
Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case with the ELLs who are on the advanced level.

Implications for Instruction

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

Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.

Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.

Small group Academic Intervention classes in ESL to target language modalities according to their needs

Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

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

Implications for LAP in English Language Arts Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Provide opportunities for students to be involved in purposeful conversations

Incorporating all language modalities during the lesson, e.g. group discussions, journals, etc.

Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction

Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction

In the TBE classes, ensure that the CR Part 154 requirements are followed.

Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.

Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall

Incorporating writing as a component of the mathematics lesson, e.g. journals

Provide opportunities to convey to others problem solving strategies and the justification of their answer

Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction

Collaboration between content area and ESL teachers to map out student specific needs.

Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

Ensure that Math coach works closely with teachers to support rigorous instruction

Plan for Newcomers

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

An informal student orientation

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the Saturday Program and After School activities.
An informal assessment is provided to identify possible Academic Intervention programs.
Home school communication.

Plan for SIFE

The SIFE population has increased SY 09-10 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services. Currently this year there is one SIFE student who is being serviced in our ESL program.

Making an individualized student needs assessment
Creation of an AIS plan for the student focus on the literacy and math component
Grade appropriate instructional support materials
Differentiation of instruction in all areas
Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs

Long terms ELLs are the largest number of Ells across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.
An after school program, targeting reading and writing three days during the week.
Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
Encourage their participation in the Read 180 and Student Express programs to enrich their language, math and academic skills.

Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:
Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
Collaboration between the ESL teacher and IEP contact person.
Monitoring newcomer and SIFE student for possible special needs status.
The delivery of AIS services after school and as part of our Saturday Academy.

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.

On PD days, staff will focus on fulfilling mandates for ELL students by reviewing and implementing services and curricula geared toward their success. Select staff with ESL and ELL certification will run workshops for the licensed content area teacher to ensure implementation of the correct services.

Form TIII – A (1)(b)

-

School: Transit Tech HS
BEDS Code: 331900011615

**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	9000	Supplemental Instructional Services will be provided for all ELL students via Saturday school.
Purchased services - High quality staff and curriculum development contracts	0	This service will not be purchased.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4500	Classroom supplies will be purchased for students attending the Saturday school program.
Educational Software (Object Code 199)	0	This service will not be purchased.
Travel	0	This service will not be purchased.
Other	1500	Parent Activities will be scheduled on the days of the PTA meeting to assist the ELL parents.
TOTAL	15000	

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.

Home Language surveys are evaluated and examined. Translation needs are assessed based on the findings from the survey.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The data revealed 2 major translation needs: Spanish and Creole. Findings were reported to the school community through Language Allocation Policy meetings with parents; and Cabinet, departmental, and faculty conferences with staff.

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.

Translation of school correspondence announcing various events such as PTA meetings, School Leadership Team meetings, and parent teacher conferences. Material is mailed home or backpacked home to achieve timely receipt of pertinent information. These services will be provided for by in-house school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services

will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided during PTA meetings and during parent teacher conferences. Translators are available during the day to translate phone conversations and for visiting parents.

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>.

All students and parents will have access to important information and documents distributed by the school. Signs are posted at all entrances and near offices for translation services. The DOE's Translation and Interpretation Unit telephone number is also posted and distributed to provide parents with resources outside of the building.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	1173701	547224	1720925
2. Enter the anticipated 1% set-aside for Parent Involvement:	11737		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		5472	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	58685		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		27362	
6. Enter the anticipated 10% set-aside for Professional Development:	117371		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		54723	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

100

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.

N/A

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

ENY High School of Transit Technology agrees to implement the following statutory requirements:

- Transit Tech will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Transit Tech will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Transit Tech will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Transit Tech will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Transit Tech will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- Transit Tech will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 -
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 -

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information

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.

ENY High School of Transit Technology, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2007-08.

Required School-Parent Compact Provisions

School Responsibilities

ENY High School of Transit Technology will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards. This will be achieved by utilizing more highly qualified teachers in all subject areas.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, parent-teacher conferences will be held twice a year to allow parents to discuss their child's academic progress.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports during the school year through teacher letters, and progress reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through parent teacher conferences. Parents will make appointments with teachers if they are unavailable for conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, by scheduling classroom visits.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way through PTA and SLT meetings.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Making sure that homework is completed.
- Monitoring attendance
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom and in school activities.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- o Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Attend tutoring sessions to assist with problem areas.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

NA

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

NA

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We provide summer programs

Saturday school

In house tutoring

Afterschool violence prevention programs

o Help provide an enriched and accelerated curriculum

College now is available

AP classes

Honors classes

- o Meet the educational needs of historically underserved populations.

School in good standing Cited for one of 13 schools who closed the achievement gap

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

strong counseling unit

CTE curriculum which offers degrees which can lead to meaningful careers

- o Are consistent with and are designed to implement State and local improvement, if any.

School in good standing

3. Instruction by highly qualified staff.

Yes we are in compliance

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.

Provided through the knowledge network LSO and inhouse

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

Active participation at career fairs

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

Use of title I to provide parent training

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

NA

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

Teachers have been trained on ARIS

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.

Double periods of ELA and Math given

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.

Vocational education is a large part of our curriculum

Violence prevention program after school two days per week

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

NA

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

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

- Applicable
- Not Applicable

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

We met AYP in ELA overall and for all subgroups

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

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?

Students with special needs did not make AYP

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.

We are providing additional tutoring and test taking practice

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

NA We made AYP in this area

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

Applicable Not Applicable

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

Ayp achieved

We do extensive PD on teaching to groups

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.

NA

2B – Mathematics Instruction

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

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

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

NA

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

Applicable Not Applicable

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

NA

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.

NA

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

NA

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

Applicable Not Applicable

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

NA

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

NA

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.

NA

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

Applicable Not Applicable

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

NA

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.

NA

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.

NA

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

Applicable Not Applicable

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

NA

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.

NA

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.

NA

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

Applicable Not Applicable

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

NA

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.

NA

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.

NA

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

Applicable Not Applicable

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

NA

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.

NA

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

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

10

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

School supplies as needed; Students are programmed for Saturday and Extended day school if needed for Academic Intervention Services (AIS) and to provide assistance with preparing for an regents examinations required for graduation. Academic counseling and supportive counseling services provided by Guidance Counseors and School Social Worker.

Part B:
For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

NA

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.