



EBC/ENY HS FOR PUBLIC SAFETY & LAW

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 23/ K/ 645

ADDRESS: 1495 HERKIMER STREET BROOKLYN, NY 11233

TELEPHONE:(718) 498-7163

FAX: (718) 498-7170

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K645 **SCHOOL NAME:** EBC/ENY HS for Public Safety & Law

SCHOOL ADDRESS: 1495 Herkimer Street Brooklyn, NY 11233

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

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

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharon L Santana

PRINCIPAL: Beverly J. Faison

UFT CHAPTER LEADER: Lisa Carter

PARENTS' ASSOCIATION PRESIDENT: Bridget Lucas

STUDENT REPRESENTATIVE:
(Required for high schools) Amina Ibrahim

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 23 **SSO NAME:** CFN #3

SSO NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Beverly J. Faison	*Principal or Designee	
Lisa Carter	*UFT Chapter Chairperson or Designee	
Bridget Lucas	*PA/PTA President or Designated Co-President	
Sophia Fletcher	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Stephenette Wright	DC 37 Representative, if applicable	
Amina Ibrahim	Student Representative	
Dasminn Davis	Student Representative	
Luisa Nurse	Member/Parent	
Yvonne Padmore	Member/Parent	
Sharon Santana	Member/AP Chair	

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.

School Vision and Mission

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

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

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

For the 2009-2010 school year, the student population consists of approximately 205 students, predominantly Black (54%) and Hispanic (41%) that are serviced by 28 educational professionals that are committed to the students' success. The small design of the school makes it possible for all the students to be well-known by the adults. As a result, student progress is carefully monitored by the faculty. Although a significant number of students need more than 4 years to graduate, the vast majority stay with us throughout their high school career.

Although designated as Title I Restructuring Advanced Comprehensive for school year 2009-2010, we have made significant progress in recent years after being removed SURR in 2005. While surpassing all targets in mathematics for cohort 2009, we continue to struggle in ELA. Graduation rate has increased greatly over the last 3 year period, from 45% to 52% graduating in 4 years. The number of students graduating with Regents endorsement has increased dramatically. Math and ELA performance has grown to the point where only one sub-group, economically disadvantaged students, has not made adequate yearly progress targets as yet. Regretfully, early in 2008, the Department of Education decided that the school would phase out over the course of the next 3 years, with the final class graduating in 2011. Despite the phase-out designation and not taking in an entering 9th grade class the past two school years, we are committed to ensuring our students will continue to receive a quality education, as well as monitoring their progress towards graduation.

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	EBC/ENY High School			
District:	23	DBN #:	23K645	School BEDS Code #: 332300011645

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		72.6	71.1	73.2		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		92.5	96.3	97.1		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		66.3	66.3	54.0		
Grade 8	0	0	0						
Grade 9	226	207	39	Students in Temporary Housing: Total Number					
Grade 10	144	147	121	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	69	73	69		6	5	9		
Grade 12	78	87	83						
Ungraded	1	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	518	515	312		2	6	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	39	37	19	Principal Suspensions	87	18	40		
No. in Collaborative Team Teaching (CTT) Classes	9	0	1	Superintendent Suspensions	59	73	33		
Number all others	18	40	29						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	23	28	21	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	3	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	24	32	23
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	12	9
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	1	1	1
	43	40	27				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.8	0.6	1.3	Percent more than two years teaching in this school	23.1	47.1	66.7
Black or African American	56.6	56.9	55.1	Percent more than five years teaching anywhere	53.8	55.9	79.2
Hispanic or Latino	41.7	41.6	41.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.8	1.0	Percent Masters Degree or higher	73.0	76.0	79.0
White	0.4	0.2	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	96.3	88.0
Multi-racial							
Male	49.2	46.0	45.5				
Female	50.8	54.0	54.5				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year <u>3</u>	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	Restructuring Y 2
	Math:		Math:	Restructuring Y 3
	Science:		Grad. Rate:	IGS

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	NR
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

A comprehensive needs assessment was conducted by the Cabinet to determine how to best meet the needs of our student population. Using the data tools and reports available from the State Education Department and the NYC Department of Education, it was evident that student performance over the past three years has improved as indicated by the NCLB Accountability Overview Reports from SY 2005-6 to SY 2007-8 in all areas. Although our status is Restructuring, the performance indicators in ELA grew from 127 to 133. Unfortunately, since targets increased, AYP was only achieved for the sub-group of Hispanic students with safe harbor. Math grew from a Performance Index of 137 to 167, making AYP in all students and all sub-groups. The Graduation rate grew from 45% to 52%. Despite our great success in mathematics and improved indices in ELA, the phase-out of the school following the graduation of the Class of 2011 is imminent.

The responses to the Learning Environment Surveys indicate that academic expectations and communication need to be addressed more rigorously. Safety and respect has increased, although is an area which can still be improved. As a result, extensive professional development is attempting to address many of the items that the document cites as needing improvement. These include classroom management, credit accumulation, literacy skills and academic and social expectations. Communication amongst all groups is an area that will be greatly monitored this year.

Using ATS tools, we've determined that a significant number of students are still overage and/or under-credited. As a result, we are closely monitoring student progress and designing AIS opportunities that focus on students' individual needs. With the phase-out of EBC/ENY HS occurring in June 2011, it is of particular importance that students accumulate credit commensurate with their grade level to ensure their on-time graduation. These students with too few credits to graduate by that date will be counseled and referred to an appropriate alternative setting.

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

Attendance is an area of highest priority. Last year's average daily attendance was 72.5. Thus far this year, we have a YTD daily attendance of 74.1 with the vast majority of the daily attendance rates in the mid to high 70's and several days in the 80's.

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

SECTION V: ANNUAL SCHOOL GOALS

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

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

- By June 30, 2010, there will be a 3% increase in average daily attendance from last year's (2008-2009) rate of 72.5% to 75.5% for the 2009-2010 school year.
- By June 30, 2010, 80% (24 students) of the targeted population (30 students) will show more than a year's growth in their reading comprehension skills as measured by the ACUITY Performance Series.
- By June 30, 2010, there will be a 5% increase in the number of 11th graders earning 10 plus credits. Last year (2008-2008) percentage rate for this class was 64.9% and will increase this year (2009-2010) to 69.9%.
- By June 30, 2010, there will be an increase in the number of students passing the ELA Regents Examination with a 65 or greater in order to make the Safe Harbor target of 140 for cohort 2010. Last June's (2008-2009) passing rate of 65 or greater was 28% (23 students). 40% represents 58 of 146 students passing by June 2010.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, there will be a 3% increase in average daily attendance from last year's (2008-2009) rate of 72.5% to 75.5% for the 2009-2010 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Schedule weekly attendance meeting on Wednesdays. • Conduct reversals on a daily basis • Utilize attendance teacher, family worker and guidance counselors to conduct home visits • Conduct evening and weekend telephone conferences/ home visits with parents (Tax Levy Funds) • Utilize guidance counselors and classroom teachers to emphasize the importance of attending school and classes on a daily basis • Implement monthly perfect attendance incentive awards, e.g. \$ 50 American Express Gift Card, attendance bulletin board, personalized congratulatory letter from the Principal • Identify students with 2 or more absence a week for outreach and personal support • Continue to utilize Phone Messenger for daily absences and parental support • Conduct planning interviews with follow-up on a timely manner that result in registrations in viable programs to meet student needs • Close investigated 407s in a timely manner • Buddy up students with attendance problems with an Assistant Principal, teacher or staff member to provide a personal touch.

<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>The Attendance Team consists of the Principal, Assistant Principal, Organization, Guidance Counselor, the Family Worker, School Aide, a Special Education Teacher and the Attendance Teacher. All staff is trained on the use of ATS.</p> <p>AIDP funding will supplement Tax Levy and Title I funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly attendance meetings to review Cumulative Attendance Report, 407 register, RSAL report, Planning Interviews. Projected gain is 0.3% growth per month.</p>

Subject/Area (where relevant): Reading Comprehension Skills

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, 80% (24 students) of the targeted population (30 students) will show more than a year’s growth in their reading comprehension skills as measured by the ACUITY Performance Series</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Posting for Inquiry Team Members and Data Specialist (Tax Levy Data Specialist) • Scheduling weekly inquiry team meetings (Wednesdays 1:15 – 3:00, Thursdays after school) (Tax Levy Children’s First Intensive) • Utilize accountability tools to identify at-risk students • Administer Performance Series Diagnostic (October 2009) • Set benchmarks and conduct interim testing on a monthly basis starting February 2010. • Utilize scaffolding tool to identify appropriate instructional change strategies for the classroom and school • Evaluate strategies and make adjustment if necessary (Low inference transcripts, lesson plans, interviews) • Implement Achieve 3000 • Offer professional development opportunities in how to increase literacy skill in the content areas
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The data team consists of the Principal, Assistant Principal, The Data Specialist (Teacher) and 2 teachers supported by tax levy funding. Data inquiry team members receive DOE training on using the ARIS system to interpret data, performing low inference observations and using research-based strategies to drive instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The targeted population will take the Performance Series Assessments monthly to determine if the strategies being used to improve literacy skills indicate growth and to determine the academic intervention services that will be provided.</p>

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, there will be a 5% increase in the number of 11th graders earning 10 plus credits. Last year (2008-2008) percentage rate for this class was 64.9% and will increase this year (2009-2010) to 69.9%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Parent Notification via letter and phone messenger that their child is deficient in credits and is mandated to attend credit recovery classes (opt-out letters) • Town Hall meetings by grade level conducted by the Principal to inform students of the importance of attending credit recovery classes • Individual guidance conferences with students to review transcript • Creating credit recovery classes in the 4 core subject areas (English, Math, Social Studies, Science) • Creating a Saturday Academy for Physical Education credit recovery • Circular 6 Lunchtime tutoring to support students in their current programs and courses • Academic Intervention Support Services (37 ½ minutes) in the morning before the regular day schedule – mandated and walk-in services • Scholarship report review with individual teachers to discuss pass-fail rates • Differentiated instruction to meet the needs of individual students (data-based)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Fair Student Funding allocations and 21st Century Grant funds support the activities to improve credit accumulation.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Passing percentages on the interim report cards and progress reports will indicate the increased likelihood of individual students passing classes. Scholarship reports will indicate increased passing percentages by grade, subject and teacher. Final report cards will determine the success obtaining this goal.</p>

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, there will be a 12% increase in the number of students passing the ELA Regents Examination with a 65 or greater in order to make the Safe Harbor target of 140 for cohort 2010.. Last June’s (2008-2009) passing rate of 65 or greater was 28% (23 students). 40% represents 58 of 146 students passing by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide an item analysis of the Acuity ELA Predictive • Provide an item analysis of the June 2009 ELA Regents • Increase the use of data-driven instruction based on item analysis, inquiry Team Findings, in-house mock Regents • Utilize Kaplan Regents Advantage materials • Utilize Achieve 3000 to increase literacy through differentiation • Professional development through the network • Increase in the number of reading and writing assignments aligned to the Regents Examination • Integrating interdisciplinary themes to enhance the English curriculum • Revise ELA curriculum maps for the 11th grade • Increase student engagement utilizing differentiated instruction • Project-based learning assignments • Utilize literature circles for vocabulary, theme development, characterization, etc. • Integrate laptops into the classroom for research and final-draft writing assignments • Utilize foldables as a test-taking strategy • Align all class tests to ELA Regents Examination
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I, Contract for Excellence, Achieve 3000 and SINI Grant will be used to support activities. English teachers will receive training and coaching and will provide after-school and Saturday tutoring.</p>

Indicators of Interim Progress and/or Accomplishment

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

Passing percentages on the interim report cards and progress reports will indicate the increased likelihood of individual students passing Regents exams, as well as mock exams in class. Student success will be based on the results of the January and June test administrations of the ELA exam.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	4	5	3	1	5	0	0	0
10	14	5	3	2	2	0	0	0
11	23	4	3	4	4	0	0	1
12	25	4	1	9	4	0	4	1

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Morning AIS sessions before school • Circular 6 lunchtime one-to-one and small group tutoring sessions • After-school Tutoring <p>Programs used include Kaplan’s Reading Comprehension Series, Writing Series and Regents Advantage Achieve 3000</p>
Mathematics:	<ul style="list-style-type: none"> • Morning AIS sessions before school • Circular 6 lunchtime one-to-one and small group tutoring sessions • After-school Tutoring <p>Programs used include Kaplan’s Regents Advantage</p>
Science:	<ul style="list-style-type: none"> • Morning AIS sessions before school • Circular 6 lunchtime one-to-one and small group tutoring sessions • After-school Tutoring <p>Programs used include Kaplan’s Regents Advantage</p>
Social Studies:	<ul style="list-style-type: none"> • Morning AIS sessions before school • Circular 6 lunchtime one-to-one and small group tutoring sessions • After-school Tutoring <p>Programs used include Kaplan’s Regents Advantage</p>
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor work closely with their students to provide academic, as well as counseling support to ensure successful outcomes.
At-risk Services Provided by the School Psychologist:	No school psychologist on site

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

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.

EBC High School

Language Allocation Policy

2009-10

Program Description Narrative

Introduction

EBC/ENY High School for Public Safety and Law is a 9-12 school located within District 23. The total school population consists of about 205 students, approximately 54% African-American, 41% Hispanic, 2% Asian, 2% American Indian and 1% White. The total number of English language Learners (ELLs) is 16. They make up 8% of the student population. The native language of ELLs at EBC is Spanish.

Language Allocation Policy Team Composition

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

Teacher Qualifications

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

Part II: ELL Identification Process:

EBC is a phasing out school and is not accepting any new students to the school. Existing students came from the middle schools in the DOE, and therefore, we do not administer the Home Language Survey or the LAB-R. If for any reason, a new student is accepted, we would administer the Lab-R.

Parental Involvement

MAY 2009

At the commencement of the school year, parents of ELL's are invited to a special meeting. At this event, parents receive information on the ESL program offered at the school, i.e ESL Freestanding and our academic expectations, State Standards and Assessments. We provided them with their child's performance on the NYSESLAT to assist them in understanding the areas of strengths and challenges.

In addition, throughout the school year, parents are invited to attend the school's Parent Teacher Conferences and other parent meetings to discuss their child's progress. At these meetings, Spanish speaking parents are provided with a translator in order to communicate effectively with the teachers. Communication is on going-process in multiple languages via letters and phone calls.

Programs for ELLs

EBC currently institutes a Freestanding ESL Model. Using the **RLAT** report from ATS, students are grouped according to proficiency level to conform to ESL requirement pursuant to CR Part 154.

The ESL program is based on the Communicative/Natural Model (The Natural Approach). Using Literature and Content areas as a base, English is taught for meaningful and authentic communication, through the modalities of Speaking, Listening, Reading and Writing. In this approach Comprehensible Input and content are crucial elements. In addition, the *Sheltered Instruction Observation Protocol (SIOP)* and the Cognitive Academic Language Learning Approach (CALLA) are used. These Models incorporate the New York State Standards for ESL. English is the medium of instruction.

The ESL curriculum also includes a number of Scaffolding techniques and mini-lessons on grammar, usage and vocabulary.

Instructional Materials:

In our Freestanding ESL program, we use a variety of strategies to develop academic language and improve reading comprehension. We provide students with a number of high interest / grade level texts including *Shining Star* and *Vision*. To address the test preparation aspect of learning, we use Attanasio and Associates' *Getting Ready for the New NYSESLAT as a form of NYSESLAT review and preparation*.

Assessment Data

The ELL program is evaluated based on the Regents' results and the NYSESLAT scores. In the modality of **Listening and Speaking**, one tenth grader achieved proficiency at the intermediate level; one ninth grader, three tenth graders and two twelve grader achieved proficiency at the Advanced level. In addition, one ninth grader, one tenth grader, three eleventh graders and one twelfth grader reached the proficiency level.

In the modality of **Reading and Writing**, one tenth grader and one twelfth grader remained at the beginning level; one ninth grader, four tenth graders, one eleven grader and three twelfth graders achieved proficiency at the Intermediate level while one ninth grader and three eleven graders

received proficiency at the Advanced level. These figures continue to reflect progress of students in the Listening and Speaking modalities. The EBC program for ELLs therefore will continue to emphasize instructions in Reading and Writing.

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 16 LEP 0 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

To supplement the basic free-standing ESL program described in appendix 2, an F-status teacher with successful history of assisting ESL students in passing the ELA Regents will be hired to work with the ESL students during the Spring semester at least twice a week. She will push-in to their ESL and subject area classes as well as work with students individually. Currently, all 16 ESL students at EBC/ENY HS, all who are Spanish-speaking, across all grade and ability levels will be serviced by this teacher. However, this will not be funded by Title III as we will not be receiving these funds this school term.

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.

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

Form TIII – A (1)(b)

School: EBC/ENY HS BEDS Code: 332300011645

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

Allocation Amount: \$0		
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		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District CFN2	School EBC/ENY HS (23K645)
Principal Beverly Faison	Assistant Principal Sharon Santana
Coach	Coach
ESL Teacher Dhanraj Bhagwandin	Guidance Counselor Marilyn Rodriguez-Ortiz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Clinton Smith
Related Service Provider type here	SAF Linda Waite
Network Leader Marisol Bradbury	Other type here

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	205	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	7.80%
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Part II: ELL Identification Process

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

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

conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	2	6	4	4	16
Push-In/Pull-Out					0
Total	2	6	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	12

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	1	0	0	2	1	0	12	0	4	15
Total	1	0	0	2	1	0	12	0	4	15

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

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

Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

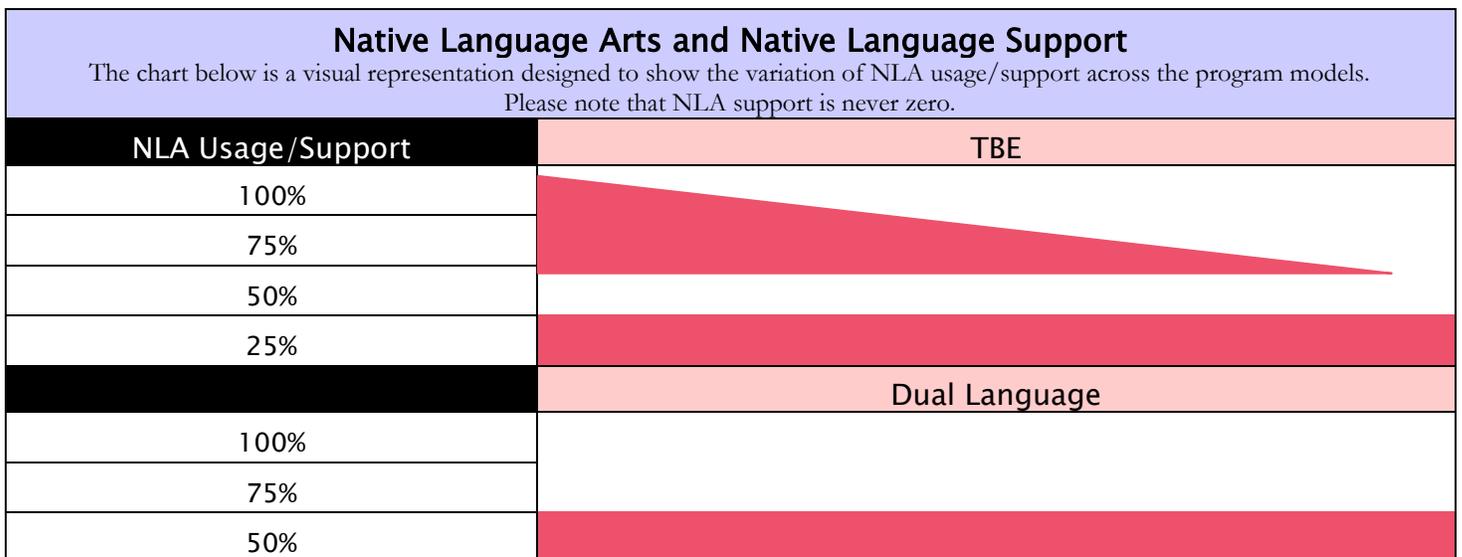
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	2	6	4	4	16
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	0	0	0	0	0

Programming and Scheduling Information					
TOTAL	2	6	4	4	16

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	0	1	0	1	2
Intermediate(I)	1	5	2	1	9
Advanced (A)	1	0	3	0	4
Total Tested	2	6	5	2	15

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		4	
Math A	7		2	
Math B	0		0	
Integrated Algebra	8		4	
Integrated Geometry	1		1	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	16		3	

Physics	0		0	
Global History and Geography	12		1	
US History and Government	6		0	
Foreign Language	6		6	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	
Other				
Other				

NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

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

Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon L Santana	Assistant Principal		
Clinton Smith	Parent Coordinator		
Dhanraj Bhagwandin	ESL Teacher		
Bridget Lucas	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Marilyn Rodriguez-Ortiz	Guidance Counselor		
	School Achievement Facilitator		
Marisol Bradbury	Network Leader		
	Other		
	Other		

Signatures

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

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.
 - Conferences with parents of ELL students often require the need of a translator
 - An analysis of written responses to issues related to the ELL program reveals that information is needed to get to parents in Spanish

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - Notices home must be sent in both English and Spanish to ensure that all parents can understand
 - Phone messages home must be recorded in the appropriate language
 - A Spanish-speaking person must be at all parent meetings to provide translation services
 - Spanish-speaking personnel will be available during the school day to provide translation and interpretation services.

Part B: Strategies and Activities

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

- All written notices will be translated into Spanish and sent in dual language form. Translation services will be provided by our Spanish teacher, Guidance Counselor, and other Spanish-literate personnel.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
- Oral translations of important phone messages will be recorded in both English and Spanish
 - Spanish-speaking personnel will be on hand for all school functions that involve parents to provide translation services
 - Spanish-speaking personnel are available in school for parental conferences
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- Written notification will be sent to all parents in dual language in the first mailing of the school year indicating their rights regarding translation and interpretation services and how to obtain these services.
 - A sign will be posted in a conspicuous location near the main entrance in English and Spanish indicating where they can obtain a copy of the written notification regarding translation and interpretation services.
 - The school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	238,301	23,014	
2. Enter the anticipated 1% set-aside for Parent Involvement:	2383		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		230	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11915		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1151	
6. Enter the anticipated 10% set-aside for Professional Development:	23830		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		2301	

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.

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

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

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

Statement of Parent Policy

EBC/ENY High School for Public Safety & Law

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

I. General Expectations

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

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

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- **EBC/ENY High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies that will increase parental involvement through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator and the PTA President, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- An Annual Awards Celebration will be held in the Spring semester.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

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

Professional Development:

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

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

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

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

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

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by general consensus documented in the minutes of the general meeting of the PTA. This policy was adopted by the EBC/ENY High School on June 6, 2008 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

IV. Annual evaluation of the Parent Involvement Policy

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

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

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

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

EBC/ENY High School will:	The Parent/Guardian will
<p>EBC/ENY High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.</p> <p>EBC/ENY High School will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> ▪ Offer classes to satisfy graduation requirements in all subject classes that meet state standards ▪ Prepare students to do well on all regents exams and encourage students to work towards Regents Diploma and Advanced Regents Diploma ▪ Offer enrichment classes related to Law and Public Safety ▪ Offer additional support to students such as small group and one-on one tutoring • Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in October and in March. • Provide parents with frequent reports on their children's progress. Parents will receive 3 report card each semester/ 6 per term • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: <ul style="list-style-type: none"> Staff is available on a daily basis. Parents should call teachers to make appointments to avoid long waits during teacher's class time. 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. • 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. • 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. <p>[Describe the ways in which students will support their academic achievement, such as:</p> <p><u>Student Responsibilities</u></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Do my homework every day and ask for help when I need to. • Read at least 30 minutes every day outside of school time. • 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. • Attend lunch-time tutoring session when additional assistance is needed to better understand my class-work

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

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

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

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

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

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

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in

<p>decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.</p> <ul style="list-style-type: none"> • 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. • 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. 	
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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.
 EBC/ENY High School will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

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

development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved

2. Schoolwide reform strategies that:

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

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

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.

- Use of all available data, including the NYStart Reports, Accountability Reports, NYS Regents Examinations, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

3. Instruction by highly qualified staff.

All teachers hired in EBC/ENY High School, for the 2009-10 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members and Peace Corps Fellows.

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

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

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

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

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

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

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

Training for parents and community members will include:

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

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

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

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

EBC/ENY High School will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. However, for the 2009-2010 school year, we have had to excess staff, downsizing due to the phase-out of the school, as well as budget cuts in the city.

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

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

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

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

NA

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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

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

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

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

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

NCLB/SED Status: Title I Restructuring Advanced Comprehensive **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

See Needs Assessment Section IV.

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

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

ELA – Focused interventions that will be implemented to increase the success of students in ELA include focusing on literacy skills. All English classes will be utilizing Achieve 3000, to improve reading comprehension at a student’s appropriate level and pace. In grade 11, the Kaplan’s Writing Series will be utilized, as well as Kaplan’s Regents Advantage to prepare students to take the ELA Regents. AIS will be offered before, during and after school.

Math –Students who have not yet passed the Integrated Algebra Regents will also be programmed for a class designed to assist them in being successful in the Integrated Algebra Regents. AIS will be offered before, during and after school to assist passing all math Regents exams.

¹ School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement

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

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

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

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

Applicable Not Applicable

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

All teachers in the English department meet weekly to review the pacing calendars, curriculum maps and lesson plans to ensure that they are aligned to the current standards. During these meetings, strategies and initiatives that have been tried are discussed and modified to address relevant issues.

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.

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

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

Applicable Not Applicable

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

Evidence that dispels the relevance of Finding 1B includes:

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

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

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

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.

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

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

Applicable Not Applicable

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

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

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.

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.

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

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

Applicable Not Applicable

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

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

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Teacher turnover patterns over the past 5 years were reviewed.

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?

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

A school based committee was formed to develop a survey to determine the relevance of Finding 4 to our school. The committee consists of the Principal, Assistant Principal and ESL teacher. A plan was developed to increase the awareness of school based and city policies regarding ELL instructions, as well as professional development opportunities for the classroom teacher.

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

Applicable Not Applicable

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

We have only one ESL teacher who regularly advised of professional development offerings and does attend those professional development sessions that are relevant to this school's population.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

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

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

Applicable Not Applicable

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

The school has only 16 ELL students. As the school has decreased, it has become easier for all staff to be kept abreast of who these students are, the level of their abilities, and how best to serve them. During the past year, a specialist was hired as an F-status teacher to specifically work with these students, particularly in regard literacy in ELA as well as in the content area. We will be hiring this teacher again this school term.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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

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

Applicable Not Applicable

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

- Professional development opportunities are offered dealing with Special Education students in both the Special Ed and General Ed classroom
- IEPs are made available to the classroom teacher to ensure that individual student's disabilities are known to the teachers
- Special Education teachers assist the general education teachers with strategies to better assist special education students.

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

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

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

Please respond to the following questions for Key Finding 7:

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

A school based committee was formed to review current IEP's to determine the relevance of Finding 7 to our school. The committee consists of the Principal, Assistant Principal, Special Education Teachers and General Education Teachers. A plan was developed to increase the staff's awareness of the importance of aligning goals, objectives and modified promotion criteria in the IEP with content area instruction.

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

Applicable Not Applicable

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

- IEPs are made available to the classroom teacher to ensure that individual student's disabilities are known to the teachers
- All teachers receive the ATS report which indicates accommodations for special education students
- Behavioral goals and plans are included in all IEPs where appropriate
- Special Education teachers assist the general education teachers with strategies to better assist special education students.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are currently 5 students in temporary housing attending EBC/ENY HS.

2. Please describe the services you are planning to provide to the STH population.
 - AIS/SES
 - Academic/En\motional support
 - Parental Involvement/ Contact
 - Ongoing follow-up
 - College Prep
 - Monitoring of attendance
 - Referrals to outside agencies when necessary

Part B: FOR NON-TITLE I SCHOOLS

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

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