



EL PUENTE ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (14K685)

ADDRESS: 250 HOOPER STREET, BROOKLYN, NY 11211

TELEPHONE: 718-387-1125

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 685 SCHOOL NAME: El Puente Academy

SCHOOL ADDRESS: 250 Hooper Street, Brooklyn, NY 11211

SCHOOL TELEPHONE: 718-387-1125 FAX: 718-387-4469

SCHOOL CONTACT PERSON: Héctor Calderón EMAIL ADDRESS: hcalderon@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marisol Lora

PRINCIPAL: Héctor Calderón

UFT CHAPTER LEADER: Joseph Matunis

PARENTS' ASSOCIATION PRESIDENT: Julia Gonzalez

STUDENT REPRESENTATIVE:
(Required for high schools) Simphony Joseph

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 SSO NAME: Childrens First Network

SSO NETWORK LEADER: Anya Hurwitz

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/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
Héctor Calderón	*Principal or Designee	
Joseph Matunis	*UFT Chapter Chairperson or Designee	
Julia Gonzalez	*PA/PTA President or Designated Co-President	
Julia Gonzalez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Simphony Joseph Andy Pacheco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Frances Lucerna	CBO Representative, if applicable	
Wanda Vazquez	Member/Staff	
Beth Wehner	Member/Staff	
Carmen Nieves	Member/Parent	
Yolanda Lopez	Member/Parent	
Lizette Gonzalez	Member/Parent	
Carlos Rosello	Member/Staff	
Marisol Lora	Member/Parent	

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

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The **mission** of El Puente Academy for Peace and Justice is to inspire and nurture leadership for peace and justice. To this end, the Academy is guided by four core principles that serve as the foundation for all administrative, academic, programmatic and institutional development. These are *creating community, love and caring, mastery and peace and justice*. The Academy strives to achieve its **vision** in these three ways: by transforming its members into a comprehensive community learning institution; by integrating the resources of both the school and those of our community based organization, El Puente; and by supporting the holistic development and the highest levels of achievement of Academy students, facilitators and adult members, including those with physical, emotional, developmental, or learning disabilities.

Instructional Program

El Puente Academy for Peace and Justice is a comprehensive high school, offering a rigorous integrated, project focused academic program that is a national model and has a fifteen-year record of success. Small heterogeneous classes of 15 to 25 students make up the foundation of the Academy's community for learning and development. We have block programming with 60, 90 or 120-minute classes. Team teaching supports an integrated/interdisciplinary approach to curriculum and instruction. These teams include not only licensed teachers but also artists and community consultants from El Puente and other organizations within our extensive network of partners. Core curricular subjects together with the visual and performing arts are taught thematically through the integration of the humanities and sciences. Learning is experiential with students engaging in various performance-based projects throughout the year that focus on community development and human rights issues. All projects must contain not only elements of intellectual rigor and critical thinking but visible outcomes and impact for the larger community. Students are facilitated through a process of observation, reflection, analysis and action that is documented through various performance based tasks that include journals, research papers (and other standard forms of expository and creative writing), group and/or individual investigations, experiments, surveys, reports, presentations, on-going community action initiatives as well as video, dramatic performances and fine arts exhibitions. All of these, together with teacher prepared content-based tests, make up the framework for portfolios prepared and presented for assessment. As a member of the New York Performance Based Consortium we had a variance from Regents, the exception being the Comprehensive English Examination.

We have a distinguished record of academic achievement. We have an 86% graduation rate and 96% of students go on to higher education. Our graduates have attended a whole host of colleges, ranging from private universities to local SUNY and CUNY state colleges. The following is a sampling of the colleges and universities to which our students have been accepted: LIU-C.W. Post, LIU-Brooklyn, SUNY New Paltz, SUNY Albany, Pace University, John Jay School for Criminal Justice, New York City Technical College, Hunter, New York School for the Visual Arts, Kingsborough Community College and Borough of Manhattan Community College. Our school has been recognized by the Chancellor as one of the 206 best schools in the City of New York and this year we have been given an A in our Progress Report.

Collaborations with El Puente

The heart of the success of the Academy is our unique partnership with El Puente, the community-based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community and youth development program for both Academy students and community members. During the 2007-2008 academic year we will continue to offer open enrollment for our students in the TASC/Afterschool Corporation's **Leadership Program** to engage in pre-professional training in the arts and technology. Space will be provided after school to offer selected tutorials and PM classes, clubs and activities. We are collaborating on the design and implementation of a Violence Prevention program and a membership process. As always we will partner with El Puente on several **institutional celebrations**:

- The Integrated Arts Project
- Dias de los Muertos (Day of the Dead)
- Three Kings Celebration
- The Hip Hop Showcase
- Unity Day
- Projects and activities at our Beacon Program (located at JHS 50) and our Bushwick site

Community development projects

- Refurbishing our garden (Espiritu de Tierra)
- Public arts projects
- Total commitment to reclaiming our environment, to recycle, to use renewable energy sources, to transform "brownfields", to clean up our waterways and get rid of RADIAC, a low nuclear waste disposal plant in Williamsburg.
- Development of a Green Light District in which various streets in Los Sures will be models of Green Development.

And other issues of peace and justice

- Working to build bridges between the many ethnic groups of Williamsburg.
- Engaging in the peace movement.
- Raising awareness about the deleterious effects of harmful pollutants caused by power plants in the community and toxic fuel emissions from cars traveling across the Williamsburg Bridge.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	El Puente Academy for Peace and Justice							
District:	14	DBN:	14K685	School BEDS Code:	331400011685			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		76.2	82.9	85.1	
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		97.1	97.7	97.2	
Grade 4	0	0	0	Poverty Rate - % of Enrollment:				
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 6	0	0	0		79.4	67.3	81.1	
Grade 7	0	0	0	Students in Temporary Housing - Total Number:				
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 9	63	64	65		0	2	6	
Grade 10	35	48	49	Recent Immigrants - Total Number:				
Grade 11	42	36	35	(As of October 31)	2006-07	2007-08	2008-09	
Grade 12	36	33	27		1	6	6	
Ungraded	0	0	0	Special Education Enrollment:				
Total	176	181	176	(As of October 31)	2006-07	2007-08	2008-09	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	7	6	4	Principal Suspensions	0	0	3	
# in Collaborative Team Teaching (CTT) Classes	11	11	21	Superintendent Suspensions	0	0	2	
Number all others	15	14	9					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0	Number of Teachers	14	15	13	
# receiving ESL services only	22	24	23					

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	3	4	Number of Administrators and Other Professionals	3	3	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	12	17	10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.3	73.3	76.9
				% more than 5 years teaching anywhere	50.0	60.0	69.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	79.0	80.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	60.3	74.5	81.6
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	15.3	15.5	12.5				
Hispanic or Latino	83.0	82.9	85.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.6	0.6				
White	1.1	1.1	1.1				
Male	41.5	47.5	44.3				
Female	58.5	52.5	55.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 1						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X		√
Ethnicity							
American Indian or Alaska Native							
Black or African American					-		
Hispanic or Latino					X		
Asian or Native Hawaiian/Other Pacific Islander							
White					-		
Other Groups							
Students with Disabilities					-		
Limited English Proficient					-		
Economically Disadvantaged					√		
Student groups making AYP in each subject		0	0	0	1	0	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		NR			
Overall Score:	86.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	51.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

I reported in the 2008-2009 CEP that it had been amazing year for our school. At the beginning of the year, we declared that we would reduce the failure rate in our school, increase our graduation and college acceptance rate, and show substantial gains in the ELA and Math Regents and portfolios passing rate. I am happy to report that we increased our graduation rates to 86.2% from 71.4 and our college acceptance rate increased to 96% from 93%. There were significant gains in ELA Regents exams. We raised the passing rate to 85% from 62.9%. More significant, however, is that over 95% of our seniors successfully completed their math portfolios. We were also able to increase the number of students who accumulated 10 or more credits to 88.5% from 78.3% in the 9th grade and in the 10th grade to 89.7% from 57%. This represents an amazing jump of 33% in the 10th grade.

These statistics represent our biggest gains in terms of student achievement in the last two years. However, in reviewing some of the preliminary data in our progress report, we are now concerned with the overall credit accumulation rate of our 11th graders, which is 66.3%. We are also particularly concerned about the credit accumulation for those students in the lowest third in the 11th grade, which is 40%. Another area of concern is that we are still a school in need of improvement for English, even though we made Annual Yearly Progress this year. We want to make sure that we continue to raise the performance of all students in the English Language Assessment.

As we see it three clear areas of development emerge. First, we need to address the underlying causes behind the failure rate, which is the reason students are not accumulating 10+credits, and then put in place a "Pyramid of Support" that will ensure that no students fall through the cracks. What we have found is that many of our students lack the basic skills of time management, note-taking, critical reading and writing skills and homework completion. Secondly, we need to strengthen our Self-Directed Improvement System and focus on our use of formative assessment as a strategy to increase student achievement.

Failure rate can be dramatically reduced if we are able to identify early those students who are struggling. Students who are struggling will be identified by teachers, parents, and mentors to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students academically as well as socially and emotionally. The guidance/HIP team will utilize all kinds of strategies and mobilize whatever resources are necessary to support all students. Some of these will include mandatory after-school tutoring, advisory/mentoring sessions and meetings with the principal. We are carefully aligning instruction to state English standards and making sure that instruction is scaffolded so that students improve their performance on the ELA. Our goal is to get at least 75% of our students to pass the ELA.

The Self-Directed Improvement System is our greatest aid for continuous improvement. SDIS has helped us in understanding the factors that influence student achievement by organizing data to give

clear feedback about what areas need to be improved. Another aid is teacher's reflective practice of analyzing data to identify what core content needs to be re-taught. Next year we want to focus on two areas of the system. The first is on developing diagnostic and formative assessment that give us good information about what students know and are able to do. SDIS is designed to get teachers to meet at different intervals to review data and take corrective action in the classroom. These cycles of assessments occur every three, six, and nine weeks. Every three weeks teachers come together to assess students' progress and give interim report cards. Teachers analyze the data and determine what areas they have to re-teach and what other additional support is needed move students towards mastery. The cycle is repeated three weeks later at the end of the marking period. Every nine weeks teacher-teams administer "Quarterlies" which are formative assessment aligned to the regents or portfolios to track the progress of knowledge and skills on a quarterly basis. Quarterlies provide useful feedback to students and teachers. The data stream allows us to regularly generate *feedback*, that is, a clear understanding of what we must work on to improve. However, we know that we can greatly improve the assessment tools we are using to give us better information about what students know are able to do. We will work on developing formative assessments strategies to improve teaching and learning. Our goal is to cultivate formative assessment practices that will help students have a deep understanding of how they can improve their performance in school. Furthermore, we want to learn more about good diagnostic tools. At the beginning of the school year we administer baseline assessments to students. We use these assessments to make preliminary decisions about what are the students' academic needs.

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1. After the Academy Leadership Circle analyzed the Progress Report, we decided to establish the following goals: we will increase the number of students who have earned 10+ credits by 10% in the 11th grade and we will increase the number of 11th graders in the lowest third who earn 10 or more credits to 50% from 40% by June 2010.**

- 2. After many observations of teacher practices and student performance, the Academy Leadership Circle concluded that giving students immediate feedback was the best way to improve student achievement. Therefore we decided that by June 2010, 70% of teachers will have utilized five new formative assessment strategies to increase student achievement.**

- 3. After conducting our needs assessment, the SLT and the Academy Leadership Circle found that the ELL students subgroup has under performed other subgroups and therefore, we will increase the English Language Assessment passing rate to 75% by June 2010.**

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the number of students who have earned 10+ credits by 10% in the 11th grade 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"> • We intend to do this by continuing with our “Pyramid of Support” that identifies students who are struggling academically and creates a system of support that enables students to achieve proficiency in their classes. The Pyramid of Support is a system that encourages student responsibility, but at the same time proposes that we act decisively when students don’t meet the expectations. Students who are struggling will be identified by either teachers, parents, mentors and or other students to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students academically as well as socially and emotionally. The guidance/HIP team will utilize all kinds of strategies and mobilize whatever resources are necessary to support all students. Some of these will include mandatory after school tutoring, advisory/mentoring sessions and meetings with the principal. • Continue to track students in doubt of promotion in the 9th and 10th grades and offer the academic support they need to meet promotional standards. That support includes: reduced class size, longer class periods, team teaching before school and after school tutorials. Enrollment in our after school Leadership Center for one on one and small group homework help and tutorials. • Design and implement a (Holistic, Individualized Process) Action Plan for repeating 9th and 10th graders that will include goal setting and one to one counseling, monitoring of attendance, tutorials enrollment in PM and summer school, and participation in our after-school program and Saturday Academy.

<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>As I stated in the Contracts for Excellence, a third of the funds are designated for individualized tutoring and instituting instructional changes such as longer block scheduling and team teaching.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Course passing rates Provided by Progress reports and report cards Narrative Reports DYO Periodic Assessments</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the number of 11th graders in the lowest third who earn 10 or more credits to 50% from 40% 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"> • We intend to do this by continuing with our “Pyramid of Support” that identifies students who are struggling academically and creates a system of support that enables students to achieve proficiency in their classes. The Pyramid of Support is a system that encourages student responsibility, but at the same time proposes that we act decisively when students don’t meet the expectations. Students who are struggling will be identified by either teachers, parents, mentors and or other students to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students academically as well as socially and emotionally. The guidance/HIP team will utilize all kinds of strategies and mobilize whatever resources are necessary to support all students. Some of these will include mandatory after school tutoring, advisory/mentoring sessions and meetings with the principal. • Continue to track students in doubt of promotion in the 9th grade and offer the academic support they need to meet promotional standards. That support includes: reduced class size, longer class periods, team teaching before school and after school tutorials. Enrollment in our after school Leadership Center for one on one and small group homework help and tutorials. • Design and implement a (Holistic, Individualized Process) Action Plan for repeating 9th graders that will include goal setting and one to one counseling, monitoring of attendance, tutorials enrollment in PM and summer school, and participation in our after-school program and Saturday Academy.

	<ul style="list-style-type: none"> • Our school inquiry team will focus on developing strategies to support students in the lowest thirds. This includes pull-outs, differentiated instruction and a focus on executive skills, which many of these students lack.
<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>As I stated in the Contracts for Excellence, a third of the funds are designated for individualized tutoring and instituting instructional changes such as longer block scheduling and team teaching.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Course passing rates Provided by Progress reports and report cards Narrative Reports DYO Periodic Assessments</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 70 % of teachers will have utilized five new formative assessment strategies to increase student achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By working with coaches, I want to support teachers to implement the following format of assessment strategies:</p> <ul style="list-style-type: none"> • <i>Improving questioning</i> – “Many teachers do not plan and conduct classroom dialogue in ways that might help students to learn. The quality of student answers and the level of discourse improves greatly when teachers: <ul style="list-style-type: none"> - Work at framing questions that are worth asking (big ideas, essential questions that students need to think about) versus questions requiring only recall. - Increase wait-time to several seconds. - Expect every student to have an answer and contribute to the discussion. - Use every answer, right or wrong, to develop understanding. “The aim is thoughtful improvement rather than getting it right the first time.” - Use rich follow-up activities that create opportunities to extend understanding. • <i>Using comments vs. grades</i> – A striking research finding is that, for homework and assignments during a teaching unit, it is far more productive for teachers to give students written comments than to give scores or grades. This is because when students see a grade, they take it as a summative judgment on their work, shut down, and ignore any written comments. A numerical score or a grade does not tell students how to improve their work. Comments should: (a) say specifically what the student has done well, (b) point out what needs to be improved, and (c) give guidance on how to make the improvement. Teachers also need to build in a mechanism to ensure that students actually use the comments. One teacher developed a two-column sheet, the left-hand side for his comments, the

	<p>right-hand side for students to give evidence that they had put the comment to work (e.g., a page reference in their notebook).</p> <ul style="list-style-type: none"> • <i>Using self-assessment and peer assessment</i> – Teachers need to be transparent about what is to be learned in a unit and how students’ work will be evaluated. Giving rubrics and exemplars of proficient student work is an excellent way to make expectations clear and help students self-assess as they go along. Once the table is set for self-assessment, peer assessment is a valuable adjunct. Peer help works because (a) students often accept criticisms from peers that they wouldn’t take seriously coming from a teacher; (b) students often understand the language that peers use better than a teacher’s; and (c) a student who is confused is more likely to interrupt a peer for clarification. • <i>Understanding the psychology of learning</i> - Once teachers are thinking in terms of improving the learning results of all students, they are often eager to know more about how students learn. This leads them to take greater care selecting tasks, questions, and prompts to help move students along more effectively, and also makes them more attentive to the knowledge and misconceptions that students bring to the table. When teachers are constantly checking for understanding and being serious about real learning, students achieve at a higher level. • <i>Using narrative reports as a tool to give motivational feedback to students.</i> “Students will invest effort in a task only if they believe that they can achieve something,” say the researchers. “If a learning exercise is seen as a competition, then everyone is aware that there will be losers as well as winners, and those who have a track record as losers will see little point in trying.” Here are suggested guidelines: <ul style="list-style-type: none"> - Feedback needs to tell students how they can improve versus how smart they are or what grade they will get. This is especially important for low achievers. Feedback in the form of scores and grades leads students to compare themselves to peers (ego involvement); feedback in the form of comments gets students thinking in terms of how to improve (task involvement). Students who get comments outperform those who get grades. • <i>Teachers need to plan units carefully.</i> This includes thinking through “big ideas” and possible misconceptions and engineering lessons to maximize student thinking and understanding.
<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>55% of the allocation is targeted to professional development. These funds will be used to hire coaches and provide mentoring for beginning teachers.</p>

Indicators of Interim Progress and/or Accomplishment

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

Observations
Course passing rates and graduation rates
Teacher Feedback form
Teacher Portfolios

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • We will increase the English Language Assessment passing rate to 75% by 2010.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In carefully reviewing the data about where students struggled on the ELA exam we realized that we needed to put in place a comprehensive balanced literacy program that supports literacy across the curriculum.</p> <p>Components of the Balanced Literacy Program:</p> <ol style="list-style-type: none"> 1. Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.) 2. Independent Writing: Students maintain work folders, Writer’s Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.) 3. Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.) 4. Interactive Writing: In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.) 5. Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.) 6. Word Study: Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.) 7. Guided Reading: The teacher leads small group instruction based on assessed needs

	<p>(Approximately 20-30 minutes.)</p> <p>Classroom Libraries will consist of children’s literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>As I stated in the Contracts for Excellence, a third of the funds are designated for individualized tutoring and instituting instructional changes such as longer block scheduling and team teaching.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Course passing rates Provided by Progress reports and report cards Narrative Reports DY0 Periodic Assessments 20% increase in ELA scores</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	39	21			39		39	
10	20	N/A			20		20	
11	15	N/A			15		15	
12	10	N/A			10		10	

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:	We provide before and after-school tutoring to support in reading and writing strategies. Students will learn about strategies to draw meaning from text. In addition, we have a Saturday Academy that provides Regents prep for ELA exam. They will use syntactic, graphophonic, and semantic strategies to decode meaning.
Mathematics:	Through our after-school program students who have been identified as low performers in mathematics must attend our tutoring center, which helps students identify the best strategies for solving mathematical problems.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	The guidance counselor meets with students on a one-to-one basis and also groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind and spirit.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	The social worker meets with students on a one-to-one basis and also groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind and spirit.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

Part I: School Profile

SSO/ District	14	School	El Puente Academy
Principal	Hector Calderon	Assistant Principal	
Coach	Wanda Vasquez	Coach	Beth Wehner/ Math
Teacher/subject area	Waleska Velez/ English	Guidance Counselor	Ana Lazala
Teacher/subject area		Parent	Julia Gonzalez
Related service provider	Wanda Vasquez	Parent Coordinator	Andy Capellan
Network Leader	Anya Hurwitz	SAF	Isabel Di Mola

Part B: Teacher Qualifications

Certified ESL Teachers	0
Bilingual Content Area Teachers (by language)	9
Foreign Language Teachers	1
Bilingual Teachers (by language)	1

Part C: School Demographics

Total Number of students in school : 198
Total Number of ELL’s : 26
ELL’s as share of total student population: 13%

Part II:

Our certified English Language Arts teacher is currently enrolled in an ESL program where she is seeking ESL certification. We are also actively recruiting another ESL teacher who can honor our mission of language acquisition and language development of student’s native language. We are actively recruiting by reaching out to different schools of education that we are affiliated with to recruit qualified candidates.

All parents/guardians of newly enrolled students are required to complete a Home Language Identification Survey. This survey lets staff know what language is used at home. If the HLIS indicates that the child uses a language other than English, he/she is administered an English Proficiency

Test called the LAB R. Performance on this test determines the child's entitlement to English language development support. Subsequently, an informal oral interview is conducted in the parent's native language.

The school then notifies the parent of the child's entitlement status. After the initial HLIS is administered, parents and students are invited to a parent orientation meeting with the ESL teacher, guidance counselor, and parent coordinator. This committee provides support for parents to ensure their understanding of their child's development in acquiring the English language. By ten days of initial enrollment, the process is completed and the student is placed in an ELL program. By the second week of enrollment parents/guardians are invited to a workshop outlining the NYSESLAT exam and each of its components. In addition, all parents/guardians are invited once a trimester to an evening workshop which provides parents with information regarding their child's academic progress in the core subjects as well as their language acquisition. The pedagogue responsible for administering the HLIS and LAB R is Waleska Velez, who is a certified English teacher whose native language is Spanish and is also seeking ESL certification.

The NYSESLAT is administered to all ELL's to determine students' proficiency in the English Language. Each student is administered each modality of the NYSESLAT according to the regulations. Once we receive the results from the exam, the ESL teacher analyzes each student's progress by comparing the previous year's scores to the current score for each student. By carefully analyzing each modality (listening, speaking, reading, and writing) in relation to the student's previous year's score, the ESL teacher is able to decipher how much progress has been made. In addition, the ESL teacher looks at the progress made by ELL's as a whole by analyzing the percentages of students who are at the Beginner level, Intermediate level, and Advanced levels of English language proficiency according to the NYSESLAT. Based on these results curriculum, is planned according to student's proficiency levels to ensure optimum student growth in acquiring the English language.

Entitlement letters are distributed to parents via mail as well as in person. Once parents are invited back for the ELL parent/guardian workshop, we show a video which describes the three program choices offered by the DOE (transitional bilingual education, dual language and freestanding ESL). In addition, we provide parents with a written packet that describes all three programs in their native language. At the end of the workshop, parents then fill out the parent survey and the program selection forms with the assistance of the ESL teacher, guidance counselor, and parent coordinator. This process is completed within ten days of the student's initial enrollment. Once students are identified as ELL based on the HLS and the LAB R, students are placed into an ESL program. Since we are a high school, all of our parents/guardians opt for a freestanding ESL program. A freestanding ESL program ensures that students receive ESL instruction as well as strengthen their native language skills. Continuous communication with parents of the Freestanding ESL program occurs through the ESL teacher and the Parent Coordinator in the Parent's native language. All program models are based on parents' requests.

The Freestanding ESL program offered at the school is based on 100% of parent requests. In a small high school, a Freestanding ESL program allows students to have ESL instruction in their content area classes, self contained ESL instruction as well as Native language instruction. As a result, all parents have requested a Freestanding ESL program. An alternate schedule will be made for students to ensure alignment with other program choices. In addition, if a parent chooses another program, the school will ensure the student receives the mandated services required for that program. By analyzing the three program choices, the ESL teacher has created an alternate schedule for each program choice.

After reviewing the Parent Survey and the Program Selection Forms from the previous few years, the trend in program choices has been the Freestanding English as a Second Language program. Although the parents feel it is necessary for their child to learn English, they also wish to maintain their native language. As a result, we also offer a Native Language Arts Program. Our Freestanding ESL program best fits the needs of our parents and students because 100% of parents' native language is Spanish. Therefore, parents feel it is important that they can communicate with teachers in their native language. Our goal is to effectively communicate with parents and provide the best quality education for our students. As a result, the Freestanding ESL program at El Puente best fits the needs and requests of the parents as well as the students. By successfully collaborating with parents, we can achieve our goal of providing the best quality education for students.

Part III: Demographics
A. ELL Program Breakdown

Freestanding ESL Program

	9 th grade	10 th grade	11 th grade	12 th grade
Push-In	6 periods	6 periods	6 periods	6 periods

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	26	Newcomers	2	Special Ed	7
SIFE	7	4-6 yrs ELLs	9	Long term ELL's	18

Home Language Breakdown and ELL Programs
 Five -9th grade students speak Spanish at home
 Ten- 10th grade students speak Spanish at home
 Nine- 11th grade students speak Spanish at home
 Two- 12th grade students speak Spanish at home

ESL instruction is delivered throughout all core academic classes by infusing ESL strategies throughout the curriculum. All teachers receive professional development instruction on how to teach curriculum using ESL strategies. In addition, students receive mandated ESL instruction depending on their proficiency levels throughout the school day. ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL's to

be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio. Teachers use non verbal and context clues to provide meaning for instruction such as picture maps, demonstrations and graphic organizers. Content area teachers also break tasks into smaller "chunks" with frequent comprehension checks and they pre teach background knowledge, vocabulary, and concepts students need for each unit. The ESL teacher also uses the push in model in content classes where she provides extra support for ESL students.

Some of our targeted intervention programs for ELLs in the content areas are:

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help ELL students. She attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language.

English

Most of the ELL population is performing at or above grade level in the content area English Language Arts. On the NYS English Regents Exam, it is observed that 1 out of two students scored a 65 or above on the exam and one student scored a 55 on the English Regents however he is a special education student. For special education students, 55 is passing. Our Freestanding ESL program is successful as evidenced by the 2 out of 2 students that have successfully passed the exam. Most of the ELL students enter the school as 9th or 10th graders therefore, they are not required to take the English Regents exam until the 11th grade.

Math

Since we are a portfolio based school, we do not administer the Math Regents Exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 75 % of ELL students received a competent or better in Math. In addition, 68 % earned a 65 or better in math. Our Freestanding ESL program is successful as evidenced by 19 students out of 26 are at or above grade level in mathematics.

The ELL interim assessment results are used by the school leadership to provide high quality professional development for teachers. We analyze the strengths and needs of the students, then we work towards empowering teachers by providing them with efficient tools to promote student achievement. The Interim assessments are used to monitor progress towards achieving state performance standards. The implications for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (ELA Regents exam, Portfolio assessments, and teacher produced tests/observations). All of the assessment measures that are used are aligned to the NYS performance standards.

The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom.

All current ELL's will take the NYSESLAT to measure student progress in developing language proficiency and to determine continued eligibility for participation in the school's bilingual/ESL program. In addition, the Language Battery Assessment (LAB-R) will be used on an ongoing basis for new students whose home language is other than English, to identify potential ELL's. Furthermore, students are given formal and informal assessments regularly to monitor their growth in English and their native language.

Instruction is delivered through the organizational model of cooperative/collaborative grouping which encourages shared leadership and social skills development. The classes at El Puente travel together in teams according to grade level in mixed proficiency levels (heterogeneous grouping). ELL students in the beginning stages of language development according to the NYSESLAT receive 540 minutes per week of ESL instruction as required under CR Part 154. All Intermediate ELL students as identified by the NYSESLAT receive 360 minutes per week of ESL instruction. All advanced ELL students as identified by the NYSESLAT receive 180 minutes per week of ESL instruction. All beginner and intermediate students identified as by the NYSESLAT receive 90 minutes daily of Native Language Arts instruction. All ELL students identified as Advanced by the NYSESLAT receive 60 minutes of daily Native Language Arts instruction. All ELL students receive 300 minutes per week of ELA instruction. All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day.

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who are at least two years behind their peers in reading in their native language and in other academic areas. Students who are identified as SIFE receive additional ESL instruction through tutoring, after school, Saturday Academy, and ESL push ins. The ESL teacher provides one on one instruction in the content areas in the students' native language so that the material is comprehensible and yet it also promotes their second language development. In addition to extra support in the content areas, students also receive additional ESL instruction which focuses on phonemic awareness, vocabulary building, and grammar instruction. Students who are in US schools less than three years also receive extensive English Regents prep to ensure they are prepared for the exam.

Long term ELL's also receive additional assistance. Support in instruction is provided via pull outs, push ins, and small group instruction. Continuous collaboration is ongoing between the content area teachers and the support personnel. Students receive intensive support in all content areas with a special focus on ELA to help prepare students for the Regents exam. Moreover, students identified with having special needs receive services identified in their IEP's as well as additional ESL push in support. Teachers with newcomers, SIFE, long term or ELL's with special needs use a variety of strategies with students such as:

- * providing good models of oral and written English
- * developing higher ordered thinking and critical thinking skills
- * cooperative/collaborative grouping

- * emphasis on visual aids
- * the use of Spanish/English dictionaries, learning centers and the use of the library
- * teachers monitor patterns in proficiency levels and the four modalities

ELL students receiving services for four to six years need additional ESL instruction to help with language acquisition. Although our ELL students from four to six years test at the Intermediate or Advanced levels on the NYSESLAT exam, they still struggle with testing out of the program. As a result, our ESL instruction for this subgroup focuses on writing skills. Based on NYSESLAT results, this subgroup struggles the most with the writing modality. Therefore, they receive more intense writing workshops which focus on grammar skills, writing organizational skills, and the writing process. These workshops are also tailored to teach ELA Regents writing skills. In addition, an AM tutoring session is offered to this ESL subgroup students to help them acquire skills for the ELA Regents exam such as listening skills, writing about an informational passage, writing about two literary works, and writing a literary response based on a critical lens.

Students who are in US schools less than three years (newcomers) receive a more intensive ESL instruction. They are provided with additional hours of ESL tutoring as well as additional pull outs for ESL instruction. In addition, the content area teachers meet with the ESL instructor to modify their assignments. Newcomer ESL students also receive more Regents Prep tutoring during AM tutoring time, PM tutoring time, and Saturday school. Students who have special needs and are identified as ELL are provided with additional one on one support by the ESL teacher as well as a special education provider.

ELL students identified as having special needs receive additional instruction in partnership between the ESL teacher and the special education teacher. Through a series of push in/ pull outs both teachers work together to provide optimum instruction for special needs ELL's. By working together both teachers provide instruction that addresses all of student's needs. Also, additional support is provided during early morning tutoring twice a week for 45 minutes to address this subgroups needs.

Title III funds are used for a targeted intervention program. Our targets population is 15 ELL students from 9th through 12th grade from Beginner to Intermediate proficiency NYSESLAT levels. The program focuses on literacy circles through performing arts. The activities and instruction will be project based. Students will write a play, short story, or poem to be performed to their parents and other young people. The reason for using performing arts is to fully engage students in an after school setting that is fun and interactive. The class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English and Spanish. In addition, we offer Saturday school for students who are SIFE to help them with language development.

In order to provide continuing transitional support for ELL's reaching proficiency, we offer optional tutoring sessions in the morning. In addition, students are periodically pulled out and helped with advanced language acquisition skills. The teacher focuses on using Bloom's Taxonomy to tap into students' higher ordered thinking skills. Former ELL's are permitted to testing accommodations for up to two years after testing out of the NYSESLAT.

The instructional materials and technology used to support ELL's are the use of graphic organizers, charts, maps and graphs, visuals, tape recorders, puzzles, and vocabulary instruction. Cooperative learning groups enable students to work more efficiently. The Smartboard is used to show language software and grammar games. Moreover, students have access to computers in the library. The Lexia program is also used to gather data on student progress and identifies deficiencies in vowel sounds, consonant sounds, spelling, and comprehension. The data is then analyzed to modify instruction.

For the upcoming school year we will consider purchasing and using the Senteo remotes for the Smartboard. The Senteo remotes will enable us to collect data instantly on student's progress as well as allow students more access to the Smartboards which is proven to be an effective way of teaching ESL students. We are also considering implementing a learning styles identification program where charts will be placed throughout the classrooms of each student's individual learning style to promote differentiation. A more effective effort will be made to also implement read alouds and think alouds in the content areas as well as using sheltered content strategies.

ELL students are afforded equal access to all school programs. We want all students at El Puente to feel at home therefore we try to create a welcoming school climate for every student especially our ELL's. We offer translated flyers for after school programs to ensure that all ELL's are aware of what is being offered in the school. In addition, the ESL teacher continuously announces available programs to ESL students during class time and during pull out sessions.

We offer supplemental services to ELL's in the school such as morning and afternoon tutoring sessions. All ESL students are invited to attend additional tutoring sessions to improve their language development. Activities that take place during these sessions include but are not limited to: social interaction skills, college readiness skills, presentation skills, figurative language workshops, and literacy through theater. Title three also helps support an after school program.

Instructional materials used to help support ELL's in the ESL class are the Lexia program which helps collect data on students' strengths and areas of struggles in relation to grammar and sentence structure. In addition, the ESL teacher uses the texts *No-Glamour Reading: Comprehension*, *100% Grammar: Skills and Guidelines to Develop Clear Communication*, *No Glamour Language: Elementary*, *Story Comprehension To Go*, *No Glamour Grammar*, *Help for Middle School*, *no Glamour: Language Cards*, and *Word Burst-Word Recall*. Dictation techniques are also through storytelling, role playing games, and pronunciation techniques such as long vowels, short vowels, and homophones.

Most required support services and resources correspond to ELL's ages and grade levels. With the exception of Newcomer/Beginner ELL's who typically need ESL instruction at a lower grade level to ensure comprehension of the material. These students receive instruction to fit the needs of their proficiency levels. In addition, students identified as special needs also receive instruction which corresponds to their comprehension levels.

Professional development opportunities are ongoing. In addition to attending ESL workshops offered by the Empowerment Zone, the ESL coordinator has attended NYSESLAT trainings as well. We also offer professional development workshops to our teachers. Professional development sessions are facilitated by the Principal, the literacy coach, the ESL coordinator, and content area teachers. We collaboratively work together as a staff to align curriculum to best fit the needs of our ESL population. We learn how to use scaffolding strategies in our curriculum, how to create teacher assessments for our ESL population, and discuss individual ELL students on a continuous basis to understand what strategies work best for each particular student. In addition, content area teachers meet weekly with the coaches and the ESL Coordinator to discuss the progress of ESL students. Trainings are offered ongoing basis all year round to teachers and the ESL staff attend professional development outside of the school to learn how ESL teaching strategies continuously throughout the year. Our focus at El Puente Academy is in the improvement of instruction that will provide success in language acquisition for all ELL students. Professional development for ESL teachers, guidance counselors, special education teachers, secretaries, parent coordinators occur twice a week after school. All El Puente members are required to attend these professional development workshops. On Mondays of every week we meet as an entire staff and on Wednesdays we

separate into Sankofa and Liberation Academies. Sankofa Academy consists of 9th and 10th grade staff and Liberation consists of 11th and 12th grade staff. Once a month a professional development workshop is offered to staff with a focus on ESL instruction.

Calendar of PD dates for ESL workshops for all staff

August- Language and Literacy Development

September- Critical Literacy for ELL students

October- The Arts as a Language Development Aid

November- Writing/Reading Intensive for ELL students

December- College Readiness for ELL Students

January- Preparing for the ELA Regents exam

February- Promoting Speaking Fluency for ELL Students

March- Scaffolding Strategies

April- Curriculum Mapping across Content Areas for ELL's

May- Differentiated Instruction for ELL's

June- Assessing Our Instructional Practice

To help students transition from high school we have a college advisor who also speaks the students' native language therefore she is able to effectively communicate with students and help prepare them for college. All students begin receiving college prep classes in the 11th grade to help them with college applications, scholarship forms, and special ESL programs offered at schools particularly community colleges. There are also workshops offered throughout the school year for parents and students that address the needs of ESL students and their road to college. These workshops also comply with the minimum 7.5 hours of ELL training for all staff and in order to record this we maintain a record of attendance and dates of each workshop.

Parental involvement is a key component to our ESL program. We offer many opportunities for parents to become involved with their child's ESL instruction. Parents are invited to attend curriculum night where they become aware of the various programs offered at El Puente Academy. This workshop is designed to meet the needs of parents who don't speak English. There are translators available and the presentations are made both in English and in Spanish. We also offer a program called tertulias which is a book club for parents. The books read are in the parents' native language and they read the same books their children are reading in class. This program has been successful in encouraging parents to become part of their child's educational experience. Another program offered to parents is a language acquisition training program. This program is a partnership with the community based organization El Puente and the Beacon Program. We also offer parent workshops on Saturdays which help provide strategies for parenting as well as providing strategies that promote literacy in the home. We evaluate the needs of parents by holding a series of focused workshops once a month with parents of ELL's that allow us to gauge the parents' needs. During these meetings, we generate ideas for upcoming workshops and activities that address parents' needs.

We have not had any newly enrolled ESL students therefore we have not administered the LAB R exam. All students that are enrolled in our ESL program have already been placed in ESL therefore we have not had to administer the LAB R as of yet.

Part IV: Assessment Analysis

Overall NYSESLAT Proficiency Results

	9 th grade	10 th grade	11 th grade	12 th grade
Beginner	0	2	0	0
Intermediate	3	4	4	1
Advanced	2	3	5	1

This table shows that 77 % of ELL students are at the Intermediate or Advanced level according to the NYSESLAT scores. Two students are at the Beginner level according to the NYSESLAT score.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency	9 th grade	10 th grade	11 th grade	12 th grade
Listening/ Speaking	B	0	1	0	0
Listening/ Speaking	I	0	2	2	0
Listening/ Speaking	A	4	3	5	2
Listening/ Speaking	P	2	3	1	1
Reading/ Writing	B	0	1	0	0

Reading/ Writing	I	4	4	3	2
Reading/ Writing	A	2	3	4	0
Reading/ Writing	P	1	1	1	0

This table shows that more students performed at the advanced and intermediate levels than the beginner levels. In addition, More students performed better in the listening and speaking modalities than the reading and writing modalities. This can help improve instruction by allowing us to focus on the specific modalities the students struggle with such as reading and writing.

After examining the results of the NYSESLAT utilizing the four areas of cognition (listening, speaking, reading and writing) the following patterns emerged:

- * In all grades (9-12), the demonstrated highest scores were in the speaking component of the NYSESLAT
- * In all grades (9-12), the demonstrated lowest scores were in the writing and the listening component of the NYSESLAT
- * In all grades (9-12), the speaking component showed gradual improvement from the 2008 NYSESLAT administration to the 2009 NYSESLAT test administration.

The students at El Puente Academy are showing an unequal distribution among the Intermediate and the Beginner Level

NYSESLAT Results

- 2009 2 students (13%) at the Beginner Level
 4 students (6.5%) at the Intermediate Level
 12 students (46) at the Advanced Level
 7 students (27%) at the Proficient Level
- 2008 1 students (4%) at the Beginner Level
 14 students (54%) at the Intermediate Level

10 students (38 %) at the Advanced Level
5 students (23.07%) no score reported

The students are improving in their overall NYSESLAT score. We were able to test every student this year therefore we made a vast improvement from last year. There is a correlation between the students who are not making gradual progress and are showing a pattern for lack of progress in their academic subjects. A majority of students are showing significant gains in the speaking modality of the NYSESLAT. We will continue to work with students on their oral skills by emphasizing their participation in class discussions, assigning oral presentations, practicing read alouds, and oral group projects.

In the writing subtest, 57% of students improved their scores. We should continue to use graphic organizers, outlines, grammar workshops, and Writers Workshop strategies. However, a more precise curriculum on grammar strategies will be implemented to improve scores. In addition, in the reading subtest, 37% of students tested improved their score. As a result, we will work with students to understand figurative language and making inferences. We will infuse vocabulary building lessons in the curriculum and use strategies to build students' reading stamina and comprehension. In addition, careful attention must be paid to the Listening component of the NYSESLAT which did not show significant gains. We will use more read alouds, diagrams, and note taking skills will be imbedded into lessons. Teachers will speak slowly and clearly to ensure that ELL students can process what the teachers are saying. Also, students will use book talks and take notes on class discussions to encourage reading and listening skills.

Most ELL students at El Puente are at the Intermediate and Advanced levels of language acquisition based on NYSESLAT scores. Many of the students have not resided in the US for a long period of time. As a result, many different strategies are used by the teachers to ensure that students are receiving a quality education. In addition, all students are proficient in their native language based on teacher assessments given in Spanish. Therefore, the Native Language Arts Program offered at El Puente ensures all ELL students are studying advanced Spanish and Advanced Literature in Spanish. All teachers consult with the ESL Coordinator to ensure that all teachers are infusing ESL strategies into content area instruction so that students can continue to develop their English skills. Our Freestanding ESL program will focus on improving the listening, speaking, reading, and writing skills in the content areas through the use of ESL methodologies. Students are provided with an early morning tutoring program for 45 minutes, and an after school ESL tutoring program which runs for 45 minutes, and a Saturday Academy for ESL instruction as well as content area instruction in addition to the mandated 540 minutes per week of ESL instruction.. The ESL teacher focuses on the Total Physical Response Approach, the use of realia , choral reading, shared writing, visual aids, and scaffolding techniques such as brainstorming, modeling, schema building, contextualization, cooperative grouping, differentiated instruction, and hands on activities.

Our ELL program is proving to be extremely effective in providing one on one instruction to our students. By infusing the portfolio process in with ELL instruction, our ELL students are performing better not only on their NYSESLAT scores but also in their content area classes. To improve we will offer students more support in the reading and writing of English. This will help ensure that students perform better on their NYSESLAT exams as well as the English Regents exam.

Form TIII – A (1)(a)

Grade Level(s) 9-12

Number of Students to be Served: 26

LEP 26 **Non-LEP**

Number of Teachers 2

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.

Freestanding English as a Second Language Program

In our ESL program we have 26 students across our 4 grade levels. They range from Beginner to Advanced Proficiency levels. Depending upon their needs, students receive additional language acquisition instruction from between 180 to 500 minutes a week. At the 9th grade level and 10th grade level, because all ESL students are Advanced or Intermediate, we use pull-out and sheltered content strategies to support language development. At our 11th and 12th grade level, because we have students who are newcomers and were tested at Beginner, we use a combination of push-in and pull-out as well as an additional language development class to support these students towards academic success.

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

- Collaborative planning between ESL and ELA teachers for each unit in the 11th grade
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Targeted Population - ELLs in 9th thru 12th grade.

Based on the success of our pilot program last year, we will continue our literacy circles and performing arts program. The rationale is that although we have supported a lot of students to achieve proficiency in English, there still remains a number that are at performance level 1 and 2 and have not met their targeted AYP progress in English. Our targeted population is 15 ELL students from 9th through 12th grade from Beginner to Intermediate Proficiency NYSESLAT Levels. The purpose of the Literacy circles is to foster the development of academic, cultural, and functional literacy. In the literacy circles we embrace a global definition of literacy which states that to be fully literate is to have a disposition to engage appropriately with texts of different types in order to empower actions, feelings, and thinking in the context of purposeful social activity. ELL students are especially encouraged to participate in the Literacy Circles. The activities and instruction will be project-based. Students will write a play, a short story, or poems to be performed before their parents and other young people. The reason for using performing arts is to fully engage students in an after-school setting that is fun and interactive. Secondly, they can see how language is enacted and used to describe the world. The class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English and Spanish. Research shows that literacy skills in their native language (L1) are transferable to their second language (L2). It is important that students don't see their native language as a burden, but as a resource. Throughout the course students will participate in different exercises that developed their reading, writing, listening, and speaking skills. The program description is as follows:

A fully certified teacher who is a reading specialist and has an ESL background will partner with a performance artist from our after-school leadership center to provide instruction to 15 ELL students in the 9th and 10th grade.

The language of instruction is in English which is taught by a certified reading specialist. There are 3 students from 9th grade, 6 students from 10th grade, 4 students from 11th grade, and 2 students from 12th grade in the targeted population.

The class will meet on Tuesdays and Thursdays from 3:30-4:30. Tuesdays will be dedicated to literacy skills in English and Spanish and Thursdays to interactive projects, drama and other performance activities.

The sessions will began in October and end in May (Total of 150 sessions)

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.

I. Staff Development (2007-2008 activities):

Last year El Puente Academy created a Biliteracy group that researched ELL pedagogy and methodology, successful instructional models, and how to best implement a dual-language model at the high school level. The Biliteracy group was great pilot project that pushed us to think about how to create a comprehensive dual language program at El Puente. We learned a lot about successful strategies and appreciated the difficulty of implementing of creating such a program at the High school level. The Biliteracy group will still adhere to its vision and structure.

VISION:

To create an institution that promotes dual literacy for all members of El Puente in Spanish and English, consistent with the languages of the community it serves. This will be developed through research, integrated curricula and programs that recognize the various types and levels of literacy among Bilingual members.

STRUCTURE:

The Biliteracy committee is a group that deals with issues of language acquisition, literacy, and competence within a social, political, and cultural framework. The group will meet approximately four times a month. Two times a month the group will focus on program updates and formulating strategies around immediate issues facing our English language learners, providing the foundation for our long-term goals. Two of the meetings will be dedicated to studying models of bilingual education, language acquisition and sheltered content instructional strategies via presentations, research, lectures, and other venues of professional development.

The Biliteracy group will be chiefly responsible for the staff development at El Puente. They will train staff in sheltered instructional strategies. Those strategies include modifying speech rate, amplifying vocabulary and grammar, highlighting and recycling key words, phrases and key concepts and supplying contextual clues. The staff will use realia, photographs, and a variety of graphic organizers to support student comprehension.

The "I Am Bilingual" series is composed of various pedagogic components that focus on language and literacy development, Cultural relevancy and active teaching, the imagination and cultural expression, and Critical Thinking and Conscientization. There is also a preparatory component focused on helping students pass the ELA exam.

Professional Development Workshops

1. Language and Literacy Development
2. Critical Literacy for ELL students
3. Preparing for the ELA exam
4. The Arts as a Language Development Aid.
5. Writing Intensive for ELL students
6. Reading Intensive for ELL students
7. Promoting Speaking Fluency for ELL students
8. Scaffolding Strategies
9. Assessing ELLs
10. Curriculum Mapping
11. Differentiated Instruction for ELL students

In addition, our high quality professional development activities demonstrate an alignment to the instructional program being delivered. In order to support Title III teachers, additional professional development will be provided to help improve instruction. Professional Development such as reading instruction through theatre, effective literacy circles for ELL's and play writing workshops will ensure that Title III teachers are provided with

the tools necessary to adequately teach the Title III target students. These professional development workshops will be offered to Title III teachers with a specific focus on improving their ELL and target group performance.

Form TIII – A (1)(b)

School: El Puente Academy

BEDS Code: 331400011685

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$ 9,000.00	184 hours of per session for ESL, Reading Specialist and performance artist to support ELL students in after school program. 184 x 48.89 = \$9,000.00
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$ 4,500.00	Books on Tape, leveled books, such as graphic novels, for Beginner, Intermediate and Advanced students, cassette recorders and ESL textbooks.
Educational Software (Object Code 199)		
Travel		
Other – Parent Involvement	\$ 1,500.00	ESL parent meetings/seminars
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As a school founded by Latino community leaders, we have always considered translation services as a human right. It is with this framework in mind that we work towards ensuring that all the language-access needs of our parents are being met. Presently, our student population is 83% Latino, 16% African-American, and 1% white. From our survey of parents, 70% of Latino parents/guardians needed translation services. The rest of the parents are African-American or Caribbean from English-speaking countries. These parents identified themselves as fluent in English and required no translation services.

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

We are clear that the translation of English to Spanish is the focus of all communication to parents. At our school, 80% of our staff is fluent in Spanish. We have had various meetings in which we have stressed the importance of our "Biliteracy Protocol" is enforced. The Biliteracy protocol requires that all major communication to parents in the domains of academic assessments, health, safety, legal matters, special education and ELL services be translated to Spanish. This also applies to one-on-one or group meetings with parents. Parents have been notified of their rights to be communicated with in a language they understand by correspondence and through various meetings such as "Freshmen Orientation" to general parent meetings held monthly.

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.

The Biliteracy Committee at our school is chiefly responsible for making sure that all postings/announcements/signs as well as all correspondence be done in Spanish and English. The team also makes sure that there are interpreters at all one-on-one and group meetings. The Biliteracy committee also deals with issues of language acquisition, literacy, and competence within a social, political, and

cultural framework. The group meets approximately four times a month. They handle all requests for translation of materials within the school.

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.

As I stated earlier, the Biliteracy committee makes sure that they are interpreters or Spanish fluent speakers at all one-on-one and group meetings. When parents come to Parent-Teacher night they are met with facilitators who speak their language and serve as interpreters who navigate the world of school. Parents can request for translators at any meeting they have with school personnel.

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>.

The Biliteracy committee is conscious of the Chancellor's Regulation A-663 and the obligations to provide translation and interpretation services. The committee determines within 30 days if translation or interpretation services are required by a parent who speaks the covered eight languages. We do this by interviewing the parents and making them aware of their rights to these services. The committee ensures that all communications is provided in a timely manner in the primary languages of the parents. Important communication in the domains of academic assessments, health, safety, legal matters, special education and ELL services are translated to Spanish. The Biliteracy committee provides translators at every meetings with parents that need such services.

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:	\$183,316.00	\$33,243.00	216,559.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,833.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		332.43	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,166.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1,662.00	
6. Enter the anticipated 10% set-aside for Professional Development:	18,332.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3,324.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____85%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The Leadership Team of the school has spoken to the teachers who are not highly-qualified and assessed the reasons for not completing their certification requirements. The primary reasons are that they are taking few credits intermittently and they cannot afford the cost of tuition. To support those teachers we are using our 5% of our Title I funds to reimburse those facilitators who take the initiative to complete their certification. We are creating flexible schedules that allow teachers to teach early classes so that they are able to take more college courses in the evening. In addition, we are also actively looking for highly-qualified teachers in the areas we have vacancies.

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.

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

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

School Parental Involvement Policy:

I. General Expectations

El Puente Academy for Peace and Justice High School agrees to implement the following statutory requirements:

- El Puente Academy 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.

- El Puente Academy 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.
 - El Puente Academy 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.
 - El Puente Academy 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.
 - El Puente Academy 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.
- El Puente Academy 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. El Puente Academy for Peace and Justice High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. El Puente Academy for Peace and Justice High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. El Puente Academy for Peace and Justice High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parent’s Library, Parent’s Literacy Program, Computer Courses, GED Program in Spanish, After School Program, Tutoring, Parent Action Center.
4. El Puente Academy for Peace and Justice High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:], by: Parent’s Library, Parent’s Literacy Program, Computer Courses, GED Program in Spanish, After School Program, Tutoring, Parent Action Center.
1. El Puente Academy for Peace and Justice High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental

involvement policies. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) The evaluation will be conducted after the parents participated in any activity or workshop. The evaluation will be handled and collected from parents after they finished the activity. The evaluation will be process for accountability for the annual evaluation. After that we will be able to identify those parents who are economically disadvantaged, are disabled, have limited English proficiency or have limited literacy. The Parent Coordinator and the Principal will responsible for conducting the evaluation. Parents will be responsible for answer the questions in the evaluation and continue attending workshops and activities created to improve their skills and to get more involve in their child's education and schools activities. Every parent is mandated to attend a least three workshops and activities during school year and attend teacher/parent conferences.

6. El Puente Academy for Peace and Justice High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. El Puente Academy for Peace and Justice High School will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following,
 - b. 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.)

- c. El Puente Academy for Peace and Justice High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: parent's newsletter, Parent's Library, Parent's Literacy Program, Computer Courses, GED Program in Spanish and English, After School Program, Tutoring, Parent Action Center.
- c. El Puente Academy for Peace and Justice High School will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by training school's staff in staff development sessions during the school year.
- d. El Puente Academy for Peace and Justice High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct Other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: encouraging parents to take action and participate in a proactive way in the school Parent Action Center.)
- e. El Puente Academy for Peace and Justice High School will take the following actions to ensure that information related to

the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: translating any information released to the parents in a simple and understandable formal letter or form.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. 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 _____. This policy was adopted by El Puente Academy on __06/10/09 and will be in effect for the period of _one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before _September 5, 2009.

Part B: School-Parent Compact **School-Parent Compact:**

El Puente Academy for Peace and Justice 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 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

El Puente Academy for Peace and Justice High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Every facilitator/teacher is required to develop mastery targets for each course they teach. Mastery targets are clearly articulated curricular goals with regular periods of assessments. These mastery targets were shared with parents at Curriculum Night and Parent/Teacher Conferences and with the students at the beginning of each term. These mastery targets were developed following the State's student academic achievements standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: during Parent/Teacher Conference on October 29, 2009, October 30, 2009 and on March 18, 2010 and March 19, 2010.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Academy facilitators meet at different intervals to review data and take corrective action in the classroom. These cycles of assessments occur every three, six and nine weeks. Every three weeks, facilitators come together to assess student's progress and issue interim report cards. Teachers analyze the data and determine what areas they have to re-teach and what other additional support is needed to move students towards mastery. The cycle is repeated three weeks later at the end of the marking period. Parents will receive progress report and report cards every three, six, and nine weeks during the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Staff will be available for consultation with parents every day. Staff will set up appointments to see parents in a daily basis. In case of an emergency no appointment will be needed. Also, the school secretary will take messages from parents and given to the staff the same day. All messages will be registered in a notebook. The Parent Coordinator will be available to receive parents every day without appointments and take phone calls all the time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [All parents are welcome to the school any time. When parents need to speak or see any school staff, they contact the Parent Coordinator to set up an appointment or when in an emergency come directly to the school. Parents can participate as volunteers, observers in portfolio

presentations, and in school activities such as: The Integrated Arts Project, Day of the Dead, Three Kings Celebration, The Hip Hop Showcase, The Cultural Bazaar and projects and activities at our Beacon Program, located at JHS 50. They can also participate in CHE, our Bushwick site, Parent's Newsletter, Literacy Program (Tertullia) and the Parent Library (in process).

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. The Parent Action Center Committee meets once a month.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way. We conduct general parent meetings and school orientation.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. We conduct general parent meetings, send letters home, make phone calls and home visits to explain Title I requirements.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. We send information to parents by mail in English and Spanish with students and by mail.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. We provide curriculum night, SES workshops in English and in Spanish.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. We conduct general and individual parent meetings to respond to their requests.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. We provide parents with report cards and progress reports at the end of every marking period.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. Letters about teacher qualifications are sent to parents.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- 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
- calling my child's teacher after receiving every progress report and report card;
- participating in the school activities;
- being an active member of the Parent Action Center;
- participating in workshops;
- volunteering time;
- make contact with the Parent Coordinator;
- attending Parent/Teacher conferences;
- reinforcing the school dress code;
- monitoring attendance;
- attending Curriculum Night and General Parent Meetings;
- making sure my child is on time and prepared everyday for school;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my 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;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

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.
A comprehensive needs assessment for the entire school can be found on page 11.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Based on our research, we have found these strategies to be scientifically-based and highly effective in promoting high achievement in low performing students. The following is a listing of these strategies and programs:

Balanced Literacy

Although we were not required to implement balanced literacy at the Academy, we opted to implement a modified version of it in the 9th grade. All core curricular classes are scheduled for 90-minute block at least 1 time a week to help development literacy and skill acquisition. The ninth grade English curriculum implements these components of balanced literacy:

- Independent Reading
- Independent Writing
- Shared Reading
- Interactive Writing
- Read Aloud
- Word Study
- Guided Reading

Our classroom libraries are centrally located so that all students may use them.

Saturday Academy

As part of our efforts to improve student performance on state examinations, we developed a Saturday Academy to offer rigorous Regents/RCT Preps. The classes began in the spring of this year. Anywhere from 30 to 40 students are in attendance at our Saturday preps on a regular basis.. Students are highly engaged and are developing the resiliency and skills needed to be successful on Regents examinations.

Next year we will continue to “polish the stone” in the area of curriculum design and will focus on developing and sharing successful strategies. Some of those strategies include the following:

- Using the components of the workshop model in all disciplines.
- Promoting accountable talk.
- Infusing issues of peace and social justice.
- Infusing the arts in the curriculum.
- Preparing students to pass Regents examinations.
- Using performance based assessment to augment class instruction.

At the same time, we adopted the School Wide Program model for Title I. We continue to use whatever funds we have available to keep our class size small and our student-to-facilitator ratio as low as possible, while at the same time being innovative. For example, rather than having a traditional and highly segregated bilingual program for our English Language Learners, we have a Freestanding ESL Program. Given the nature of curriculum, instruction and school mission, as well as the size of the school, ELL programming uses a combination push-in/pull out model. Most instruction follows the workshop model thus providing time for small-group work oriented towards mastery of the language acquisition skills needed for the completion of portfolio-based assessment and Regents examinations.

At present, our other Academic Intervention Services include extensive team teaching, small group tutorials, advisory group classes, after school classes and homework help. These are all within the context of our reduced class size (where possible), our block programming and our 60-minute class periods.

3. Instruction by highly qualified staff.

We encourage all our teachers to finish all their course requirements by offering tuition reimbursement and creating flexible scheduling.

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.

We take staff development very serious. We follow the National Staff Development Council Standards for Staff Development. In our research, we have found that the following strategies work best for creating a professional learning community: Our approach to staff development is based on the scientifically proven research that staff learns best when they are engaging in learning activities that are consistent over the course of the year versus "one-shot-deal" type of workshops. These learning activities are more formative in the training of teachers and help to expand their repertoire of strategies. The following is a description of these activities.

- ***Forming a study group/action research team*** - Teachers learn when they systematically explore questions such as: What do we want to get smarter about? What classroom worries keep me awake at night? What am I curious about? What questions would I like to have answered about my students?
- ***Shadowing students*** - When teachers follow a student's schedule for a day, they get a glimpse of what school looks like from students' point of view.
- ***Doing regular classroom walkthroughs*** - Principals who do quick visits to classrooms get an overview of what is going on school wide and can zero in better on areas that need improvement or deserve celebration.
- ***Keeping a journal*** – A principal might buy notebooks for teachers and invite them to write about their daily work.
- ***Assembling professional portfolios*** - Teachers learn a great deal when they compile folders of their students' work, including artifacts, work samples, videotapes of a class, and other items that demonstrate student learning.
- ***Using the "tuning protocol"*** to examine student work – This involves looking at student work in response to an assignment and following a structured plan for critiquing the work as a way of understanding how to improve instruction.

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

We advertise in various websites such as Craig's list and Idealist.org as well and attend many teacher fairs. In addition, we have partnerships with Long Island University's school of education and the New School in which we work with their student teachers in exchange for recruiting their most promising teachers.

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

As I stated earlier, we consider parents members of our community. We will continue our parent lending library. The lending library has books on Parenting, dealing with the socio-emotional, developmental issues of teenagers with a focus on how best to support their children. The last component will be a rich selection of short stories, poems, and novels. We are hoping that we can develop a Tertulia (book club) in which we can read books.

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.

Not Applicable

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.

As part of our Self-Directed Improvement System, Teachers reviewed data, reflected on the root causes of low student achievement and implemented new strategies, designed curriculum and/or designed support services to meet the needs of low performing students. Students reviewed data, and reflected honestly on why their performance was low, and set goals for the next marking period. Advisors and mentors worked with students to design individual and small group academic intervention programs. Parents reviewed the data and used it to identify areas of development so they could monitor their child's progress and encourage them to attend after school tutorials and Saturday prep classes.

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.

Freshman Seminar is a class intended to provide additional support to our incoming classes. This is where we introduce students to *The Seven Habits of Highly Effective Teens*. The challenge is to build on that by scaffolding the holistic learning experience offered in the Academy that will help students form deeper bonds, buy into our mission and principles and work to achieve Mastery in their academic classes. Towards that end we will continue to do the following;

- Provide opportunities for involvement in enrichment activities such as internships, international study, community development and leadership workshops, arts workshops, and self-help focus groups, all of which build self-esteem, motivation and purpose in students. We hope these strategies will result in improved student attendance and achievement.
 - Expand our College Prep to include students in lower grades.
 - Continue to track students in doubt of promotion and offer the academic and personal support needed to meet promotional standards.
 - Design and implement a (Holistic, Individualized Process) Action Plan for repeating 9th and 10th graders that will include one to one counseling, monitoring of attendance, tutorials, enrollment in PM and summer school and participation in our after school program
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.

We provide various services for students such as Saturday Academy, peer counseling training and mentoring, a small student support team that meets weekly to develop and address student issues, gender base groups to address issues specific to them, violence prevention services, college prep, which includes SAT preparation, transition services and referrals for Vocational and Educational Services for Individuals for Disabilities (VESID) and college. Referrals to El Puente de Williamsburg Community Based Organization for after-school programs such as community services, extra curricular activities and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Restructuring Year 1 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

We are still considered a school in need of improvement for English, even though made AYP last year. This year we will continue to work on raising the performance of all students in the English Language Assessment.

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.

As I stated in section IV Needs Assessment, we are carefully aligning instruction to state English standards and making sure that instruction is scaffolded so that students improve their performance on the ELA. Our goal is to get at least 75% of our students to pass the ELA.

In order to increase students’ results in the ELA Regents, several approaches will be implemented for students. Students will receive tutorial enhanced Regents Preparation ELA beginning in the Spring. The Saturday Academy (14 Saturdays, 5 hours totaling 70 hours) and the Afterschool Program (Monday, Tuesdays, Wednesdays and Thursdays, 2 hour per session, totaling 90 hours) will consist of students (all Latino and economically disadvantaged) preparing for the Regents and students in need of additional assistance according to teacher evaluation. Small group and/or individual tutorial will be the focus. The Saturday Program will consist of 7 teachers, 2 paraprofessionals and one supervisor. The Afterschool Program will consist of 7 teachers.

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 money will be allocated to support new teachers as well as having solid academic coaches

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

As part of staff development we will focus on improving the quality of teaching by partnering with the Efficacy Institute, The Research for Better Teaching Group and AUSSIE Literacy Coaches. These staff developers have a demonstrated record of improving student performance by providing instructional coaching for teachers.

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 receive letters informing of the school's academic status and of the opportunities available for supplemental educational services. Furthermore, we have a series of General parent meetings to inform them of our status and to present a comprehensive plan to address those areas of improvement. The meetings will be held both Spanish and English.

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.

The Academy Leadership Circle met to assess whether finding 1A was relevant to our school's educational program. The committee met on various times during the course of two months. Committee members included the President of SLT, the principal, the data specialist/math teacher, Special Education teacher, and a Science teacher. During each meeting one component of Key Finding 1A was addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our materials. The results of this assessment process was shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of curriculum mapping and the taught curriculum for ELLS.

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?

Taught Curriculum in ELA especially for ELLs: Our Biliiteracy committee reviewed and evaluated the taught curriculum for all students with a focus on ELLs for alignment with state learning standards. While it is evident through lesson plan evaluations and observations that some of the NYS standards are being addressed, they are not being addressed consistently in all classes all of the time, to the depth to which it should be taught. Upon reviewing student writing samples in grades 9, 10 and 11, there was evidence of some student written products that meet the standards. While spoken presentations are part of our school's portfolio presentations, the implementation of this

standard is limited. We found that staff needed to use more sheltered content instructional strategies. These strategies include modifying speech rate, amplifying vocabulary and grammar, highlighting and recycling key words, phrases and key concepts and supplying contextual clues.

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.

Although our school will not require additional support from central, our Network Leader and Network Support Specialists for ELA and ELLs will provide support in the redesigning of our ELA Curriculum maps so that they become a comprehensive plan indicating what students should know and be able to do at each grade level. Our revised curriculum maps will address content topics, skills to be mastered, strategies to be utilized and student outcomes.

When redesigning our curriculum maps, we will play close attention to documenting the skills that students are expected to perform. Greater emphasis will be placed on the development of lessons that consistently address NYS learning standards including more rigorous writing standards, increased spoken presentations and increased opportunities for improving speaking and listening skills. This initiative will be for all students with a special focus on improving the taught curriculum for ELLs so that all teachers servicing our ELL students are fully aware of the State Learning Standards for ELLs.

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.

El Puente Academy uses the interactive math program which is aligned to National Council of Teachers of Mathematics standards which is in alignment with 2005 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?

The following is the link to both curricula we use at El Puente Academy. In the link the corresponding standards are listed.
<http://www.nctm.org>.

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 Academy Leadership Circle met with the English Department to discuss the relevancy of these findings to our ELA instruction. Collectively they found that students' engagement is very high as demonstrated during the classroom observations, learning walks, informal observations, etc. that we perform throughout the year. In fact, because of our portfolio process, students spend extraordinary amount of time working independently and in project based work.

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?

Classroom formal and informal observations, learning walks, etc. reveal the students' level of engagement in their classes and assignments.

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

2B – Mathematics Instruction

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

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

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

The Academy Leadership Circle met with the Math Department to discuss the relevancy of these findings to our Math instruction. Collectively they found that students' engagement is very high as demonstrated during the classroom observations, learning walks, informal observations, etc. that we perform throughout the year. In fact, because of our portfolio process, students spend extraordinary amount of time studying, researching and applying mathematical ideas to projects they are working on.

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?

Samples of independent portfolio projects, classroom formal and informal observations, learning walks, etc. reveal the students' level of engagement in their classes and assignments.

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.

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.

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.

Most of our teachers have been in the school three years or more. We have developed a core of experienced teachers.

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

Applicable Not Applicable

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

We have 13 teachers at our school and out of those 13 four have taught 10 or more years at our school. Six have taught 5 or more years and one has taught 3 or more years. Therefore, 85% of our teachers have remained at our school for 3 or more years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The Academy Leadership Circle met with the Biliiteracy committee to discuss the relevancy of these findings in regards to our ELL instruction.

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 can do a much better job at training our teachers to use the best strategies to support ELL students. Our staff development has not given ELL instruction the focus it deserves.

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.

We will integrate ELL professional development as a serious component of our training for teachers. Teachers will be expected to participate in QTEL trainings as well as in house trainings that will focus on standards for ELL students. Department chairs for every discipline will meet with teachers to review implementation strategies to address ELL needs.

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.

The Academy Leadership Circle met with the Biliiteracy committee to discuss the relevancy of these findings in regards to our ELL instruction.

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

Applicable Not Applicable

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

We have to become more efficient about providing timely information to facilitators about students' level of proficiency in English. We know this because not all facilitators are modifying the curriculum to address ELL needs.

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.

The Biliteracy committee will continue to meet and review the progress of students. The committee will also determine what research is useful to continue the mission of Biliteracy. One of the main goals this semester will be to assess the level of proficiency both in speaking and written communication of our students. Periodic reviews of students' progress will be held with all teachers. The Biliteracy committee will create a "Support Circle" around language instruction to support facilitators.

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.

The Academy Leadership Circle met with the Student Support Team to discuss the relevancy of these findings to meeting the needs to special education students.

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?

Some of our general education teachers do not have sufficient understanding of the learning needs of our students and they do not know how to fully implement strategies that are effective with those students. Our school inquiry team has interviewed general education facilitators about the students who are failing in their classes and they have found gaps in knowledge of special education students needs and strategies to better support these 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.

We have bi-weekly student review meetings that inform facilitators the learning and behavioral needs of students with IEPs.

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.

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?

Small number of instances the IEP does not consistently specify classroom accommodations for their individual behavioral and academic goals.

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

We have bi-weekly student review meetings that inform facilitators the learning and behavioral needs of students with IEPs and ongoing staff development.

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.)
1
2. Please describe the services you are planning to provide to the STH population.

We will offer breakfast and snacks programs to students as well as morning and evening extra curricular activities, academic tutoring and paid internships. These internships include a tutoring and personal development component as well as one on one time with supervising teacher.

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.