



**BROOKLYN TRANSITION CENTER
753 K**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75K753

ADDRESS: 510 CLERMONT AVENUE, BROOKLYN NY 11238

TELEPHONE: 718 857-4646

FAX: 718-857-0565

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 753K **SCHOOL NAME:** Brooklyn Transition Center

SCHOOL ADDRESS: 510 Clermont Avenue, Brooklyn, NY 11238

SCHOOL TELEPHONE: 718-857-4646 **FAX:** 718-857-0565

SCHOOL CONTACT PERSON: Yvrose Pierre **EMAIL ADDRESS:** YPierre4@schools.nyc.gov

POSITION/TITLE: PRINCIPAL **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yvrose Pierre

PRINCIPAL: Yvrose Pierre

UFT CHAPTER LEADER: Christine Munnely

PARENTS' ASSOCIATION PRESIDENT: Stanley Drummond

STUDENT REPRESENTATIVE: Nahum Mercado
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** 75

SSO NETWORK LEADER: Ketler Louissaint

SUPERINTENDENT: Bonnie Brown

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
Yvrose Pierre	*Principal or Designee	
Christine Munnelly	*UFT Chapter Chairperson or Designee	
Stanley Drummond	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Pamela Holley	DC 37 Representative, if applicable	
Nahum Mercado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marie Bernier	Member/	
Lucille Ross	Member/	
	Member/	

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

* Core (mandatory) SLT members.

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

MAY 2009

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 Brooklyn Transition Center (BTC) is a special education high school serving students who are classified as learning disabled, mildly mentally retarded, and emotionally disturbed. Approximately 50% of the student population participates in New York State Alternate Assessment. 21 full-time classes are housed at the main site, two full-time classes are housed at the Career Satellite Center, six full-time classes are housed at community worksites, and one inclusion class is housed at Clara Barton High School.

BTC's practice of analyzing data from diverse sources facilitates a multi-faceted review of each student. BTC has individualized student programming to support their interests, improve their attendance, accelerate their credit accumulation, and foster a culture of success. Our academic calendar is based upon four 10-week academic cycles which expedites the accumulation of credits and facilitates student focus over a shorter period of time. An emphasis on technology in every classroom has been infused into the curriculum. Every classroom is equipped with a Smartboard and every community worksite has a laptop computer.

As the new BTC we have a greater emphasis on transition services. We administer Level I vocational assessments to our students and glean the data from these assessments to create new vocational programs and courses of study for career training, including home health aide, food handler's certification, and QuickBooks bookkeeping. We have forged new partnerships with community business and agencies to support our mission. BCAT supports our media arts department and Center for Nursing and Rehabilitation supports our home health aide program.

Through the efforts of the school-based collaborative inquiry team, we have become more familiar with analyzing patterns and trends as evidenced by data from Scantron, ATS, HSST, CAP, and ARIS. Detailed interpretation of the data has facilitated strategic differentiation of instruction to remediate gaps in student knowledge, purposeful programming to allow students to acquire the requisite skills for success in high school level courses, and to consistently perform as a well-developed school. To further familiarize our staff with the process of collaborative inquiry and the effective use of data, all teachers participate in professional learning communities.

BTC continues to expand its after-school program to meet the vocational, recreational, and academic needs of our students. We offer a diverse menu of activities, including part-time employment in community businesses, cosmetology training in our unisex salon, trips and technology through AHRC, and standardized test preparation through the BTC Academy.

To ensure that BTC operates seamlessly and at optimum capacity, various teams meet regularly to focus on analyzing data, disseminating information, and making informed decisions that effect the overall school community.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P. S. K753 Brooklyn Transition Center			
District:	75	DBN #:	75K753	School BEDS Code #: 3075000013753

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					65.8/6 2.6		TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					74.0		TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					63.7	73.7	0.0		
Grade 8									
Grade 9	126	157	126	Students in Temporary Housing: Total Number					
Grade 10	38	48	55	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	13	11	22		14	9	TBD		
Grade 12	51	8	51						
Ungraded	160	199	103	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	397	424	357		4	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	397	424	357						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	3	1	TBD		
Number all others	0	0	0	Superintendent Suspensions	7	19	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	0
# in Trans. Bilingual Classes	3	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	28	15	13	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	18	31	16	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	52	53	51
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	48	49
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	19	19
	58	81	77				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	98.1	98.0
American Indian or Alaska Native	0.2	0.5	0.6	Percent more than two years teaching in this school	84.6	84.9	80.4
Black or African American	67.2	72.2	77.6	Percent more than five years teaching anywhere	67.3	73.6	74.5
Hispanic or Latino	29.7	25.2	20.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	0.7	0.3	Percent Masters Degree or higher	87.0	91.0	88.0
White	1.5	1.4	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.1	100.0	84.1
Multi-racial							
Male	70.5	71.7	71.7				
Female	29.5	28.3	28.3				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student performance Trends:

BTC is intent on creating a culture **of academic success**. To facilitate this, we keenly review and analyze our data in order to meet accountability requirements. Additionally, analysis of data helps us to identify trends, determine patterns, differentiate instruction and most of all determine next steps. The following trends have been identified:

- Students are acquiring skills necessary for post-secondary success: 4 alternate assessment graduates were hired by their community worksites upon graduation and another alternate assessment student secured supported employment through VESID; this year 2 worksite students have secured part-time employment
- Alternate assessment students continue to improve their performance on NYSAA and Scantron: 86% of the 2008-2009 participants received Level 4 scores; another 8% scored Level 3.
- We are moving to LRE: 9 students were moved to inclusive setting during 2008-2009; 4 students will be moved to inclusive settings in February 2010.
- BTC's reading intervention hierarchy is successful: based upon Scantron results, students have moved from Wilson to Read-180 and 8 students have moved from Read-180 to Ramp-Up to Literacy. Students have also acquired math skills and have moved from pre-algebra to integrated algebra
- Students are passing the RCTs and Regents exams: During the 2008-2009 year, 16 students passed the science RCT, 9 students passed the Math RCT, 5 students passed the Reading RCT, and 9 students passed the Writing RCT, 1 students passed the US History Regent, 4 students passes the US History RCT, 1 student passed the Global RCT, 1 student passed the Math A Regents, and 1 student passed the Earth Science Regents. More students are attending their Regents and RCTs examinations.
- Students are meeting the requirements for promotion: 14 of last year's incoming freshmen were promoted to 10th grade in June 2009; 8 more students were promoted to 10th grade at the completion of this year's first academic cycle.

Greatest accomplishments:

- Improved performance on standardized exams (delineated above)
- Students are moving towards graduation requirements due to strategic intervention: 3 students earned local diplomas; we expect to award 3 local diplomas and 1 Regent Diploma during the 2009-2010 school year.

- Expansion of academic, remedial, and vocational course offerings: We have expanded our reading intervention program to include 2 standardized Read-180 classes, 2 alternate assessment Read-180 classes, 1 standardized Wilson class, and 1 alternate assessment Wilson class; we offer upper level courses in Global Studies, US History, Earth Science, Integrated Algebra, English, **and Spanish**; our students are meeting the second language requirement; we have furnished and implemented an Earth Science lab; we started a Science Technology innovative program; we offer media arts, cosmetology, and graphic arts.
- Decrease in inappropriate behaviors as indicated by OORS.
- Improved parental involvement as indicated by parental attendance at Parent-Teacher Conferences and PTA meetings.
- Hiring of secondary-certified teachers (highly-qualified): 3 certified math teachers, 2 certified English teachers, 1 certified Social Studies teacher, 1 certified Science teacher and a library media specialist.
- As a result of the efforts of the collaborative inquiring team, implementation of purposeful academic intervention aligned with Scantron, standardized test results, and teacher observations.
- Diversified after school programs (part-time supervised employment in the community, BTC Academy test preparation, AHRC recreation, basketball).
- A strong focus on transitional practiced; shops; and community involvement

Aids or Barriers:

Aids:

- Coordinated attendance tracking and outreach as evidenced by I-Log entries and new attendance monitoring procedures, including per period attendance and daily verification of absences.
- Improved use of technology throughout the instructional environment as evidenced by the prevalence of Smart board technology.
- Regularly scheduled departmental meetings facilitate collegial support and foster continued alignment with curricula and pacing calendars.
- Professional Learning Communities (PTC).

Barriers:

- Interrupted student attendance due to relocation, incarceration, hospitalization, physical injuries, and drug abuse.
- Staff members' long term illness and absences
- Ongoing admissions and discharges due to incarceration and hospitalization of students.

Needs:

- Automated CASS system to aid in capturing students' attendance.
- Automated circulation system for the library to facilitate student use of the multimedia library.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1:

In one academic year, 60% of the incoming 9th graders will be promoted to the 10th grade as indicated by their STARS transcripts. Progress will be evaluated every 10 weeks.

Goal 2:

In one academic year, 70% of 18-21 year old students will participate in individualized transition planning as indicated by the completion of their individualized transition plans and aggregate transition statistics. Progress will be evaluated on a monthly basis.

Goal 3:

In one academic year, through their participation in gender-related activities, such as cosmetology, 20% of the female students will show improved attendance, behavior, and academics as indicated by ATS, SWIS referrals, and STARS transcripts. Progress will be evaluated on a bi-monthly basis.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By January 2009, 20% of standardized assessment students will earn at least 4 credits. Based on Scantron results, students have been placed according to their reading abilities to facilitate the remediation of their reading deficits and provide an opportunity for academic growth. Our innovative academic cycles improve student focus and stimulate a faster rate of credit accumulation. • By January 2009, 75% of standardized assessment student will meet with a staff member to discuss his/her academic progress through grade advisement sessions. The constant review of students' transcripts has enabled both teachers and students to monitor and measure progress in a short period of time and to plan strategically.
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Subject/Area (where relevant): Transition

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: In one academic year, 70% of 18-21 year old students will participate in individualized transition planning as indicated by the completion of their individualized transition plans and aggregate transition statistics. Progress will be evaluated on a monthly basis.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>By monitoring the progress of past graduates and a review of longitudinal data, BTC will strategically develop a network to support the transitional needs of our students and assure the post-secondary success of our students who participate in Standardized and Alternate Assessment. We will continue to forge/maintain partnerships with community businesses, concentrating our efforts on the nearby Atlantic Terminal Mall. Selected groups of students will participate in monthly trips to our community worksites, local businesses, and job fairs. Students will participate in internships and after-school job-shadowing in alignment with their interests.</p> <p>Our efforts will target the students who are age 17 and over. However, transition services will begin upon enrollment. BTC's newly expanded transition team will work diligently to assure that Level I Vocational Assessments have been completed for all students by December 2009 and to develop Individualized Transition Plans for all students by June 2010. BTC will partner with various organizations, including Brooklyn Bureau, AHRC, OMRDD, the Chamber of Commerce, and the District 75 Transition Office to form linkages for our students and provide them with the best possible transition services. Working papers will routinely be distributed and all students will be encouraged to apply for Summer Youth Employment.</p> <p>BTC's focus on providing the purposeful transition services to our students will become part of the culture of the organization. Transition portfolios will be developed for all students, including those participating in our community worksites. Staff members will participate in professional development to strengthen their knowledge of transition services. Parental workshops on transition planning will be included in our PTA and parent coordinator activities. Our community worksite teachers are expected to help their students secure employment and are required to maintain detailed records of their students' work experiences, including skills acquired and duties performed. The counseling staff is expected to</p>

	review their respective students' transition portfolios with their respective students during the spring semester.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Through monthly MTP Council meetings, staff members, parents, students, community partners, and agencies assess our progress towards meeting the goals of the grant. With information disseminated by the various agencies, we are able to better educate our students, parents and staff about VESID benefits and other opportunities. • Through our VTEA funding and Career Training Education (CTE), we are able to offer students a stipend for part-time work. • The Transition Coordinator holds two Transition/Career Fairs per year (Fall and Spring) with over twenty vendors. Students, parents and staff members are encouraged to attend
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • 10% increase in the number of students registered with VESID • 5% increase in student acquisition of part-time jobs.

Subject/Area (where relevant): Female Students

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal 3: In one academic year, through their participation in gender-related activities, such as cosmetology, 20% of the female students will show improved attendance, behavior, and academics as indicated by ATS, SWIS referrals, and STARS transcripts. Progress will be evaluated on a bi-monthly basis.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>According to the 2008-2009 quality review, one of the recommendations is that BTC “caters to the needs of female students,” the instructional and transition team strongly agree with this statement. Only 10% of our population is female, with 60% being Alternate Assessment. We have created a Home Health Aide program in order to meet the needs of our Alternate Assessment female population. This school year, we begin our partnership with Susan Smith at Kings County, a worksite as well as Allen School. Those two institutions will support our Home Health Aide program. Students will receive training by a registered nurse, visit existing programs, take an exam, which will lead to certification.</p> <p>BTC's cosmetology program is in its third year. Students will be prepared for state exam in Aesthetic and cosmetology. The beauty shop is in full gear, catering to the local community. Ms. Puccini a licensed</p>

	<p>cosmetologist provides the training. Of course, with every beauty shop comes the socialization and communication. The female students will also take part in a “girls’ club” supported by Pat Regan, District coach. Through the culmination of the interaction of cosmetology and girls’ club, students will create a talk show using BTC production studio. The talk show will address daily issues involving females such as</p> <ul style="list-style-type: none"> • Abuse • Pregnancy • Respect • Family • Friends • Sex <p>The following programs are in full gear as we attempt to cater to the needs of the female students</p> <ul style="list-style-type: none"> • Daugthy Day Care program • Sunset Park Day Care program • St, Malachy’s Day Care program • Bookkeeping @ 753 Satellite • Drivers’ Education
<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>In order to successfully meet our goals, administrators, teachers and related providers develop a series of criteria for students’ selection to the program. Parents are informed and must give their consent by signing a permission letter. In addition, students’ personal interest inventory is carefully taken into consideration. Money is allocated in buying materials/ equipment indispensable to the good functioning of the program. Students have the opportunity to learn some key concepts as well as the practical aspects through hands-on-activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By January 2010, 5 % of students will successfully complete the program and pass the necessary exams for certification purpose. By February 10% students along with their parents consent will register for the new class enrollment. By June 2010, 5% will secure part-time/full time jobs in the medical field s Home Health Aides.</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

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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	96	32	12	10	varies	varies	varies	varies
10	29	10	3	4	varies	varies	varies	varies
11	18	4	3	2	varies	varies	varies	varies
12	6	2	1	1	varies	varies	varies	varies

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Wilson, Read-180, WEX, Test Sophistication	Small group instruction during the school day and after school: AIS services in ELA include a variety of programs, including Wilson (daily/within class/30 min), Read-180 (daily/within class/90 min), WEX (daily/within class/30 min), and Test Sophistication (daily/within class/30 min)
Mathematics: Test Sophistication, Math Foundations Remediation	Small group instruction during the school day and after school: AIS services in mathematics focus on Test Sophistication and math skills remediation
Science: Test Sophistication, Science Foundations Remediation	Small group instruction during the school day and after school: AIS services in science focus on Test Sophistication and Earth Science readiness skills
Social Studies: Test Sophistication	Small group instruction during the school day and after school: AIS services in social studies focus on Test Sophistication
At-risk Services Provided by the Guidance Counselor:	One-to-one during the school day as needed
At-risk Services Provided by the School Psychologist:	One-to-one during the school day as needed
At-risk Services Provided by the Social Worker:	One-to-one during the school day as needed
At-risk Health-related Services:	One-to-one during the school day as needed

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

NCLB/SED requirement for all schools

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

Language Allocation Policy 2009-2010

District 75

P753K

Principal: Yvrose Pierre

Date: October 9, 2009

LIS: Ketler Louissaint

Committee Members: Valerie Wahrman, Assistant Principal, Barbara Silverman, School-based Coach, Albert Justiniano, Tech Coordinator, Jackie Yizar, ESL Teacher, Mr. A. Ahmed, ESL Teacher, Valentino Martinez, Bilingual Social Worker

P753K has a Freestanding ESL Program. The total population is 359 with 17 ELL students or 5.6%.

LEP/ELL Demographics:

Grade	9th	10th	11th	12th	NYSAA	Total
Spanish	3	1	0	0	9	13
Haitian Creole	0	0	0	0	3	3
Urdu	0	0	0	0	1	1
Total	3	1	0	0	13	17

Grade	9th	10th	11th	12th	NYSAA	Total
Beginner	2	1	0	0	13	16
Intermediate	0	0	0	0	0	0
Advanced(X)	1	0	0	0	0	1
Invalid	0	0	0	0	0	0
Total	3	1	0	0	13	17

Our ELL students are divided into the following grades: 1 student in grade 10, 3 in grade 9, and 13 participating in New York State Alternate Assessment. All our students are in a 12:1:1 setting except for 7 students who are X-coded, and receiving services per their Individualized Education Plan. 1 student is 8:1:1. Of the identified ELL students, 2 are Alternate Placement and 3 are ESL only as per their Individual Education Plan recommendations. Students in Alternate Placement settings are taught by teachers using ESL strategies and supported by Alternate Placement paraprofessionals who speak the native languages of the students. Books in the native languages are available in the

classroom libraries. The current NYSESLAT scores are as follows: for our alternate assessment students, we have 15 students who scored at the beginner level and 2 intermediate scores. All standardized students scored at the beginner level. Currently there are 13 students who speak Spanish, 3 Haitian Creole, 1 Urdu

Parent Community Involvement: Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Consistent parental involvement and community support are necessary to assure success and continuity. P753K's Parent Coordinator will engage parents and the community by distributing school information and/or correspondence in students' home languages. Additionally, training will be provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection, and, thereby, support learning, assessments, standards, and the successful achievement of goals.

Patterns in proficiency: Students performed better in listening and speaking on the NYSESLAT than in reading and writing. Hence the areas of focus are reading and writing. Our NYSAA students all scored at levels 3 or 4 in all content areas. Our standardized students have difficulty with passing standardized content area high school exams.

Implications for LAP: During the LAP process we have evaluated our program to determine strengths and weaknesses. Our main areas of concern are materials and available programs. We believe that our students will be able to reach their maximum potential if there is greater collaboration between the ESL teachers and the content area teachers; improved awareness of the secondary curriculum for our ESL teachers; push-in services; training for Alternate Placement Educational Assistants; and ESL support coupled with AIS. However, we still need to cluster the students in Alternate Placement settings by age range and disability into instructional groups in order to facilitate effective ESL services.

Implications for Instruction: The use of ESL strategies, scaffolding techniques, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral parts of the instruction of our ELLs.

Freestanding ESL Program

We have implemented a full-day self contained ESL worksite for a group of alternate assessment students. We hope to facilitate their development of appropriate communication skills while providing vocational training. Using the "push-in" and "pull-out" models, the ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The ESL program is standards-driven: the program follows the New York State ESL and content area standards ensuring that all students meet the requirements for state and local assessment. All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students, 3 units of ESL for beginning and 2 units of ESL for intermediate students. Students in Alternate Assessment receive 3 units of ESL, as well as an instructional program focusing on communication. P753K's goal is to afford all students an equal opportunity to a successful education; hence the classroom instruction incorporates ESL strategies to facilitate P753K's goals in all areas, including behavioral. Our X-coded students receive 1 unit of ESL instruction as support.

English Language Arts: Literacy instruction for ELLs follows the District 75 guidelines supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. In addition, some of our ELLs participate in Wilson and Read-180.

ESL Instruction

Our ESL teachers are NYS certified in English as a Second Language. The scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are:

Modeling: Students are first introduced to new vocabulary. Students are then walked through an example of the task they are asked to complete.

Bridging: Students are asked to activate prior knowledge of a topic in anticipation of the new vocabulary and content information that will be used to better understand and reinforce the relevant class work.

Schema building: Previewing a text and using graphic organizers with ESL adapted vocabulary help clarify reading assignments or brief oral lessons before they are taught in the main Language Arts or Content Area class.

The ESL teacher uses the Intensive English Program by Santillana with all ELL standardized assessment students. In correlation with Scantron assessments, activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments, such as social studies, science, and literature. Additionally, technology, multicultural activities and multisensory ESL materials are utilized throughout instruction for ELLs. To meet the needs of our diverse ELL population, ESL teachers individualize instruction by infusing Expressways, Pacemaker, and other adapted programs into content area instruction. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students.

Content Area Instruction: Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Language instruction, linked to subject area teaching/learning is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP). For ELLs in grades 9-12, content area instruction is provided using scaffolding techniques and taught through ESL methodologies. ESL strategies include: Total Physical Response (TPR), Language Experience, the Natural Approach, and the use of graphic organizers. Standardized content area instruction follows the NYS learning standards. Alternate assessment content area instruction is aligned with the NYSAA AGLIs.

Newcomers, SIFE, Transition Plan: Currently we have no Newcomers or SIFE but at such time that we do they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production.

Transition Plan: Students no longer requiring Bilingual or ESL services according to NYSESLAT results are supported for two years with ESL instruction through AIS services as per their Individualized Education Plans.

Long term ELL students are supported through: AIS, Instructional Technology, vocational training and alternate placement educational assistants.

Collaborative Planning: ESL teachers will continue to work collaboratively with classroom teachers to reflect, and effectively plan to assist the ELL learners.

Professional Development

The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs and ELLs with disabilities. Our Professional Development plan will include specific training on instructional strategies for ELL students and related issues. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of ESL, monolingual teachers, and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. Topics for our in-house professional development include TPR Methodology, CALLA, use of graphic organizers, and Language Experience Approach.

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 17 LEP 0 Non-LEP

Number of Teachers 2 **Other Staff (Specify)** 2 paraprofessionals

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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.

Language Instruction Program

At P753K, The Brooklyn Transition Center, our ELL students are divided into the following grades: 3 students in grade 9, 1 student in grade 10, and 13 participating in New York State Alternate Assessment. 359 students attend P753K, including 17 English language learners. The majority of our classes are 12:1:1, with the exception of two classes which are 8:1:1.

At the main site, the ESL teacher will complement content area instruction by supporting standardized ELLs as they prepare for NYS Regents examinations and RCTs. This ELL teacher also provides ESL instruction to our alternate assessment population. Two bilingual paraprofessionals will assist by working with students as they work towards mastery of content area skills.

A bilingual and an ESL teacher will work with the alternate assessment ELLs to improve their native languages and English literacy skills. A bilingual paraprofessional will assist in facilitating proper use of the computers and software by the ELLs. The multimedia center will support our after-school ESL instruction by facilitating the use of native language through the Mouse-squad program that will provide students with the opportunity to participate in native language literacy activities while developing skills as help desk workers that provide technical assistance to the school community. Support by ESL teacher, Technology coordinator, and paraprofessional that speak both the native language of the student and English. The "Mouse" program is designed to develop technical computer skills to students by teaching them communication skills (speaking, listening, reading and writing) information that is provided by clients with computer and technical problems. This program is individualized to meet each student's literacy needs and complies with the 12 tenets of ESL instruction.

Studies have shown that among ELLs there is a strong connection between literacy in one's native language and literacy in English (Cummins, 1989). Through the use of program we hope to strengthen the native language literacy skills of our ELLs and, as a result, expect their English literacy skills to improve as demonstrated by their performance on Scantron assessments and written performance tasks. The National Research Council (1998) stresses the importance of teaching ELLs to read in their first language while they are becoming comfortable with oral communication in English.

Based upon the research of O'Malley and Valdez-Pierce (1996), it is clear that content area teachers must gain a better understanding of the psychology of ELLs so that they can meet the needs of these students. Tech coordinator and ESL teacher needs to utilize ESL methodology and the 12 tenets in ESL direct instruction. Therefore, we intend to send the Tech coordinator for professional development at a cost of approximately \$999.00 to cover the cost of the Mouse Squad training program. The tech coordinator will then turn key the information to the other participants in the title III after school program. Students will be guided through hands-on direct instruction. Parents will have the opportunity to learn technology simultaneously while students are participating in this program. The tech coordinator will oversee all technology for both ESL students and parents.

The success and impact of the supplemental program will be evaluated by an analysis of the results of the upcoming Spring 2010 NYSESLAT, the Brigrance inventories, Scantron assessments, classroom portfolios, and scores on the Comprehensive English Regents and English RCT. As mandated by the District, the Brigrance inventories are administered to alternate assessment students in October and May. Improvement should be easily recognized through an analysis of the Brigrance data and a structured review of student portfolios should show evidence of growth and improvement.

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

Professional Development

Our Professional Development plan includes specific training for our tech coordinator to use with ELLs. The tech coordinator will then train the team who will support the “Mouse Squad” initiative. The Title III pedagogical team will participate in the Mouse program that will support the training of our students in order to get a job. This is in addition to professional development that is provided by District 75 ELL coaches.

Form TIII – A (1)(b)

School: 753 BEDS Code: 3075000013753

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$1,729.10	1-hour after-school student sessions (from 3:00 - 4:00): 2 teachers X 9 hours X \$49.73 = \$895.14 1 administrators X 9 hours X \$51.34 = \$462.06 1 paraprofessionals X 9 hours X \$27.70 = \$249.30 1 secretary X 4 hours X \$30.65 = \$122.60
- Professional development	\$999.00	Mouse Squad Purchase
Other - Non-contractual Services (Code 400)	\$ 271.90	Refreshments
TOTAL	\$3,000.00	

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.

Data regarding the specific home languages is provided by the pupil accounting secretary and confirmed by the IEP coordinator. Translation in Spanish and Haitian Creole is readily available. Translation in other languages is provided by the appropriate alternate placement paraprofessional. Written translation and oral interpretation needs are based upon data collected during the intake process. We look at the IEP document, student records, and the Home Language Questionnaire. In collaboration with the SLT, PTA and Parent coordinator we have established a system to support the parent's needs by providing translators and using technology to prepare memos and letters to engage parents in the affairs of the school community.

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

The findings indicate the need to provide all classroom teachers with the necessary information about the home language to facilitate teacher-parent communication. The parent coordinator and the IEP coordinator will help the school verify the accuracy of information disseminated to parents. Through parent conferences, PTA, parent involvement meetings, and Parent coordinator's Newsletter, valid information is distributed to the community. Part of our funding is allocated to compensate in-house staff who are proficient in Spanish and Haitian Creole for the purpose of providing translation services for our parents and guardians who have limited English proficiency. In addition, our staff members are available to provide translation services on an ongoing basis. There are several parents needing written and or oral translation.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Written translation will be expanded to facilitate communication in all indicated home languages. Translation will be provided by in-house school staff such as bilingual social workers, teachers and paraprofessionals. Parents are provided with information on the Bill of Rights and responsibilities in their language and the school also provides signage in languages other than English. Administration and staff are aware of the translation services that are available through the DOE Translation Unit for Written Documents.

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

Oral translation will be provided in the same manner as written translation services are provided. Translation will be provided by in-house school staff such as bilingual social workers, teachers, paraprofessionals and DOE on-line translation services.

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 parent coordinator disseminates the parental notification of translation and interpretation services that are school based, through outreach efforts in print and via telephone calls. We also have signage that informs parents and guardians about the translation services that we provide in our school environment.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

NOT APPLICABLE: NON-TITLE 1 SCHOOL

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT
NOT APPLICABLE TO SCHOOL

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: _____ **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.
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.

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

¹ School Under Registration Review (SURR)
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APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

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

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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 instructional cabinet at BTC is composed of a diversified team consisting of monolingual and bilingual pedagogues who meet regularly to identify progress and shortfalls in our instructional literacy program, including instruction for ELLs.

Our quantitative approach includes the analysis of available data:

- Scantron assessments
- Scores on New York State Regents exams and RCTs
- Proficiency levels based on NYSESLAT results
- Credit accumulation in English courses

Our qualitative approach includes feedback from the classrooms and counselors:

- Portfolio assessments in all content areas
- Teacher observations and narratives
- Parental/guardian interviews
- Counselor evaluations

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?

The instructional cabinet at BTC has discovered several areas of our instructional literacy program that are in need of improvement:

- Our students need for intensive instruction in writing concepts to facilitate passing the Writing RCT, the English Regents, and the Global Studies and US History exams.
- The “lack of depth” in the areas of writing, reading, listening and speaking is partially a result of the skills deficits with which our incoming 9th graders are enrolled.
- The majority of students are far below grade level, and the ELA teachers must meet these students at their current levels of performance. From this point, teachers can expand the depth of their instruction. Differentiation of instruction must start with the varied needs of the individual students and delve deeper as the students learn and are intellectually prepared and receptive.
- The departmentalized nature of our academic program does not facilitate push-in ESL instruction, which appears to be separate and distinct from content area instruction or vocational training.

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.

BTC is aggressively addressing the gap between classroom instruction and the New York State Learning Standards:

- The ESL teacher who services the standardized assessment students will participate in departmental meetings and be advised of the respective pacing calendars and his students’ schedules for Regents exams/RCTs.
- Seven ELL students participate in a self-contained ESL worksite.
- Educational materials are carefully selected based on students’ backgrounds and reading levels.
- To facilitate success in handling the listening passage of the English Regents, teachers provide frequent opportunities for students to practice listening comprehension.
- The Debate Club, Student Government, and the TV Broadcasting program have offered the students opportunities for public speaking.

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.

The instructional cabinet at BTC is composed of a diversified team consisting of administrators, secondary-certified teachers, and the school-based coach. In collaboration with the data specialist, the instructional cabinet has taken a multi-faceted approach to assessing our mathematics curriculum:

- Scantron assessments
- Scores on New York State Regents exams and RCTs
- Credit accumulation
- Portfolio assessments
- Performance tasks
- Teacher observations
- Student profiles

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?

- Based on the Scantron test scores, approximately 70% of the students at BTC operate at the middle school level in mathematics.
- An analysis of Regents/RCT errors indicates the need for incorporating the process strands into our Integrated Algebra instruction.
- A review of performance tasks demonstrates the difficulties that students have with communicating mathematically.

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.

The math faculty of BTC will regularly engage in self-reflection and a systematic baseline assessment of students' math skills:

- Regularly scheduled visits by the district math coach guides curriculum implementation and effective methodology
- Remediation of students' skill deficits through AIS and the After-school BSCD Academy
- Differentiation of instruction based upon students' baseline needs
- Weekly departmental meetings to plan the infusion of the process strands into the Integrated Algebra curriculum
- Our community worksites provide our transition age students with personal finance instruction based on the WAVE curriculum.
- Collaboration with the school-based coach to integrate literacy and critical thinking skills
- Implementation of a math hierarchy consisting of math foundations, pre-algebra, and Integrated Algebra.

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 ELA faculty has engaged in a process of honest self-reflection and self-evaluation. A review of best practices in literacy instruction and a comprehensive review of the pacing calendars facilitated our determination of the relevancy of the findings.

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?

Although our teachers are trained in the best practices of literacy instruction and a variety of literacy interventions, teachers often resort to direct instruction:

- Students' skills deficits must be addressed during classroom time, often taking time away from planned lessons.
- The staff is trained in a variety of interventions: Wilson, Read180, Ramp-up to Literacy, WEX. Sporadic attendance and waning student interest interfere with effective implementation of these programs.
- Teachers make every attempt to implement small group work and differentiated instruction, but behavioral issues and student frustration easily derail lessons.
- Teachers effectively plan around their students' various learning styles. However, 9th grade students have difficulty sustaining focus through a 90-minute instructional block.
- Under no circumstances do our teachers use worksheets.

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.

The ELA pedagogical staff will focus on providing instruction which combines best practices with multiple modalities:

- 9th grade classes will regularly visit the multimedia library to engage in guided self-directed research activities.
- The technology team will collaborate with the ELA faculty to increase the use of technology to enhance instruction.
- Teachers will continue to use Writer's Express to support their students' writing efforts.
- The school-based coach will work with the teachers to isolate dialogue and bring Readers' Theater into the classrooms.
- The technology coordinator will procure grade-appropriate writing software.
- Teachers will develop a menu of real-world writing activities for students.
- The administration will host monthly literacy-based contests: spelling bees, vocabulary bees, writing expos, etc.
- Teachers will continue to attend professional development sessions offered by the district, central, and the UFT.
- All students will benefit from working with our library/ media specialist.

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 math faculty has engaged in a process of honest self-reflection and self-evaluation. A review of best practices in mathematics instruction and a comprehensive review of the pacing calendars facilitated our determination of the relevancy of the findings.

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?

Although our teachers are trained in the best practices of mathematics instruction and are highly-qualified, teachers often resort to direct instruction:

- Students' skills deficits must be addressed during classroom time, often taking time away from planned lessons.
- Sporadic attendance and waning student interest interfere with effective implementation of instruction.
- Teachers make every attempt to implement small group work and differentiated instruction, but behavioral issues and student frustration easily derail lessons.
- Teachers effectively plan around their students' various learning styles and incorporate hands-on activities. However, many of our students exhibit math anxiety and require one-to-one academic support.
- Under no circumstances do our teachers use worksheets.
- Students are strategically programmed to incorporate skill remediation and practice into their academic schedules.

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

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

The math faculty will focus on providing instruction which combines best practices with multiple modalities:

- Incoming freshmen will be assessed to determine their baseline math levels and particular skill deficiencies.
- The faculty will develop a bank of remediation activities which can be strategically inserted into the curriculum for individual students, as needed.
- The technology team will collaborate with the math faculty to increase the use of technology to enhance instruction.
- Teachers will continue to attend professional development sessions offered by the district, central and the UFT.
- The technology coordinator will procure grade-appropriate software to support the Integrated Algebra curriculum.
- The administration will host monthly math-based contests: math bees, math scavenger hunts, etc.
- Students who participate in NYSAA will benefit from the use of the newly acquired Attainment software as a complement to consumer math instruction.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The administration and the UFT chapter leader reviewed the credentials and employment history of the pedagogical staff.

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?

The overwhelming majority of our teachers have more than seven (7) years experience. Three teachers completed the required 40 hours of mentoring as evidenced by entries in NTIMS. The number of transfers is minimal; teachers took advantage of open hire. One teacher returned from sabbatical, during which he received his MLS certification. Several of our new teachers are secondary-certified in their respective content areas.

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 pedagogical staff of BTC is keenly aware of the Best Practices in Literacy Instruction. However, through discussion at the Instructional Cabinet meetings and the Pupil Personnel Team meetings, it has become apparent that many teachers and paraprofessionals lack familiarity with current methodology of instruction for English Language Learners. As part of our ELL compliance documentation, we completed a staff survey of teachers' completion of Jose P. training. The six alternate placement paraprofessionals also participated in a discussion about their roles in the classroom.

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?

Discussion with teachers and paraprofessionals during our zero period indicates that some pedagogical staff are not familiar with QTEL, the schools Language Allocation Policy, or Title III supplemental services.

It is necessary to be aware of the district's "Jose P. training offerings for our teachers, who may require the training. Alternate placement paraprofessionals are assigned to classes that support bilingual students within monolingual classes.

As part of the ESL teacher's responsibilities, they have been instructed to meet with the content area teachers to facilitate academic success for all ELL students.

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.

The administrative team of BSCD understands the complexity of these findings and will strategically approach ameliorating the weaknesses:

- At an upcoming monthly faculty conference an ESL teacher will provide professional development on the 12 Tenets of ESL Instruction and a bilingual teacher will provide professional development on the Total Language Approach.
- Teachers (who have not completed the required 10 hours) will attend central Jose P. workshops.
- The school-based coach will work with the teachers and alternate placement paraprofessionals to maximize the support given to bilingual students within monolingual classes.
- During our “0” period professional assignments, the assistant principal in charge of ELLs and the school-based coach will disseminate information about QTEL, the Language Allocation Policy, and Title III supplemental services.
- ELLs who participate in NYSAA are given the opportunity to participate in vocational training at an ESL self-contained community worksite which facilitates their improved employability and communication skills.

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.

Through BTC’s efforts to provide accurate compliance documentation, we have taken a closer look at the available data about our ELLs. Our Compliance Liaison, Data Specialist, and IEP/Testing Coordinator have analyzed information from CAP, ATS, NYSESLAT results, exam histories, home language surveys, and IEPs. We have had informal discussions with our related service providers (guidance counselors, social workers, psychologists, and speech teachers) and our lead teachers.

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?

BTC’s evaluation of ELLs indicates these findings:

- There is an understanding that CAP, ATS and IEP recommendations are aligned.
- While the IEPs are in the classrooms, teachers are instructed to be mindful of ELLs proficiency levels and home languages.
- Classroom teachers are aware of the ESL students that are programmed for ESL instruction.
- ESL teachers prepare all ESL students for NYSESLAT testing.

- Classroom teachers collaborate with the ESL teachers for the purpose of instruction.

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.

In an effort to provide a higher quality of instruction for our ELLs, BSCD will implement several new procedures:

- An ELL compliance team (consisting of the assistant principal in charge of ELLs, the compliance liaison, the IEP/Testing Coordinator, the Pupil Accounting Secretary, the SBST Psychologist, a bilingual guidance counselor, and the ESL teachers) must meet to assure that the CAP, ATS, and IEP recommendations are in agreement for all ELLs, including new students upon their enrollment.
- NYSESLAT results and proficiency levels must be disseminated to the classroom teachers and related service providers.
- Upon enrollment, all staff members who work with the new ELL must be advised of the student's proficiency level and ESL instruction schedule.
- Students will be provided with the opportunity to take a practice NYSESLAT prior to the administration of the assessment in May 2010

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.

BTC is a special education high school serving student who participate in standardized assessment and alternate assessment. As a prerequisite for their continued employment, all of our staff is trained in special education instructional practices and IEP reviews. The administration and the UFT chapter leader conducted a review of the licensure of the teachers to determine the validity of the finding.

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?

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Instruction is differentiated based on the cognitive, emotional, and behavioral needs of our students. Students enrolled in our inclusive program at Clara Barton High School are supported by a special education teacher, experienced paraprofessionals, and social worker. The overwhelming majority of our teachers are special education-certified teachers. A small percentage of our teachers are secondary-certified in specific content areas. Our teachers are aware of the various disabilities/challenges that our students face. Participation in workshops on IEPs and testing accommodations has enabled our staff to meet the requirements of our students' IEP mandates. PBIS has provided support for our staff in handling inappropriate student behaviors. In addition, a large number of staff is trained in LSCI to better assist our population. Our IEP coordinator has disseminated the standardized students' test accommodations (per their IEPs) to assure the implementation of those accommodation during the administration of teacher-made quizzes, tests, midterm exams, and final exams. Our speech teachers are part of the pedagogical community and participate in all in-house professional and departmental activities.

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.

N/A

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.

The IEP Coordinator continuously reviews all Annual Reviews and IEPs to determine the relevancy of the finding.

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?

Our school has 9th – 12th grade standardized assessment students, as well as alternate assessment high school age students. All standardized students have standard promotional criteria as they are in a diploma-bound program in which they earn high school credits and participate in Regents exams and RCTs. Teachers are aware of testing modifications and use them as needed in the classroom environment. Instructional objectives specifically address skills required to pass Math RCTs and Regents exams. ELA objectives are geared to specifically target skills for RCTs/Regents exams. Additionally, ELA objectives equip our students to handle the reading and writing skills required to respond to material in all RCTs/Regents exams. Our IEP coordinator works closely with our SBST psychologist to

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review the needs of our transition age students to determine if their needs are best served by an academic program and/or vocational training. All standardized students and many alternate assessment students have behavioral goals and objectives. In addition, all students have vocational goals. Students identified by SWIS referrals have FBAs, as well.

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.

N/A

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

Part B: FOR NON-TITLE I SCHOOLS

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

Eight (8) students are currently in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any 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.
 - o N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

Language Allocation Policy 2009-2010

District 75

P753K

Principal: Yvrose Pierre

Date: October 9, 2009

LIS: Ketler Louissaint

Committee Members: Valerie Wahrman, Assistant Principal, Barbara Silverman, School-based Coach, Albert Justiniano, Tech Coordinator, Jackie Yizar, ESL Teacher, Mr. A. Ahmed, ESL Teacher, Valentino Martinez, Bilingual Social Worker

At P753K, The Brooklyn Transition Center, the total population of our school is 359, with 35 ELL students or 9.73%.

LEP/ELL Demographics:

Grade	9th	10th	11th	12th	NYSAA	Total
Spanish	5	2	1	1	21	30
Haitian Creole	0	0	0	0	3	3
Urdu	0	0	0	0	1	1
Bangladeshi	0	0	0	0	1	1
Total	5	2	1	1	26	35

Grade	9th	10th	11th	12th	NYSAA	Total
Beginner	0	0	0	0	6	6
Intermediate	1	0	1	0	3	5
Advanced(X)	4	1	1	1	17	24
Invalid	0	0	0	0	0	0
Total	5	1	2	1	26	35

P753K has a Freestanding ESL Program. We have two certified ESL teachers who service our ELL population at a worksite as well as the main site. Our ELL students are identified through a comprehensive review of student test histories, home language identification surveys, NYSESLAT scores, and their IEPs. Every effort has been made to reconcile ATS, CAP, and the students' IEPs. The ethnic breakdown of the student population is approximately 68% Black, 28% Hispanic, 3% Native American, 1% Asian, and 1% Caucasian.

Our ELL students are divided into the following grades: 5 students in grade 9, 2 students in grade 10, 1 student in grade 11, 1 student in grade 12, and 26 participating in New York State Alternate Assessment. All our students are in a 12:1:1 setting, except 1

MAY 2009

student who is 8:1:1. There are 11 entitled ELLs and 24 X-coded ELLs who are being serviced as per their IEPs. Of the identified ELL students, 2 are in Alternate Placement and 10 are ESL only as per their Individual Education Plan recommendations. Students in Alternate Placement settings are taught by teachers using ESL strategies and supported by Alternate Placement paraprofessionals who speak the native languages of the students. Books in the native languages are available in the classroom libraries. The current NYSESLAT scores are as follows: for our alternate assessment students, we have 6 students who scored at the beginner level, 3 intermediate scores, and 17 X-coded students who scored at the beginner level. All but 2 standardized students scored at the beginner level with 2 students scoring at the intermediate level. Our three ELLs who were eligible to take the NYSAA all scored at levels 3 or 4 in all content areas. Currently there are 30 students who speak Spanish, 3 Haitian Creole, 1 Urdu, and 1 Bangladeshi.

Parent Community Involvement: Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Consistent parental involvement and community support are necessary to assure success and continuity. P753K's Parent Coordinator will engage parents and the community by distributing school information and/or correspondence in students' home languages. Additionally, training will be provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection, and, thereby, support learning, assessments, standards, and the successful achievement of goals.

Patterns in proficiency: Students performed better in listening and speaking on the NYSESLAT than in reading and writing. Hence the areas of focus are reading and writing. Our NYSAA students all scored at levels 3 or 4 in all content areas. Our standardized students have difficulty with passing standardized content area high school exams.

Implications for LAP: During the LAP process we have evaluated our program to determine strengths and weaknesses. Our main areas of concern are materials and available programs. We believe that our students will be able to reach their maximum potential if there is greater collaboration between the ESL teachers and the content area teachers; improved awareness of the secondary curriculum for our ESL teachers; push-in services; training for Alternate Placement Educational Assistants; and ESL support coupled with AIS. However, we still need to cluster the students in Alternate Placement settings by age range and disability into instructional groups in order to facilitate effective ESL services.

Implications for Instruction: The use of ESL strategies, scaffolding techniques, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral parts of the instruction of our ELLs.

Freestanding ESL Program

We have implemented a full-day self contained ESL worksite for a group of alternate assessment students. We hope to facilitate their development of appropriate communication skills while providing vocational training. Using the "push-in" and "pull-out" models, the ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The ESL program is standards-driven: the program follows the New York State ESL and content area standards ensuring that all students meet the requirements for state and local assessment. All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students, 3 units of ESL for beginning and 2 units of ESL for intermediate students. Students in Alternate Assessment receive 3 units of ESL, as well as an instructional program focusing on communication. P753K's goal is to afford all students an equal opportunity to

a successful education; hence the classroom instruction incorporates ESL strategies to facilitate P753K's goals in all areas, including behavioral. Our X-coded students receive 1 unit of ESL instruction as support.

English Language Arts: Literacy instruction for ELLs follows the District 75 guidelines supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. In addition, some of our ELLs participate in Wilson and Read-180.

ESL Instruction

Our ESL teachers are NYS certified in English as a Second Language. The scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are:

Modeling: Students are first introduced to new vocabulary. Students are then walked through an example of the task they are asked to complete.

Bridging: Students are asked to activate prior knowledge of a topic in anticipation of the new vocabulary and content information that will be used to better understand and reinforce the relevant class work.

Schema building: Previewing a text and using graphic organizers with ESL adapted vocabulary help clarify reading assignments or brief oral lessons before they are taught in the main Language Arts or Content Area class.

The ESL teacher uses the Intensive English Program by Santillana with all ELL standardized assessment students. In correlation with Scantron assessments, activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments, such as social studies, science, and literature. Additionally, technology, multicultural activities and multisensory ESL materials are utilized throughout instruction for ELLs. To meet the needs of our diverse ELL population, ESL teachers individualize instruction by infusing Expressways, Pacemaker, and other adapted programs into content area instruction. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students.

Content Area Instruction: Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Language instruction, linked to subject area teaching/learning is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP). For ELLs in grades 9-12, content area instruction is provided using scaffolding techniques and taught through ESL methodologies. ESL strategies include: Total Physical Response (TPR), Language Experience, the Natural Approach, and the use of graphic organizers. Standardized content area instruction follows the NYS learning standards. Alternate assessment content area instruction is aligned with the NYSAA AGLIs.

Newcomers, SIFE, Transition Plan: Currently we have 1 Newcomer, but no SIFE students. Our newcomers and SIFE students, when applicable, receive tutoring, are paired with buddy students, are aided in the development of initial literacy in their native languages, and are taught in a nurturing environment which facilitates language production.

Transition Plan: Students no longer requiring Bilingual or ESL services according to NYSESLAT results are supported for two years with ESL instruction through AIS services as per their Individualized Education Plans.

Long term ELL students are supported through: AIS, Instructional Technology, vocational training and alternate placement educational assistants. Our ELLs who are receiving 4 to 6 years of services receive the same supports and continue to be serviced as per their IEPs and in accordance with their NYSESLAT results.

Collaborative Planning: ESL teachers will continue to work collaboratively with classroom teachers to reflect, and effectively plan to assist the ELL learners.

Professional Development

The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs and ELLs with disabilities. Our Professional Development plan will include specific training on instructional strategies for ELL students and related issues. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of ESL, monolingual teachers, and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. Topics for our in-house professional development include TPR Methodology, CALLA, use of graphic organizers, and Language Experience Approach.

Form TIII – A (1)(a)

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

Number of Teachers : 2 Other Staff (Specify): 2 paraprofessionals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

At P753K, The Brooklyn Transition Center, the total population of our school is 359, with 35 ELL students or 9.73%. P753K has a Freestanding ESL Program. We have two certified ESL teachers who service our ELL population at a worksite as well as the main site. Our ELL students are identified through a comprehensive review of student test histories, home language identification surveys, NYSESLAT scores, and their IEPs. Every effort has been made to reconcile ATS, CAP, and the students' IEPs. The ethnic breakdown of the student population is approximately 68% Black, 28% Hispanic, 3% Native American, 1% Asian, and 1% Caucasian.

Our ELL students are divided into the following grades: 5 students in grade 9, 2 students in grade 10, 1 student in grade 11, 1 student in grade 12, and 26 participating in New York State Alternate Assessment. All our students are in a 12:1:1 setting, except 1 student who is 8:1:1. There are 11 entitled ELLs and 24 X-coded ELLs who are being serviced as per their IEPs. Of the identified ELL students, 2 are in Alternate Placement and 10 are ESL only as per their Individual Education Plan recommendations. Students in Alternate Placement settings are taught by teachers using ESL strategies and supported by Alternate Placement paraprofessionals who speak the native languages of the students. Books in the native languages are available in the classroom libraries. The current NYSESLAT scores are as follows: for our alternate assessment students, we have 6 students who scored at the beginner level, 3 intermediate scores, and 17 X-coded students who scored at the beginner level. All but 2 standardized students scored at the beginner level with 2 students scoring at the intermediate level. Our three ELLs who were eligible to take the NYSAA all scored at levels 3 or 4 in all content areas. Currently there are 30 students who speak Spanish, 3 Haitian Creole, 1 Urdu, and 1 Bangladeshi.

At the main site, the ESL teacher will complement content area instruction by supporting standardized ELLs as they prepare for NYS Regents examinations and RCTs. This ELL teacher also provides ESL instruction to our alternate assessment population. Two bilingual paraprofessionals will assist by working with students as they work towards mastery of content area skills. In addition, our other ESL teacher supports our ELLs at a community day care worksite program.

In our supplemental Title III program, a Spanish bilingual technology teacher and a certified ESL teacher will work with the ELLs to improve their English literacy skills. Two Spanish speaking bilingual paraprofessionals will also assist in facilitating proper use of the computers and software with the ELLs. The language of instruction will be English. Our after school Title III program will operate twice a

week on the following days: Mondays and Wednesdays, from 3pm – 5pm at the main site for a period of ten weeks. The program will begin on Monday, January 11, 2010 – Wednesday, April 7, 2010.

As the Brooklyn Transition Center, we must provide our ELL's with the skills and training needed to succeed in their post school lives. Mouse Squad will provide the ELL's with a marketable skill for employment in the 21st century. "Mouse Squad empowers students to: Provide better technical support for students, teachers and administrators, Offers a compelling project based learning experience for students and improves the information and computing technology literacy skills of students". The multimedia center will support our after-school ESL instruction by facilitating the use of the English language through the Mouse Squad program which will provide students with the opportunity to participate in English language literacy activities while developing skills as help desk workers who provide technical assistance to the school community. Support will be provided by the ESL teacher, Technology coordinator, and paraprofessionals who speak both the native language of the student and English. In the supplemental Title III program, students will learn about computer troubleshooting, help desk operations, and database training, while addressing New York State ESL standards 1-4, ELA standards 1-4, and the appropriate AGLI's. The "Mouse Squad" program is designed to develop technical computer skills in students by teaching them communication skills in the domains of speaking, listening, reading and writing in order to respond to information that is provided by clients with computer and technical problems.

12 Spanish speaking ELL High school students are expected to participate in the Mouse Squad Program this year. We used the 2009 NYSESLAT scores and an interest inventory to target these 12 students. All of the students are in a 12:1:1 student to staff ration from the 9th and 10th grade classes. The ESL teacher and the bilingual Spanish technology coordinator will collaborate to instruct the students. The technology coordinator will present the technology content and the ESL teacher will reinforce the content through language and literacy activities. The focus is on improving English literacy and information technology skills while providing a real world project based learning experience. Mouse Squad operates as a "helpdesk". Students need to listen to their clients needs, respond verbally, read the computer based error messages, and trouble shoot accordingly. They will be trained to maintain a written record of their calls/interactions and are required to enter the same information on the online case tracker. In addition, all students will have the opportunity to become Mouse Squad certified technicians by participating in the online instructional modules and the respective assessments.

Studies have shown that among ELLs there is a strong connection between literacy in one's native language and literacy in English (Cummins, 1989). Through the use of the Mouse Squad program, we hope to strengthen the English language literacy skills of our ELLs and as a result, expect their English literacy skills to improve as demonstrated by their performance on Scantron assessments, written performance tasks, and the 2010 NYSESLAT. The National Research Council (1998) stresses the importance of teaching ELLs to read in their first language while they are becoming comfortable with oral communication in English.

Based upon the research of O'Malley and Valdez-Pierce (1996), it is clear that content area teachers must gain a better understanding of the psychology of ELLs so that they can meet the needs of these students. Tech coordinator and ESL teacher need to utilize ESL methodology. The tech. coordinator will then turnkey the information to the other participants in the Title III after school program. Students will be guided through hands-on direct instruction. The tech. coordinator will oversee all technology for both ESL students and parents.

The success and impact of the supplemental program will be evaluated by an analysis of the results of the upcoming spring 2010 NYSESLAT, the Brigance inventories, Scantron assessments, classroom portfolios, and scores on the Comprehensive English Regents and Reading/Writing RCT. As mandated by the District, the Brigance inventories are administered to alternate assessment students in October and May. Improvement should be easily recognized through an analysis of the Brigance data and a structured review of student portfolios should show evidence of growth and improvement.

Professional Development

Our Professional Development plan includes specific training for our tech coordinator to use with the ELLs. The tech coordinator will then train the team (the ESL teacher and two paraprofessionals) who will support the "Mouse Squad" initiative. In October 2009, the technology coordinator attended a professional development for the Mouse Squad training program. During the year, the technology coordinator will participate in Mouse Squad training when necessary. Our technology coordinator will turnkey information regarding operational procedures for the mouse squad program at an initial after school professional development session on Wednesday, January 6, 2010 from 3pm-4pm. In addition, there will be ongoing PD meetings on Wednesday's after-school from 3pm-4pm for the duration of our Title III program (2/3/09, 3/3/09, and 3/24/09). All subsequent PD's will be delivered and coordinated between the technology coordinator and the ESL teacher. Some of the topics addressed will include how to dismantle and reassemble a computer (CPU), learning the internal components of the computer, collaboration skills, and "blogging" in order to communicate with other mouse squad teams nationwide.

The Title III pedagogical team will participate in the Mouse Squad program that will support the training of our students in order to develop employment skills. This is in addition to professional development that is provided by District 75 ELL coaches.

Description of Parent and Community Participation

Options for special education ELLs are discussed with parents during the Educational Planning Conferences at the CSE level. Parent and community involvement is warranted to enable program success and continuity. Parents will have the opportunity to observe and learn about technology during the first week of the Title III program alongside their children. P753K's Parent Coordinator will engage parents and the community concerning the Title III program by distributing school information and/or correspondence in students' home languages.

Parents will be invited to a two-hour Mouse Squad orientation on Friday, January 8, 2010 from 5pm – 7pm which will be presented by the bilingual technology coordinator. We will plan for twelve of our Spanish speaking parents to attend the Title III parent orientation. The ESL teacher will facilitate the orientation and the two bilingual paraprofessionals will be available to translate. Official DOE Title III letters introducing the Mouse Squad program will be mailed to parents of ELLs in the home languages and English prior to the orientation. At the orientation, parents will also have the opportunity to learn about the full range of transition services and to create linkages with community agencies. To facilitate their involvement and follow through parents and students will be supplied with monthly planners and document organizers.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$12,110.30	<p>Professional Staff: <u>Instructional After School Program</u> 2 teachers X 4 hours X 10 weeks X \$49.89 = \$3991.20 1 administrator (Principal) X 4 hours X 10 weeks X \$52.21 = \$2088.40 2 paraprofessionals X 4 hours X 10 weeks X \$28.98 = \$2318.40 1 Guidance Counselor X 4 hours X 10 weeks X 53.63 = \$2145.20 1 secretary X 10 hours X \$30.74 = \$307.40</p> <p>Subtotal = \$10850.60</p> <p><u>Professional Development</u> 2 teachers X 1 hour X 4 weeks X \$49.89 = \$399.12 1 administrator (Principal) X 1 hour X 4 weeks X \$52.21 = \$208.84 2 paraprofessionals X 1 hour X 4 weeks X \$28.98 = \$231.84</p> <p>Subtotal = \$839.80</p> <p><u>Parental Component</u> 2 teachers X 2 hours X 1 week X \$49.89 = \$199.56 1 administrator (Principal) X 2 hours X 1 week X \$52.21 = \$104.42 2 paraprofessionals X 2 hours X 1 week X \$28.98 = \$115.92</p> <p>Subtotal = \$ 419.90</p>
Supplies and Materials	\$1989.70	1 Laptop X \$1,500.00 = \$1,449.70 13 Flash drives X 20 = \$260.00 4 Ink cartridges (Color) X \$70.00 = \$280.00

Other - Non-contractual Services (Code 400)	\$900.00	Refreshments (20 Instructional Sessions) = \$ 800.00 Refreshments (1 Parent workshop) = \$100.00
TOTAL	\$15,000.00	

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District NYCDOE District 75	School P753K
Principal Yvrose Pierre	Assistant Principal Valerie Wahrman
Coach Maryanne Polesinelli (D75)	Coach Barbara Silverman (P753K)
Teacher/Subject Area Abdulmenon ahmed	Guidance Counselor Valentin Martinez
Teacher/Subject Area Jacqueline Yizar	Parent
Teacher/Subject Area Alberto Justiniano	Parent Coordinator Darlene Shockness
Related Service Provider Susie Rosa	SAF
Network Leader Ketler Louissaint	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	359	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	4.74%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	0	2	0	5	7
Push-In	5	4	1	0	10
Total	5	6	1	5	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	3	9	0	9	5	0	5	17
Total	3	0	3	9	0	9	5	0	5	17

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number)

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	3	5	0	5	13
Chinese					0
Russian					0
Bengali					0
Urdu	0	0	0	1	1
Arabic					0
Haitian Creole	0	1	0	2	3
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	3	6	0	8	17

Programming and Scheduling Information

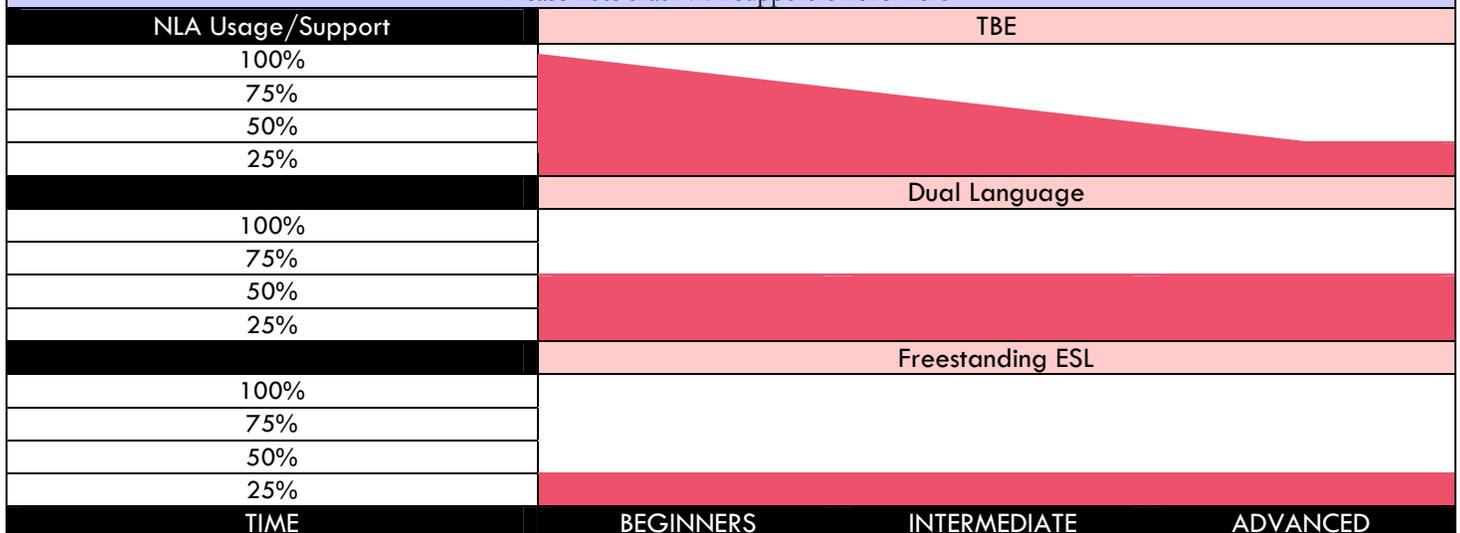
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	4	7	2	8	21
Intermediate(I)	2	0	0	4	6
Advanced (A)	0	0	0	0	0
Total	6	7	2	12	27

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I				
	A				
	P				
READING/WRITING	B				
	I				
	A				
	P				

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	13		13	
NYSAA Mathematics	13		13	
NYSAA Social Studies	13		13	
NYSAA Science	13		13	

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

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

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

Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Valerie Wahrman	Assistant Principal		
Darlene Shockness	Parent Coordinator		
Abdulmonem Ahmed	ESL Teacher		
	Parent		
Alberto Justiniano	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
Barbara Silverman	Coach		
Valentin Martinez	Guidance Counselor		
	School Achievement Facilitator		
Ketler Louissa	Network Leader		
	Other		
	Other		

Signatures

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