



# **LOUIS D. BRANDEIS HIGH SCHOOL**

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

**SCHOOL: 03M470**

**ADDRESS: 145 WEST 84<sup>TH</sup> STREET, NY NY 10024**

**TELEPHONE: (917) 441-5600**

**FAX: (212) 877-1959**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 470 **SCHOOL NAME:** Louis D. Brandeis High School

**DISTRICT:** 03 **SSO NAME/NETWORK #:** Empowerment ESO #6

**SCHOOL ADDRESS:** 145 West 84<sup>th</sup> Street New York, NY 10024

**SCHOOL TELEPHONE:** (917) 441-5600 : (212) 877-1959

F  
A  
X

**SCHOOL CONTACT PERSON:** Eloise Messineo, Ph.D. **EMAIL ADDRESS:** emessin@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON** Patricia Britton

**PRINCIPAL** Eloise Messineo, Ph.D.

**UFT CHAPTER LEADER** Lewis (Skip) Delano

**PARENTS' ASSOCIATION  
PRESIDENT** Danielle Rogers

**STUDENT REPRESENTATIVE**  
*(Required for high schools)* Davisa Mills Simmons

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT** Francesca Peña

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
ELOISE MESSINEO, PH.D.	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
Danielle Rogers	*PA/PTA President or Designated Co-President	
Patricia Britton	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Max Wilson	Parent	
Cedric Gumbs	Parent	
Luis A. Santiago	CSA Representative	
Pamela Armstrong	DC 37 Representative applicable	
Roxanne Campbell	Student Representative	
Alicia Morrison	Student Representative	

\* Core (mandatory) SLT members.

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

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

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**Located on the Upper West Side of Manhattan, Louis D. Brandeis High School combines the extensive resources of a large school with smaller learning community support. The mission of the Louis D. Brandeis High School community is to provide an environment that educates the mind and nurtures the spirit, in which each individual is provided with opportunities to define and reach his/her potential while striving for excellence and meeting high academic standards.**

**In September 2009, L.D. Brandeis High school will begin a phase-out process by not admitting a new 9<sup>th</sup> grade class. Students in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade will continue to receive high quality instruction with these opportunities and supports:**

#### **Academic Opportunities:**

- Honors classes in all core areas
- Advanced Placement Courses include Biology, English Literature and Composition, United States History, Calculus
- Electives including Computer Forensics and Robotics

**Louis D. Brandeis High School maintains the following partnerships to support its students' academic achievement, career preparation, social and emotional growth, community service, and cultural experience:**

- **Community-Based Organizations:** Grand Street Settlement, New York University Metropolitan Center for Urban Education, Dome Project
- **Hospital Associations:** St. Luke's-Roosevelt Hospital Center (School-Based Clinic), Mount Sinai Hospital, Jewish Home and Hospital
- **Higher Education Partners:** Baruch College, Hunter College, Columbia University, Teachers College, Mannes College of Music, Borough of Manhattan Community College, Boriqua College, and the APEX Program at NYU
- **Cultural/Arts Organizations:** Metropolitan Opera Guild, New York City Opera, Jewish Museum, American Museum of Natural History, New York State Historical Society, New York Public Library, The Public Theater, New York City Wildlife Conservation Society
- **Not-for-Profit:** DOROT, Boy Scouts of America Explorers Program, New York City Department of Parks and Recreation, West Side Young Men's Christian Association (YMCA) Teen Center
- **Corporate:** American Insurance Group (AIG), Schulte Roth & Zabel LLP, Barney's New York, Selective Corporate Internship Program, Verizon
- **Financial Institutions:** Academy of Finance, Morgan Stanley, Credit Suisse New York, Fidelity Future Stage

- **Other Support: Relationship Abuse Prevention Program (RAPP), Learning Leaders**

**Extra curricular activities offered at L.D. Brandeis High School include:**

- **Leadership & Support: Student Government, SAPIS**
- **Academic: National Honor Society, Model United Nations, Mock Trial, Moot Court, Tutoring, SAT/PSAT Prep, Supplemental Education Services, Catapult Learning,**
- **Artistic: Chorus, Band, Orchestra**
- **Clubs: Step Team, Yearbook, Law, History, Art, Film Making, Drama, Fashion, Digital Photography and Chess.**

**PSAL Sports options include:**

- **Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Soccer, Volleyball,**
- **Girls: Basketball, Bowling, Softball, Tennis, Volleyball**

## 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.

The most current School Demographics and Accountability Snapshot (SDAS) is available through the school portal.

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	Louis D. Brandeis High School							
<b>District:</b>	3	<b>DBN:</b>	03M470	<b>School BEDS Code:</b>	310300011470			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		52 / 72.5	73.0	75.2	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		90.1	89.0	90.1	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		63.7	67.4	68.6	
Grade 8	0	0	0					
Grade 9	1132	989	886	Students in Temporary Housing - Total Number:				
Grade 10	777	771	701	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	327	302	282		30	28	160	
Grade 12	391	383	379					
Ungraded	5	3	1	Recent Immigrants - Total Number:				
Total	2632	2448	2249	(As of October 31)	2006-07	2007-08	2008-09	
					175	127	111	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	196	151	129	Principal Suspensions	423	713	595	
# in Collaborative Team Teaching (CTT) Classes	0	9	15	Superintendent Suspensions	93	65	73	
Number all others	150	141	140					
These students are included in the enrollment information above.				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	201	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	417	432	420					
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	263	284	208	Number of Teachers	144	153	141	

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	30	26	19	Number of Administrators and Other Professionals	34	44	42
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	8
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	277	325	292	% fully licensed & permanently assigned to this school	99.3	100.0	100.0
				% more than 2 years teaching in this school	62.6	68.8	81.4
				% more than 5 years teaching anywhere	51.7	55.4	64.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	83.0	83.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.7	92.5	95.8
American Indian or Alaska Native	0.5	0.4	0.5				
Black or African American	30.6	29.2	28.6				
Hispanic or Latino	65.9	67.4	67.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	1.7	2.0				
White	1.1	1.3	1.4				
<b>Male</b>	47.7	47.3	48.8				
<b>Female</b>	52.3	52.7	51.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 2						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			Restructuring Y 2
Math:				Math:			Restructuring Y 1
Science:				Graduation Rate:			IGS

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
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**Louis D. Brandeis High School will begin a phase-out during the 2009-2010 school year, when it will not admit a new 9<sup>th</sup> grade class. Instructional programs will be guided by the data and observations that follow as the remaining students conclude their high school years.**

**Thorough review of NYSED and NYCDOE data, the Quality Review, Inquiry Team findings, and a variety of school-based assessments reveals these trends:**

- **The 2007-2008, most recent, NYSED School Accountability Report indicates that we are in good standing for our Graduation Rate at 41%, while our NYC DOE Progress Report shows a 33.3% Graduation Rate. As of June 2009, 69.8% of our 342 seniors graduated; cohort data for this year is not yet available.**
- **We did not make AYP in Mathematics during the 2007-2008 school year, with a Performance Index of 146, and an Effective AMO of 154/SH153, and have Restructuring Year 1 status.**
- **We did not make AYP targets in English Language Arts during the 2007-2008 school year, with a Performance Index of 127 for all students, an Effective AMO of 160/SH141. Our ELA status is Restructuring Year 2.**
- **Our 2008-2009 Quality Review rating was "Well Developed," with the comment "The school has achieved a remarkable transition over a number of years and is now well placed to significantly accelerate the achievement of students in gaining credits and being successful in gaining graduation."**
- **Our school fell in or close to the lowest quartile relative to peer horizon in 4- year graduation rate, percentage of students earning 10+ credits across the grades.**
- **Our students have performed comparatively well on Regents examinations, and is in the 77.7% for Mathematics relative to Peer Horizon and 66.1% relative to City Horizon, 67.9% in the United States History Regents relative to Peer Horizon and 54.8% relative to City Horizon.**
- **While we received a 1.6 rating on your School Environment Report, our score rose to 6.05 this year.**
- **Our average daily attendance has risen to 74.2% from 73% last year.**
- **Some of the notable accomplishments of the last year:**
  - **Our school-wide Technology initiative has resulted in the widespread use of internet-connected computer technology, SmartBoards, digital film and photography, digital music composition, and a variety of software options to**

**support instruction and provide active learning experiences across the curriculum.**

- **In response to an increase in the number of students with Level 3 and 4 ELA and Math scores who choose our school, we have developed a Scholars' Academy that takes advantage of research and methodologies from the world of gifted education to provide a highly enriched, differentiated program for those students who are able to succeed with, and are motivated by, an extremely rigorous, enhanced curriculum.**
- **Our extra-curricular and elective course options include a number of activities that challenge our students to stretch and compete intellectually and creatively. These include our Mock Trial and Moot Court Teams, Model U.N., Fed Challenge, Digital Media Arts, Literary and Arts Magazine, Newspaper, Drama, Dance, Robotics, and Forensics. We also offer Advanced Placement Classes in Biology, Calculus, Spanish Literature, English Literature and Composition, U.S. History, Statistics and Psychology. We additionally offer Academy-specific electives such as Computer Programming in Java, Web Design, Biomedical Ethics, Constitutional Law, Business Law, and Art Portfolio. We are also extremely proud of our excellent sports teams and PSAL program.**

**The demographic data points to some of the contributing causes. For example, we have an extremely high mobility rate. During the last school year 832 students were discharged, and 385 students were admitted over the counter to our school between September and June. This turnover represents a loss of academic gains that might have been made by the students who left our school, and the intake of students who are frequently under-prepared to meet high academic standards. Additionally, 30% of our students are English Language Learners. Of these, 111 were recent immigrants last year, and 127 were recent immigrants the year before. 12.6% of our students have IEPs. We are a Title I Schoolwide Programs school.**

## 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.

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**Goal 1: Average daily attendance will increase from 74.2% (2008-2009 ADA) to 75% for the 2009-2010 school year.**

It is essential for us to increase our average daily attendance rate in order to achieve the performance and progress gains we need. There are two overall contributing factors that impact our attendance improvement efforts. One is the unresolved status of our long term absentees. The other is the pattern of erratic attendance that many of our students exhibit. Our attendance improvement efforts during the 2008-2009 school year yielded a 1.2% increase in attendance. We will continue to use the strategies that resulted in this increase.

**Goal 2: Our Progress Report score for the School Environment Survey will increase from 5.0 to 6.5**

In order to ensure faculty participation in decision making and program development, and to motivate our students to stay the course, we will strive to create a positive school tone. As our school phases out, we want our teacher to continue providing motivation and support to encourage our students to complete their studies by accruing credit and participating in community activities at our school.

**Goal 3: The percentage of all 10<sup>th</sup> grade students earning 10 or more credits between September 2009 and August 2010 school year will increase from 41.1% (2008-2009) to 46%.**

The percentage of students earning 10+ credits during their 2<sup>nd</sup> year was only 39.0%, and only 26.6% of students in the lowest third earning 10+ credits. We will use differentiated instructional strategies and a variety of academic and social interventions to enable our students to increase credit accumulation in their 2<sup>nd</sup> year.

**Goal 4: All students will meet the Safe Harbor Target for Performance Objectives on secondary-level English Language Arts for school year 2009-2010.**

The accountability groups identified for continuing in improvement in secondary-level English Language Arts are Black or African American; Hispanic or Latino; Students with Disabilities; Limited English Proficient and Economically Disadvantaged will meet their Safe Harbor Target in Performance Objectives as follows:  
Black or African American – 134; Hispanic or Latino – 126; Students with Disabilities – 70; Limited English Proficient – 106 and Economically Disadvantaged – 130.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Attendance Improvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Average daily attendance will increase from 74.2% (2008-2009 ADA) to 75.7% for the 2009-2010 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Attendance office staff will include one attendance teacher, one attendance coordinator, one community associate, one pupil accounting secretary, and two school aides funded by our AIDP funds, Title I and Tax Levy funds.</li> <li>• Our Community Based Organizations Grand Street Settlement and The Dome will support attendance improvement initiatives by providing social work services to families of students with excessive absences.</li> <li>• Attendance reporting procedures will be reviewed to ensure accurate data collection.</li> <li>• Attendance staff will conduct daily review and updating of attendance data to ensure timely reversal of absences for late students.</li> <li>• 407's will be issued for every student with 20 or more consecutive days of absence, and outreach by our community associate will begin immediately. Telephone calls, home visits, and flagging at the door will be conducted for every LTA.</li> <li>• Parents/caregivers will be notified of the following year's school calendar in September to help them plan vacations and child care needs in order to maximize school attendance.</li> <li>• Students will be informed of attendance standards at the beginning of each semester.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Guidance Counselors will meet with students with patterns of excessive absence to establish personal goals.</b></li> <li>• <b>School Messenger will be used to notify parents/caregivers of student absence on every day of absence.</b></li> <li>• <b>Postcards will be used to alert parents/caregivers to student absence at the end of each week during which absence has occurred.</b></li> <li>• <b>Attendance staff will conduct phone or personal interviews with students and/or parents/caregivers following 7 consecutive days of absence.</b></li> <li>• <b>Teachers will make home contact on behalf of every student after 5 consecutive days of absence.</b></li> <li>• <b>Social work support through our CBO Grand Street Settlement Licensed CSWs will be activated for families with issues preventing school attendance as identified by Guidance staff, attendance teachers and the community associate.</b></li> <li>• <b>Our CBO Grand Street Settlement Job Developer finds work for students with good attendance.</b></li> <li>• <b>Health care referrals will be made through the St. Luke's-Roosevelt school based health clinic for students with absences due to medical issues.</b></li> <li>• <b>An attendance improvement initiative will be designed and implemented, including posters promoting good attendance that will be displayed throughout the school.</b></li> <li>• <b>Incentives for good attendance, including special awards, prizes, and privileges, will be available to students who achieve attendance targets.</b></li> <li>• <b>The names of students with perfect and excellent attendance will be posted.</b></li> <li>• <b>Students will be encouraged to join clubs, sports activities and teams, and other extra-curricular opportunities to support good attendance with social engagement in school.</b></li> <li>• <b>The after school clubs program will be expanded to provide extra-curricular activities in line with student interest.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>AIDP, Title I, Tax Levy, United Way, 21<sup>st</sup> Century Community Learning Center Grant</b></p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Daily attendance reports</li> <li>• Weekly monitoring of PAR reports</li> <li>• Attendance data will be monitored by guidance staff at the conclusion of each marking period to identify students with absences exceeding standards</li> <li>• Monthly monitoring of increased attendance by students with identified patterns of absence.</li> <li>• Monthly monitoring of the reduction of 407s</li> <li>• Monthly monitoring of positive discharge codes assigned to LTAs</li> <li>• Increase in average YTD attendance</li> <li>• Attendance data provided on the Progress Report will provide a baseline for attendance improvement initiatives</li> </ul>
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**Subject/Area (where relevant):** Progress Report

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Our Progress Report score for the School Environment Survey will increase from 5.0 to 6.5</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Encourage faculty participation in the Learning Environment Survey.</li> <li>• Conduct meetings to provide a forum for faculty input regarding concerns and issues.</li> <li>• Provide a role in faculty meetings for the School Inquiry Team to report on its activities and findings and reflect on their implications for instructional practices, curriculum, and school policy.</li> <li>• Conduct a needs assessment to guide professional development in response to areas for support indicated by teachers.</li> <li>• Continue to provide professional development regarding the use of student achievement data to guide instruction.</li> <li>• Establish a central and departmental practice for recognizing teacher accomplishments and contributions through the showcasing of best practices, letters of recognition, and other community celebrations.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Tax Levy, Title I</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Agendas and minutes of committee meetings.</b></li> <li>• <b>Review of faculty conference minutes.</b></li> <li>• <b>Review of Learning Environment Survey feedback.</b></li> <li>• <b>Learning Environment Survey Score of 6.5 or better.</b></li> </ul>

**Subject/Area (where relevant):** 10<sup>th</sup> Grade Credit Accumulation

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of all 10<sup>th</sup> grade students earning 10 or more credits between September 2009 and August 2010 school year will increase from 41.1% (2008-2009) to 46%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Data for 10<sup>th</sup> graders will be reviewed to establish effective programming for 10<sup>th</sup> graders.</li> <li>• Teachers of 10<sup>th</sup> graders will receive professional development to support the use of management strategies to help students become organized in time management and the completion of academic responsibilities.</li> <li>• Teachers of 10<sup>th</sup> graders will receive professional development to support differentiated instruction in the content areas.\</li> <li>• Teachers of 10<sup>th</sup> graders will receive professional development to support the implementation of instructional strategies for building academic vocabulary and for filling gaps in knowledge and skills so that students have foundations for meeting grade level standards across the curriculum.</li> <li>• Scholarship reports will be monitored at the conclusion of each marking period to identify students in need of academic intervention services.</li> <li>• Attendance reports will be reviewed by guidance counselors on a monthly basis to identify students with patterns of excessive absence, and attendance interventions will be initiated for these students.</li> <li>• Guidance staff will conduct interviews with parents of 10<sup>th</sup> grade students who demonstrate patterns of lateness, early departure, or cutting of classes and establish appropriate interventions.</li> <li>• Referrals to social work services will be made as appropriate to support good attendance and academic achievement by the Licensed CSWs on the staff of our CBO Grand Street Settlement.</li> <li>• A robust program of after school activities and clubs will be established to provide incentives for coming to school and for remaining in school for the full day.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Tax Levy, Title I, 21<sup>st</sup> Century Community Learning Center Grant</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of scholarship and achievement data at the conclusion of each marking period.</li> <li>• Periodic assessment results.</li> <li>• Review of credit accumulation and Regents pass rates at the conclusion of each semester.</li> <li>• Review of promotion data at the conclusion of each semester.</li> </ul>

**Subject/Area (where relevant):** Meeting Safe Harbor Targets in Secondary Level ELA

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>All students will meet the Safe Harbor Target for Performance Objectives on secondary-level English Language Arts for school year 2009-2010.</b></p> <p><b>The accountability groups identified for continuing in improvement in secondary-level English Language Arts are Black or African American; Hispanic or Latino; Students with Disabilities; Limited English Proficient and Economically Disadvantaged. These sub-groups will meet the Safe Harbor Target in Performance Objectives as follows: Black or African American – 134; Hispanic or Latino – 126; Students with Disabilities – 70; Limited English Proficient – 106 and Economically Disadvantaged – 130.</b></p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Data for Black or African students; Hispanic or Latino students; Students with Disabilities; Limited English Proficient students and Economically Disadvantaged students will be reviewed to establish effective programming for this sub-group.</b></li> <li>• <b>Teachers of the aforementioned groups will receive professional development to support the use of management strategies to help students become organized in the completion of academic responsibilities.</b></li> <li>• <b>Teachers of the identified groups will receive professional development to support differentiated instruction in English Language Arts.</b></li> <li>• <b>Scholarship reports will be monitored at the conclusion of each marking period to identify students in each of the subgroups who are in need of academic intervention services.</b></li> <li>• <b>Guidance staff will conduct interviews with parents of aforementioned five subgroups of students who demonstrate patterns of lateness, early departure, or cutting of classes and establish appropriate interventions.</b></li> <li>• <b>A robust program of after school activities and clubs will be established to provide incentives to the aforementioned groups of students for coming to school and for remaining in school for the full day.</b></li> </ul>
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Tax Levy, Title I, 21<sup>st</sup> Century Community Learning Center Grant, Title III, ELL Success Grant, Title III Immigrant, SINI Grant.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Review of scholarship and achievement data at the conclusion of each marking period in ELA.</b></li> <li>• <b>Periodic assessment results in ELA</b></li> <li>• <b>Review of Regents pass rates at the conclusion of each semester in ELA.</b></li> <li>• <b>Review of promotion data at the conclusion of each semester in ELA.</b></li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA*	Mathematics*	Science*	Social Studies*	At-risk Services: Guidance Counselor*	At-risk Services: School Psychologist*	At-risk Services: Social Worker*	At-risk Health-related Services*
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	143	137	62	73	19	21	17	TBD
10	214	231	67	93	22	14	36	TBD
11	158	69	19	134	11	18	12	TBD
12	43	30	13	47	9	7	8	TBD

***All numbers are estimates in anticipation of the 2008-2009 school year***

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b> 9 <sup>th</sup> Grade Supplementary class, tutoring 10 <sup>th</sup> Grade English Regents Lab (ERL) 11 <sup>th</sup> Grade – ELA Regents Lab (ERL) 12 <sup>th</sup> Grade –English Regents Lab (ERL) All Grades – Tutoring ESL and Express Track student homework support, tutoring, Regents Prep Special Education Regents Prep, supplemental support classes	<ul style="list-style-type: none"> <li>- 1 extra class period/day of ELA instruction deigned to enable students to meet ELA standards (ERL)</li> <li>- 1 extra period/day of ELA instruction for students who have taken and failed the ELA Regents (ERL)</li> <li>- 1 extra period/day of ELA instruction for students who have taken and failed the ELA Regents (ERL)</li> <li>- 1 extra period/day of Bilingual ERLS instruction for bilingual and ELL students who have taken and failed the ELA Regents</li> <li>- NYU Metropolitan Center for Urban Education tutors available during lunch periods</li> <li>- After school Express Track program, ELA tutoring, ELA homework support for ESL students</li> <li>- ELA Supplemental Regents Prep class</li> <li>- PM School Supplementary ELA Regents prep classes for Special Education students</li> <li>- Supplemental ELA classes daily for self-contained Special Education students – Reading/Language program</li> </ul>
<b>Mathematics:</b> Mock Regents Examinations	<ul style="list-style-type: none"> <li>- Students participate in mock administration of Math Regents on two Saturdays (Spring and Fall)</li> <li>- After school tutoring during the day and after school</li> <li>- PM School math prep classes – monolingual and bilingual</li> </ul>
<b>Science:</b> Mock Science Regents exams Tutoring	<ul style="list-style-type: none"> <li>- Mock Science Regents examinations administered on two Saturdays (Fall and Spring)</li> <li>- After school tutoring during the day and after school</li> <li>- Science make-up labs to qualify students to sit for Regents examinations</li> <li>- PM School monolingual and bilingual Regents prep classes for Living Environment and Earth Science</li> </ul>
<b>Social Studies:</b> After school Regents Prep classes Mock Regents examinations	<ul style="list-style-type: none"> <li>- PM school Regents Prep classes offered to all students preparing to take the Global Regents Examinations – monolingual and bilingual</li> <li>- Bilingual tutoring twice weekly</li> <li>- Mock Regents examinations administered on two Saturdays (Spring and Fall)</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b> Conflict Resolution Program	<ul style="list-style-type: none"> <li>- Available to students as needed during the school day.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b> Counseling	<ul style="list-style-type: none"> <li>- Counseling provided to at-risk students referred by ERSSA</li> <li>- SAPIS counseling</li> <li>- RAPP counseling for relationship abuse supported by the Mayor’s office</li> </ul>

<b>At-risk Services Provided by the Social Worker: Counseling</b>	<b>- Counseling provided to at-risk students referred by ERSSA</b>
<b>At-risk Health-related Services: School Based Clinic</b>	<b>- General health, psychological, and social work services provided to at-risk students with parental consent</b>

**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.

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**LOUIS D. BRANDEIS HIGH SCHOOL**

**LANGUAGE ALLOCATION POLICY**

**PART II: ELL IDENTIFICATION PROCESS**

1. The steps for the initial identification process of ELL's are as follows:

Once it is determined by the guidance department that a child might be an ELL, he/she is sent to the ESL/FL Department. If the child is an over-the-counter student from another country, a Home Language Survey is given (in the family's language) and explained to the family member. A parent option letter, also in the family's native language, is given to the family. An in-house placement exam that tests all four modalities in English and in the student's native language is administered by the LAB/BESIS coordinator. This student is then administered the LAB-R within ten days of his arrival. A student on list notice is invited to orientation prior to the beginning of the semester. If the student misses this orientation the student reports to the ESL Dept. for the correct placement in an ESL class, and if appropriate, the correct NLA class. The LAB/BESIS coordinator informally interviews both the student and his/her family. The LAB/BESIS coordinator is a licensed ESL and Italian teacher who also speaks proficient French and Spanish. She has been trained over the course of six years in this position. There is also a licensed French teacher and a licensed Spanish teacher on call for further translation if necessary.

The NYSESLAT scores are reviewed as soon as they are received. Any student passing the NYSESLAT is transferred into a mainstream English class. A transitional English class is offered if the student is not ready to move into a mainstream English program. Each teacher receives the scores of the students in her class and is therefore able to evaluate each student by modality and differentiate her lessons accordingly.

During orientation or the initial interview, the family is shown a DVD prepared by the Department of Education that examines in detail the different aspects of each program available to them. The LAB/BESIS Coordinator explains the two programs that are available at our school, Freestanding ESL and Transitional Bilingual in Spanish. The family and the LAB/BESIS coordinator discuss the best possible option for the incoming student. This communication takes place in the

family's native language. The family then chooses the best program for the child. If at the end of the semester the parent wishes to change this program, the school makes such change for the following semester.

Entitlement letters are prepared by the LAB/BESIS coordinator and distributed in the students' official class period. Translated letters provided by the Office of ELLs are also available and distributed in the student's official class period. During orientation and the initial interview, families are explained the importance of the timely return of these letters in order to create the preferred program for the student. This communication takes place in the family's native language.

When choosing in which program to place their child at orientation or during their initial interview, parents and families consult with the LAB/BESIS coordinator, the AP of ESL, as well as their guidance counselor in their native language. After viewing the DVD in their native language, the discussion continues to ensure the child is placed in the most suitable program.

### **PART III: ELL DEMOGRAPHICS**

#### **Programming and Scheduling Information**

1. Instruction is delivered in self-contained homogeneous but ungraded classes in ESL and Native Language Arts. There are currently 14 levels of ESL. Instruction in the bilingual content area classes is mainly graded. The only self-contained block program was for SIFE students with very low literacy skills.

2. The organization of the ESL and NLA courses are designed to meet the mandated number of units of support in ESL and NLA. The class periods are 45 minutes each; the beginner level ESL classes are double periods and meet daily. All ESL classes are followed by an ELA class. The NLA classes meet daily for 45 minutes each day. We are in full compliance of CR Part 154 Regulations.

3. The Transitional Bilingual Program consists of bilingual licensed teachers who are trained in the LAP and ESL methodologies and strategies. The NYSESLAT results are shared with teachers. The classes are 45 minutes each day (additional minutes for LAB in Science). The teachers follow the NLA usage/support as recommended by the Chancellor's Regulations.

For ESL students in the mainstream content areas, the teacher is trained in ESL strategies and methodologies and received a copy of the NYSESLAT scores for each course.

All teachers attend professional development provided by the ESL Department in order to learn how to best meet the needs of the students.

Instruction is differentiated to appeal to the various learning styles. Visuals, graphic organizers and varied questioning techniques are implemented.

4. Instruction is differentiated in the ESL subgroups and scaffolding techniques are used. The teachers have been trained in Q-TEL and implement the techniques learned in their daily instruction. The success of the SIFE students was mostly due to the effective SIFE self-contained block. The program was annualized and the class was capped at 15. The teachers were trained in student-centered instruction and worked closely with a literacy consultant to identify the literacy skills of students and then to help them progress. The native language was used as a support and the SIFE teachers met weekly to track progress and discuss curriculum and common themes across the disciplines.

For newcomers, the teachers provide hands-on, student-centered instruction with visuals, graphic organizers, film, and music. Routines and repetition are vital to this level as well as the support of the native language.

The Long Term ELLs thrive from an interactive software program called Achieve 3000 that improves their reading level if done correctly and consistently as well as prepare them for the ELA Regents. The program assists the teacher in differentiating instruction by allowing each student to access the non-fiction article via the web to their individualized reading level. The implementation of the arts in the curriculum for Long Term ELLs motivates and contributes to their academic growth.

Special Needs ELLs are recommended to attend after-school programs that meet their individual needs, in addition to getting support in the ESL class with the teachers and educational paraprofessional. The resource room also provides support for the student.

5. Targeted interventions include supplementary Regents Preparation classes that support the students during their day schedules. A variety of tutoring sessions are available after school including a buddy system, in which students are tutored by a classmate and individual conferences with teachers. Tutoring is available during the students' lunch periods and provided by teachers and community based organizations. All subgroups of ELLs are invited and attend these programs. All sessions include native language support.

6. In addition to transitional classes, students attend after-school sessions that assist them with their transition into the mainstream. They are supported a great deal by the ESL staff who tutor them and provide them with resources to succeed in the new environment.
7. The improvements that will be considered for the upcoming school year will include more conferencing with students to keep them informed about their decisions and the way they impact their scholarship and continued attempts to invite parents to inform them about their childrens' progress.
8. The SIFE self-contained block program transitioned 50% of the SIFE ELLs into mainstream ESL classes every semester. This left 3 SIFE ELLs in the class. Therefore, although very successful, the program cannot continue due to the small number of students. Arrangements to assist the 3 remaining SIFE ELLs have been made and include the help of the educational paraprofessional.
9. All school services and programs are available for all ELLs. ELLs take part in sports programs and teams, in school clubs, in college preparation programs, in ballroom dancing, and tutoring across the disciplines.
10. ELLs are provided with many resources including SMARTBOARDS in their classrooms, laptops, cameras, a variety of software including Achieve 3000, Rosetta Stone, LEXIA, and, of course, bilingual libraries.
11. The Transitional Bilingual content area classes follow the Chancellor's Language Allocation Policy. The teachers are trained in the various percentage allocations with ongoing professional development. In ESL, ELLs take Native Language for 45 minutes each day. In addition, the newcomer ESL classes have extra native language support.
12. Yes. Required services support and resources do correspond to ELLs' ages and grade levels.
13. To support newly enrolled ELLs, our school schedules an orientation for parents and students in the summer. During the year, the guidance counselor meets with the students to see if they need assistance. There are after-school programs and sports activities, including a buddy system that also assists students.
14. Language electives offered to ELLS include Italian and French.

## **PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF**

1. Our literacy consultant from The Center for Educational Options meets with all ESL staff weekly in a group and in one-to-one conferences. The consultant also assists teachers with identification of literacy issues in their classrooms. Teachers also take part in weekly study groups and inquiry teams. They range from planning lessons, writing curriculum, sharing themes across the disciplines, tracking the progress of the subgroups of ELLs and tracking a select number of boys and their scholarship.
2. Discussions take place with guidance counselors regarding the transition from middle to high school and then to post-secondary education.
3. ELL Training as per Jose P. is provided under Circular 6 Professional Development/Study Group Assignments that meet on a weekly basis.

## **PARENTAL INVOLVEMENT**

1. Aside from the Parents School organization, parents are invited to participate in a variety of presentations made by ELLs that include the Multicultural Festival, Ballroom Dancing, Poetry Festival, etc. Parents are also invited to information sessions regarding their children's education, as well as, orientation sessions. ESL and computer classes have been offered to family members on Saturdays and weeknights.
2. We evaluate the needs of the parents based on the discussions we have with them when they visit our school. Communication is always sent home in the family's native language.
3. We offer ESL and computer classes to parents and provide them with information about community agencies and other support systems that can assist them with adjusting to a new country.

## **PART IV: ASSESSMENT ANALYSIS**

**B. 1.** The test results show that the proficiency levels are spread across the grades. Therefore, students are not grouped according to grade level but rather by level of proficiency.

2. Data is disaggregated by class. All ESL teachers, bilingual content area teachers, and monolingual content area teachers who have ELLs in their classes, receive the NYSESLAT scores for the students in each of their separate classes. This data includes the NYSESLAT proficiency level as well as the breakdown of the score by modality. The teacher then uses this data to further differentiate instruction. For example, a monolingual science teacher who has a beginner ELL in her class will not only know that the student is a beginner, but also that this student scored the lowest on the listening portion of the NYSESLAT. Therefore the teacher must modify her lesson accordingly.

3.

a. After analyzing the data, it is evident that students in the transitional bilingual program prefer taking the content area regents examinations in their native language. LTEs fair better than their newcomer or SIFE counterparts on Regents examinations in English.

b. In addition to teacher-made assessments, the ELL Periodic Assessments are used as diagnostic tools that assist in planning instruction that meets the needs of the ELLs.

c. The school learns the strengths and weaknesses of the students when analyzing results of Periodic Assessments.

4. N/A

5. The success of ELLs is evaluated by: standardized examination scores, scholarship data, student observations and conferences, credit accumulation, graduation rates, and attendance rates.

**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 <b>03</b>	School <b>Louis D. Brandeis H.S.</b>
Principal <b>Dr. Eloise Messineo</b>	Assistant Principal <b>Siv Boletsis</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
Teacher/Subject Area <b>Mariel Liebman/ESL</b>	Guidance Counselor <b>Katherine Rojas</b>
Teacher/Subject Area <b>Vincente Rodriguez/Mathematics</b>	Parent <b>Danielle Rogers</b>
Teacher/Subject Area <b>Tara Delgado/Social Studies</b>	Parent Coordinator
Related Service Provider	SAF
Network Leader <b>Karen Ditolla</b>	Other

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>10</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/FL Teachers	<b>5</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>6</b>

### C. School Demographics

Total Number of Students in School	<b>1545</b>	Total Number of ELLs	<b>450</b>	ELLs as Share of Total Student Population (%)	<b>29.13%</b>
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## Part II: ELL Identification Process

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





**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_

Number of third language speakers: \_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino: \_\_\_\_

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	9	10	11	12	TOTAL
Spanish	103	189	67	162	521
Chinese					0
Russian					0
Bengali		1			1
Urdu					0
Arabic	1	3	1	1	6
Haitian Creole			1	1	2
French	3	5	2	3	13
Korean					0
Punjabi					0
Polish					0
Albanian		1			1
Other		1	1		2
<b>TOTAL</b>	<b>107</b>	<b>200</b>	<b>72</b>	<b>167</b>	<b>546</b>

## 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
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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

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

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

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

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

Beginner(B)	22	52	26	33	133
Intermediate(I)	3	59	26	123	211
Advanced (A)	8	37	8	20	73
Total	33	148	60	176	417

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	12	25	12	14
	I	1	25	21	47
	A	4	24	5	12
	P				
READING/WRITING	B	11	27	14	19
	I	2	34	5	43
	A	4	13	3	8
	P	0	5	3	1

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	167		76	
Math A	38	75	11	35
Math B	33		13	
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	98			98
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	51	102	45	22				
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)
Siv Boletsis	Assistant Principal		1/4/10
	Parent Coordinator		
Mariel Liebman	ESL Teacher		1/4/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		

	Network Leader		
	Other		
	Other		

<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 03M470 LAP Allocation Worksheet 2009-10\_Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_M470  
Template: C:\Documents and Settings\partha\Application  
Data\Microsoft\Templates\Normal.dot  
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS  
Subject:  
Author: rbellis  
Keywords:  
Comments:  
Creation Date: 1/19/2010 8:01:00 PM  
Change Number: 2  
Last Saved On: 1/19/2010 8:01:00 PM  
Last Saved By: aliquori  
Total Editing Time: 0 Minutes  
Last Printed On: 3/9/2010 10:12:00 AM  
As of Last Complete Printing  
Number of Pages: 10  
Number of Words: 4,013 (approx.)  
Number of Characters: 22,875 (approx.)

**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:** 450      X **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers:** 20      **Other Staff (Specify):** 1 educational paraprofessional

**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.

- 
1. Two Supplemental ELA Regents class as part of the regular school day. This is an ELA Regents Prep class for juniors and seniors in the **intermediate** levels of ESL (as per NYSESLAT). It is in addition to the required ESL/ELA classes. Fifteen to twenty students are expected to participate one period a day, five times per week. One teacher will instruct this group of students. Qualitative Assessment: (1) Evaluation of student reading and writing (2) Review of student portfolios Quantitative Assessment of Program: (1) ELA Regents Examination passing rates (2) Successful completion of present ESL Level requirements (3) Attendance at tutoring sessions, workshops, after school meetings. These students, because of their level of ESL, need additional support to assist and prepare them for the ELA Regents. The low number of students in the class provides more individual attention by the teacher.
  2. Regents instructional after school preparation program. Intensive regents preparation for English Language Learners in ELA, Global History, American History, Math A, and Living Environment Regents examinations. Fifty students are expected to participate at all English language proficiency levels as per the NYSESLAT. Six teachers at four hours per week for fifteen weeks will participate. Qualitative assessment: (1) Evaluation of student reading and writing (2) Review of student portfolios. Quantitative assessment: (1) Regents Examination passing rates. (2) Attendance at preparation sessions. This program is necessary in order to assist students with regents preparation and improve passing rates.

3. After-School Literacy Program - This program improves literacy through cultural activities. Thirty students will participate twice a week, two hours each session. Using laptops, our students will work on class projects and have homework support and tutoring. For the past five years, this program has been very popular. It is a safe, comfortable environment for students to get a healthy sense of belonging and acknowledgement. Students discuss current events, trends and visit cultural institutions. They have opportunities to experience American culture as they take neighborhood walks, attend theatrical productions and other field trips. The implementation of computers in the program motivates our students to succeed academically while increasing their technological skills. The educational paraprofessional will assist with ELLs in the classroom or one-to-one. Quantitative Assessment: (1) Improvement of attendance rates. (2) Improvement of literacy skills. (3) Successful completion of courses. Qualitative Assessment: (1) Evaluation of students' reading, writing, speaking and listening skills. (2) Teacher observations. (3) Attendance reports and records.

The above mentioned after-school programs are supervised by the Assistant Principal FL/ESL. The Assistant Principal ensures that laptop carts are picked up and returned, that proper procedures are followed and that teachers act responsibly in the after-school program. In addition, SMARTBOARDS are utilized and the Assistant Principal oversees their usage and checks to see that they are handled appropriately and/or put away. An educational paraprofessional assists with the literacy students who take part in the after-school programs, usually she works one-to-one with students who need assistance with writing and reading. Students who cannot read or write benefit from the individualized attention while the teacher assists the more advanced students.

School trips to Colleges/Universities are planned to prepare our students for post-secondary education. Trips to the theater and/or museums reinforce what students are learning in their classrooms and, therefore, enhance and enrich education.

**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.

1. Consultants – The Center for Educational Options –The consultant will provide professional development four full days per month for eight months. The literacy consultant will facilitate workshops and conduct on-site professional development to support integrating literacy across the curriculum, development of differentiated instruction based in students' needs and strengths, curriculum development that supports the development of academic language and competencies and family engagement. She will work with ESL, NLA and Bilingual Content Area teachers. Qualitative assessment: (1) Evaluation of student reading, writing, speaking and listening skills. (2) Teacher observations. Quantitative assessment: (1) Successful completion of classes. (2) Improved attendance rates. (3) Regents passing rates.
2. After school study groups and inquiry teams will meet to plan curriculum, and track progress of ELLs. Qualitative assessment: (1) Evaluation of language. (2) Teacher observations. (3) Attendance reports and records.

In addition,

3. Professional Development Workshops/Conferences conducted out of the building. For example, Q-TEL or other professional development conducted by the Office of ELL's or other professional organizations.

**Quantitative Assessment of Program:**

- a. Regents Examination Passing Rates
- b. Successful completion of ESL level requirements & content area classes
- c. Improved attendance rates

**Qualitative Assessment:**

- a. Evaluation of students' language skills
- b. Review of student portfolios
- c. Teacher Observations
- d. Increased parental involvement

School: L.D. Brandeis H.S.

BEDS Code: 310300011470

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.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$23,876.00	<b>After-school programs; after-school professional development; content-area support</b> <b>Supervision</b> 16 hrs. per month x 5 @ \$52.21 = \$4,176.80 <b>Teachers</b> 6 teachers - 24 hrs. per wk. x 15 wks. @ \$49.89 = \$17,960.40 <b>Paraprofessional</b> 4 hrs. per week x 15 weeks @ \$28.98/per hour = \$1,738.80
<b>Two Supplementary ELA Regents Preparation classes</b>	\$29,249.00	<b>Two Supplementary ELA Regents Preparation classes taught during the day</b>
<b>Purchased services</b> - Literacy Consultant-The Center for Educational Options - Conferences	\$ 30,800.00  \$ 4,000.00	<b>Literacy Consultant</b> <b>28 days @ \$1,100</b>  <b>Professional Conferences such as Q-TEL</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 8,000.00	<b>Materials used in the ESL/NLA/Content Area Classroom</b> -cd's, dvd's, journal notebooks, visual materials, markers, flash drives for use with classroom laptops, disposable digital cameras.
<b>Textbooks:</b>	\$ 10,000.00	<b>Textbooks used in the ESL/NLA/Content Area Classroom</b>  - <u>New Land, New Language</u> (for ELLs in Social Studies), Art books to be used with Long Term ELLs in the Advanced level ESL class, <u>The Scarlet Letter</u> (adapted classic), <u>In My Family</u> , <u>The Canterbury Tales</u> (adapted classic), <u>Getting to Know the World's Greatest Artists</u> , <u>King</u>

		<u>Arthur and the Knights of the Round Table, Roberto Clemente Pride of the Pittsburgh Pirates.</u>
<b>Travel</b>	\$ 6,221.00	<b>College Trips; Admissions to museums, theater, snacks...</b> SUNY college trip to New Paltz, the Metropolitan Museum of Art, Repertorio Espanol, El Barrio
<b>Other</b>		
<b>TOTAL</b>	<b>\$112,020.00</b>	

### **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**

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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.  
Review of HLIS indicates that 60% of our students' parents or guardians do not speak English at home, and are not able to conduct school business in English.
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 majority of parents speak a language other than English and are, therefore, unable to take part in discussions at Parents' Association meetings, ELL information gatherings, and other school functions. The majority of parents have requested correspondence in their native language, are unable to complete various student information forms in English, and they are unable to partake in college information workshops or answer surveys without translation.

#### **Part B: Strategies and Activities**

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

All correspondence and information booklets are translated into Spanish. In addition, after-school workshops are held in which parents have access to material in their native language. At these workshops, information is disseminated about school policies and guidelines, ELL compliance issues, graduation requirements, the college application process, and the various types of programs and assessments. In addition, a handbook is purchased that assists parents with the educational system in the United

States, immigration issues, learning English, and other information. The book's contents are translated into various languages. Translation is provided by in-house staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
An in-house translator participates in meetings that address the school's academic program, inform parents about approaches to increasing achievement, inform parents about city, state, and Federal guidelines regarding ELLs. In addition, the purchase of electronic simultaneous translation equipment assists parents in these meetings.
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>.  
Parents are informed of translation services at Freshman Orientation, Parents Association meetings, at after-school activities, and through all written and oral opportunities for communication.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,510,849.00	\$442,998.00	\$1,953,847.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$15,108.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$17,776.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$75,542.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$22,150.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$79,128.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,337.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 90%
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.

**Sixteen Teachers were not highly qualified in the year 2008-2009. As of the current Fall term, 2009, ten teachers have transferred to other schools and are no longer employed at our school; three teachers were certified as highly qualified by the SED this past year and three teachers remain not highly qualified at this time. Our school is supporting their efforts to become highly qualified by funding their prospective coursework during this current school year.**

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

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

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

## ***Louis D. Brandeis High School***

145 West 84<sup>th</sup> Street New York, New York 10024 (917) 441-5600  
Dr. Eloise Messineo, Principal

### ***Louis D. Brandeis High School Parent Involvement Policy***

#### **1. Parent Involvement Policy**

L.D. Brandeis High School strives to work collaboratively with parents and guardians of our students to ensure the empowerment of families for the purpose of maximizing student achievement. It is our belief that parents are essential partners in the education of their children, and therefore are committed to the goal of working comprehensively to recognize and engage in the entire scope of parental participation, from parenting issues, through policy and governance issues, to home-school-community partnerships. Our Parent Involvement Policy recognizes the diverse family structures within our community, and welcomes involvement from the home support systems of our students.

#### **2. Parents are afforded the opportunity to participate in a variety of levels of support for their children as follows:**

- Parents are encouraged to perform basic obligations for their child's educational and social development by attending Parent-Teacher Conferences, assemblies and special activities. Parents of students with special needs will be encouraged to participate in Educational Planning Conferences and IEP-related discussions on their children's behalf.
  - All parents are encouraged to take part in the L.D. Brandeis High School learning community by participating in after-school and weekend activities through which they may take classes and participate in seminars and discussion groups in support of their own and their children's academic development.
  - Our School Leadership Team meets during evening hours to make it possible for all interested parents to participate.
  - Our Parents Association meets monthly during evening hours.
  - The Brandeis Community News is issued several times during the year to inform families of activities, projects, events and accomplishments within our community.
  - We conduct intensive, on-going outreach to ensure regular communication between home and school when students are frequently absent or experiencing academic difficulties.
  - We welcome parent/guardian volunteers to help with school projects and events.
3. Families are informed of meetings, workshops and other opportunities available to them through a number of procedures:
- Postcards are sent and phone calls are made to inform parents of events and opportunities.
  - Flyers and brochures are sent home with students.
  - The Brandeis Community News informs the entire community, including families, of ongoing and special events.
  - Parents are informed of events and opportunities at Parents Association Meetings and on Open School Night and Afternoon, and at other school events.
4. Parents are involved in school decision-making capacity through the School Leadership Team and the Parents Association executive Board. Between 5 and 10 parents are currently involved in our School Leadership Team. These parents have volunteered to serve, and are confirmed through elections at Parents Association meetings.

**PROJECTED ACTIVITIES FOR PARENTS ~ 2009-2010**

ACTIVITY	PROJECTED DATE
Parents Association Meetings	3 <sup>rd</sup> Thursday/Monthly
School Leadership Team	1 <sup>st</sup> Thursday/Month
Curriculum Nights	3 <sup>rd</sup> Thursday/Monthly, in conjunction with PA meetings
Open School Day and Evening	October 2009, April 2010
Parent Center	Ongoing

Parent Involvement Policy Required Annual Review	December 17, 2009
Parent Involvement Policy Distribution to all Title I Parents	January 21, 2010
Title I Advisory Meetings	September, January, April
Brandeis Parent Newsletter	November, February, May
Holiday Sing	December, 2009
Living the Dream Awards Ceremony	February, 2010
National Honor Society Induction	May, 2010

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

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

**LOUIS D. BRANDEIS HIGH SCHOOL**

145 West 84<sup>th</sup> Street New York, New York 10024  
(917) 715-8848

Dr. Eloise Messineo, Principal

**SCHOOL-PARENT COMPACT**

***School Responsibilities***

Louis D. Brandeis High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the rigorous standards established in the New York State Regents assessments and graduation requirements.
- Hold parent-teacher conferences twice annually, during which this Compact and class contracts will be discussed as they relate to the individual student's achievement. Specifically, those conferences will be held in October and April.

- Provide school progress Report Cards to parents: 3 reports during the Fall semester, and 3 reports during the Spring semester.
- Provide parents with reasonable access to staff. Staff will be available for consultation by appointment made through the Assistant Principal of each academic department.

### **Parent Responsibilities**

As parents/guardians, we will each support our children's learning in the following ways:

- Supporting learning by making education a priority in our home by:
  - Making sure that my child is on time and prepared for school every day;
  - Ensuring that my child attends school every day that he/she is in good health;
  - Monitoring my child's attendance;
  - Talking with my child about his/her school activities every day;
  - Scheduling daily homework time;
  - Providing an environment at home that is conducive for study;
  - Making sure that homework is completed every day;
  - Monitoring the amount of time my child spends watching television and playing video/computer games.
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school, region or district either received by my child or by mail, and responding as appropriate;
- Ensuring that my child reads at home for at least 30 minutes every day;
- Ensuring that my child has a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school, region and district;
- Supporting the school's discipline policy;
- Expressing high expectations and offering praise and encouragement for academic and community achievement.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and reach the high standards established by New York State, by the New York City Department of Education, and by Louis D. Brandeis High school. Specifically, we will:

- Come to school every day ready to do our best and be our personal best;
- Come to school with all the necessary tools for learning: pens, pencils, notebook, books, notebook, etc.;
- Listen and follow directions;
- Participate in class discussions and activities;

- Be honest and respect the rights of others;
- Follow the school’s dress code;
- Ask for help when we don’t understand;
- Do our homework every day and ask for help when we need to;
- Participate in Academic Intervention Services for which I am targeted;
- Study for tests and assignments;
- Read at least 30 minutes every day outside of school time;
- Get adequate rest every night;
- Give to our parents, or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

Print Name	Signature	Date
Faculty Member		
Parent(s)/Guardian(s)		
Student		

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

Our needs assessment will include:

- a. Quality Review
- b. Review of data from Progress Report, NYSTART, State Accountability Reports, Scholarship Reports/Report Cards, ATS Attendance
- c. Inquiry Team Findings (from multiple Inquiry Teams)
- d. Administrative and Network Learning Walks
- e. Security Walk-Through – Fall and Spring
- f. PPT Reports
- g. Departmental Learning Walks

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - a. On-going oversight of student need for Academic Intervention Services by Guidance Counselors and Career Academy Coordinators
  - b. Double-period ELA and Mathematics classes for students who enter high school at Levels 1 or 2
  - c. Regents Prep classes in all subjects for students who are preparing for or have failed a Regents assessment
  - d. Tutoring provided by NYU Metropolitan Center for Urban Education (CBO) and academic departments
  - e. Attendance Outreach conducted by Attendance Office through PPS, with social work intervention for students with long term
  - f. and excessive absence provided by Grand Street Settlement CBO
  - g. Orchard and Lexia software to individualize assessment and instruction in ELA, Math and Science
  - h. Anita Archer *REWARDS* and *REWARDS PLUS* in ELA, Science and Social Studies to strengthen decoding, vocabulary development and comprehension; Wilson, Renaissance Reading, and *LANGUAGE!* programs for low level readers are being used with targeted Special Education, SIFE students and ELLs.
  
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Workshop methodology used in ELA, Math, Science and Social Studies
    - Double period, increased instructional time ELA and Math classes for students who enter high school at Levels 1 or 2
    - P.M. School, Independent Study, Summer School
    - Regents Prep Classes in ELA, Math, Science and Social Studies
    - Tutoring during and after school
  
  - o Help provide an enriched and accelerated curriculum.
    - Advanced Placement Classes: Calculus, Statistics, World History, U.S. History, Economics (Micro and Macro), English Literature, Biology
    - Honors classes in English, Math, Science and Social Studies at all grade levels/subjects
    - Extra-curricular activities including Fed Challenge, Model U.N., Moot Court, Mock Trial, National Honor Society
    - Career-based electives offered in each Career Academy
    - Internships, mentoring and career exploration activities are available through each Career Academy
    - School wide increase in the use of technology in classrooms, including 5 mobile laptop carts, 11 Smart Boards and LCD projectors, with plans for 2 computers in each ELA classroom
  
  - o Meet the educational needs of historically underserved populations.
    - Special Education students in self contained classes receive instruction from content area certified teachers
    - Technology is used to support instruction
    - Language Allocation Policy has been implemented in all bilingual classes
    - Support program for 40 students living in temporary shelters

- LYFE program supports students with children
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Regents Lab prep classes are offered in ELA, Math, Science and Social Studies for students who are preparing to take or re-take Regents examinations
  - Career Academy support teams work with Pupil Personnel Services to conduct regular review of student achievement, attendance and discipline for students in their Career Academy
  - Each Career Academy provides opportunities for mentoring and internships in accordance with its career theme
  - Guidance counselors visit classrooms regularly to provide information about graduation requirements and productive study skills and habits
  - Each student receives a Student Agenda which includes a student handbook; all teachers receive PD to ensure use of this agenda to support homework completion, productive study skills, and time management
  - Pupil Personnel Team meets regularly to address the needs of students identified as not succeeding in their present educational program
  - Counseling services provided for students with special needs in accordance with their I.E.P.'s and to at-risk students through ERRSA, School-based Clinic, and CBO
- Are consistent with and are designed to implement State and local improvement, if any.  
N/A

3. Instruction by highly qualified staff.

All teachers at Louis D. Brandeis High School are fully certified and highly qualified. Extensive opportunities for professional development and support are available, and the expectation of participation in departmental and interdisciplinary study groups has become part of the school culture. At the departmental level, our Assistant Principals of Supervision ensure that each teacher establishes personal professional goals every year, and these goals are supported with a combination of supervisory guidance and professional development resources.

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

Many professional development opportunities exist at Brandeis, funded through our Title I School wide Programs allotment, and facilitated through the Professional Development Team. Teachers participate in weekly departmental and/or interdisciplinary study groups, monthly department meetings, and after school professional development opportunities. Title III and Title VII grants have resulted in professional

development resources for teachers of English Language Learners and general and special education teachers who work with ELL students in their classes. All professional development activities are aligned with New York City and New York State standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
Brandeis attracts new teachers with high standards, high quality preparation and considerable vitality. For example, our five Career Academies have attracted Teaching Fellows and other teachers with training and experience in the fields of law, medicine, business, technology and the arts. We have numerous partnerships with cultural institutions and senior colleges that attract full time faculty, guest artists and residence programs. These include The New York Philharmonic Orchestra, New York City Opera at Lincoln Center, Carnegie Hall, Julliard, Mannes College of Music, Baruch College, Hunter College. We have partnerships with leading business groups, as well, including AIG, Academy of Finance, Academy of Information Technology, Big Brothers and Big Sister and others. These partnerships, and the projects to which they are committed, contribute to an atmosphere of enthusiasm and possibility that attracts highly qualified teachers who are eager to contribute to building a school of excellence.
6. Strategies to increase parental involvement through means such as family literacy services.  
Strategies to increase parental involvement are developed in conjunction with the School Leadership Team, Parent Teacher Association, and Pupil Personnel Services Department. In addition to Family Literacy workshops that are held as funding permits, our ESL Department holds family literacy workshops on selected Saturdays throughout the school year.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
Our LYFE Center faculty provides an early childhood program with a strong focus on language development and preparation for literacy skills development. The transition of our LYFE infants to pre-school programs is facilitated by the LYFE Social Worker when the 18 LYFE children reach the age of 2.8.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
Instruction across the content areas is data-driven. Teachers of all content areas at all grade levels use assessments intrinsic to their programs to assess the skills levels of their students. Departmental Assistant Principals provide professional development to their department members regarding formal and informal strategies for assessing student progress, and on informing instruction with assessment results. In addition to examinations, the workshop method that is used across the content areas encourages the use of rubric-based assessment of projects and presentations that use multiple intelligences to indicate the mastery and application of course content. Each academic department establishes a policy regarding the use of academic assessments, and this is articulated in the contract for each class.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Students in need of academic intervention are identified and targeted through both the departmental, Career Academy, and guidance structures of the school. Teachers are encouraged to bring struggling students to the attention of Career Academy Coordinators and guidance Counselors as soon as the need becomes apparent.
- Our system of Omnibus Counseling ensures that guidance counselors become aware of struggling students through ongoing contact with Academy coordinators and teachers as soon as patterns of difficulty emerge
- Guidance counselors and Career Academy Coordinators review scholarship and attendance of their students regularly, with minimum benchmarks of each marking period (3 times per semester; 6 times annually); interventions are selected at this time, with follow up responsibilities assigned
- The Pupil Personnel Team meets monthly and on an individual basis to ensure that students who are not experiencing success are given appropriate support or assigned to an appropriate educational program

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

The primary funding streams at Brandeis are Tax Levy and Title I. Brandeis is a Title I School wide Programs school. These funding resources are supplemented by a number of smaller grants and awards, including AIDP, IDEA, Chapter 53, SIG, SINI, State AIS, State Magnet, State Standards, ERSSA, Title III, Title VII, Part 154 LEP, SIFE, Title I Translation/Interpretation Services, PCEN ESL, LYFE Intracity, VATEA, Project ARTS, Academic Intervention Services Technology Mini-Grant, and Violence Prevention Safety Education, 21<sup>st</sup> Century Community Learning Center Grant. Resources from these funding streams are coordinated and integrated to provide services for all of our students and parents/guardians.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – NOT APPLICABLE**

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

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

c. Minimize removing children from the regular classroom during regular school hours;

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

### **3. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

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

### **4. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

12. Schoolwide reform strategies that:

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

13. Instruction by highly qualified staff.

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

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

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

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

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

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

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

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

11. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

12. Coordinate with and support the regular educational program;

13. Provide instruction by highly qualified teachers;

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

15. Provide strategies to increase parental involvement; and

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

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

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

<b>NCLB/SED Status: Restructuring (Advanced) – Comprehensive</b>	Restructuring (Advanced) – Comprehensive
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**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school’s findings of the specific academic issues that caused the school to be identified.

**We have been identified for ELA - All Students for the subgroups Hispanic or Latino and Economically Disadvantaged. (Our LEP students made their Safe Harbor Target.) Analysis of data available through NYSED and NYCDOE and in house indicates that we have a population of Hispanic/Latino students who are not English Language Learners, but who are not meeting standards in English Language Arts because they enter high school with weak skills in all ELA standards areas. Students identified as Economically Disadvantaged across all ethnic subgroups are also likely to enter high school under-prepared for high school English Language Arts. In both groups, approximately one third of the identified subgroups enter high school over age, indicating a history of failure to meet standards at previous levels of school. In addition, low rates of attendance for these groups contribute to their inability to demonstrate mastery of ELA standards, since they miss essential days of instruction.**

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.  
Disaggregated data for the 2007-2008 school year is not yet available. See Part C – Title I School wide Program to preview the menu of interventions provided at L.D. Brandeis High School.

**We have focused interventions at the 9<sup>th</sup> grade level by providing these programs to fill learning gaps in ELA and to build capacity to meet standards: Ramp Up, Rewards Plus, Wilson, Language Reading Program,**

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<sup>1</sup> School Under Registration Review (SURR)

Students at grades 10, 11, and 12 are programmed for ERL – Regents Lab, as an extra period of Academic Intervention. A variety of strategies is used in these classes to improve ELA skills. In addition, individualized tutoring, PM School, and summer school are offered.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

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.

(a) Provide the following information: 2008-09 anticipated Title I allocation = **\$1,661,055**; 10% of Title I allocation = **\$166,105**.

***(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.***

**These funds are used to fund new teacher mentors, to cover the cost of workshop and conference participation and associated expenses for transportation and coverages, and for per session costs to cover participation in after school, weekend, and holiday participation in professional development activities.**

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

**Louis D. Brandeis High School complies with the mandate for at least 2 periods of high quality new teacher mentoring pairing new teachers with highly qualified, experienced teacher-mentors.**

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

**Notification letters that are aligned with the NYCDOE template are sent by mail in English and Spanish to each Louis D. Brandeis High School family.**

*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:** \_\_\_\_\_ **SURR<sup>2</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

3. 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.
4. 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**

4. 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.
5. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
6. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>2</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>3</sup> 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

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<sup>3</sup> 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We have developed a network of course-specific study groups in which all ELA teachers participate. The mission of each group is to review the curriculum and supporting materials for each course, and to develop a uniform course curriculum that is the product of a synthesis of best practices identified by the Inquiry Team and other data-based analyses and SED ELA Standards and practices scrutinized in the findings. These groups will meet weekly, and produce monthly progress reports.

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?

Based on a preliminary review of curriculum conducted by the new Assistant Principal of ELA, not all courses are guided by uniform curriculum that is thoroughly aligned with SED Standards.

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.

We are conducting a department-wide review, collecting both instructional artifacts and data. Our first step will be to conduct a needs analysis in the context of our study groups, which will function using some of the actions research practices used by Inquiry Teams. Each group will develop a plan and timeline for generating a fully aligned curriculum map, and for addressing all the identified issues discussed in the SED report. Our goal is to have every course in full alignment by the end of the 2008-2009 school year.

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## **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The Assistant Principal of Mathematics has worked both with SED in Albany to develop the 2005 standards, and with AMAPS to develop the NYC High School Curriculum for the new Integrated Algebra course to ensure that there is thorough alignment. In conjunction with the Math Coach, she implemented the new curriculum last year (2007-08) with ongoing oversight to ensure that it is in place. The Regents exam was given at the conclusion of the year, and an analysis of results informed this year's programming, supporting implementation. This is the phase-in year for Geometry. The five teachers who are now teaching this course were sent for thorough training through NYCDOE last year. A Departmental Study Group reviewed ten different Geometry textbooks to select the text that is best aligned with NYSED Standards. During June Professional Development, the five teachers who had been trained provided turnkey training for the rest of the Department. Training continues through this year.

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?

Supervisory formal and informal observations, inter-visitation by teachers, written curriculum and materials, and uniform midterm and final exam results confirm that the curriculum followed at our school is well aligned with NYSED standards.

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

The Assistant Principal is attending all Network mathematics supervisors' meetings, is on the executive board of AMAPS, and continues to participate in NYSED conversations in preparation for Algebra II and Trigonometry. In these contexts, our school will continue to be in the vanguard of implementation.

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## **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Supervisory observations, study groups, ongoing conferences with teachers and departmental meetings will be used to assess whether this finding is relevant to our school's educational program.

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?

A preliminary review by the new Assistant Principal of ELA during classroom observations and informal walkthroughs indicates that there is a prevalence of direct instruction for ELA in many classrooms. While past Ramp Up and Balanced Literacy models have introduced more student-centered methodologies, the transition to active learning appears to require reinforcement.

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.

We will address relevant issues by supporting inter-visitation among teachers and with other schools to examine exemplars of active learning, ongoing study groups will review research on effective instructional strategies, and Professional Development resources in and out of the building will be mobilized as needed so that an appropriate level of supportive coaching and professional development is provided to teachers.

**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>4</sup>)* 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Supervisory observations and external reviews indicate an extraordinarily high level of student engagement all levels of mathematics instruction. We maintain a model mathematics classroom for City College of New York. We provide graphing calculators in every math class, and have extensive technology resources including computers and Smart Boards to support a high level of student engagement.

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?

During both formal and informal observations conducted on a daily basis, the Assistant Principal of Mathematics continues to assess the pedagogical practices of all math teachers, and provides immediate training and support as needed to ensure that all students are engaged actively in the learning process.

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.

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<sup>4</sup> 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.

We continue to access support provided by our Network and AMAPS, and this provides a significant support system for Mathematics instruction.

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### **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 has or will engage in to assess whether this finding is relevant to your school's educational program.  
Review of data indicates that although we did experience a period of some faculty instability, our faculty has stabilized over the last three years and we now have relatively little turnover.

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?

Data indicates that a large percentage of the teachers who have left our school have also have left the NYC system for personal reasons. Review of the school's Table of Organization over a 5-year period reveals that we have had a low percentage of turnover during the last 3 years.

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

N/A

*We are in 100% compliance for SED licensing requirement. We seek teachers who are committed to developing professional practices in the context of a long term commitment to ours school.*

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### **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Records demonstrate that there is extensive professional development occurring on an ongoing basis for our teachers of English Language Learners. We have common planning time for teachers of SIFE students, bilingual study groups, common planning study

groups for teachers like ESL levels (beginner, intermediate, advanced, Regents Prep, NLA, Heritage, etc.). We have a consultant from Center of Educational Options who provides one-to-one support and leads group sessions to support language acquisition and pedagogy across the content area. Brandeis ESL teachers participate in QTEL annually, and take advantage of other PD opportunities provided by the Office of English Language Learners.

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?

Records and schedules of ongoing professional development activities provide evidence of our intensive PD initiatives.

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.

Not applicable: we have taken advantage of numerous opportunities provided by OELL.

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## **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Well-established practices for distributing data and discussing instructional implications across the school community are in place. Student programming and curriculum is driven by this data. Our use of data across the content areas has resulted in both recognition of our ongoing use of data to create model ESL programs, and grant awards that have enabled us to develop successful initiatives to support ELLs.

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

Applicable  X Not Applicable

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

We have documentation to support our practices over many years' time, including data sheets, professional development agendas, hand-out materials, and curriculum developed in response to findings derived from data.

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.

Not applicable – we will continue the practices that are in place to support the use of data in ELL instruction.

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## **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We are currently developing and implementing a professional development plan based on Law 408, in which general education teachers will receive copies of the IEPs of students they teach. Our professional development program will focus on providing appropriate modifications and using productive adaptive strategies in response to each IEP.

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

X 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?

Although general education teachers have been offered access to IEPs, records indicate that they did not actively engage in review of these documents, and thus were not frequently in a position to adapt instruction and materials to meet the needs of students with IEPs.

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.

In response to Law 408 mandates, we have assessed the need, and developed a plan for ensuring that general education teachers receive information from IEPs and training to implement appropriate modifications and instructional adaptations. Our plan includes ongoing oversight of implementation.

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### **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Ongoing monitoring by our Mainstream Facilitator and IEP Teacher indicates that all teachers in special and general education classes

are informed of testing accommodations and/or modifications, which are implemented with oversight from the Mainstream Facilitator.

The Mainstream Facilitator also works with general education teachers to ensure that accommodations and modifications of curriculum, instruction and behavioral strategies are used. A review of IEPs indicates that all IEPs have behavior plans as warranted by evaluation data.

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?

Logs kept by the IEP Teacher and Mainstream Facilitator provide evidence.

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.

School-based processes and ISC support have enabled us to develop our plans for assessing and monitoring implementation.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

**29 as of 10/30/09**

2. Please describe the services you are planning to provide to the STH population.
  - Support from Grand Street Settlement for attendance improvement and dropout prevention
  - Students are given supplementary equipment and supplies to support school attendance
  - Students go on college trips, to plays, to sports events, and out to dinner events with Grand Street Settlement
  - STH students with children have access to the on-site LYFE Center to provide day care
  - Tutoring services are available to them

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

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