



P. 12X LEWIS AND CLARK SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75X012

ADDRESS: 2555 TRATMAN AVENUE, BRONX, NEW YORK 10461

TELEPHONE: 718-409-9040

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75x012 SCHOOL NAME: Lewis and Clark School

SCHOOL ADDRESS: 2555 Tratman Avenue, Bronx, NY 10461

SCHOOL TELEPHONE: 718-409-9040 FAX: 718-931-8121

SCHOOL CONTACT PERSON: Kathleen LeFevre EMAIL ADDRESS: klefevr@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Kathleen LeFevre

UFT CHAPTER LEADER: Mauricio King

PARENTS' ASSOCIATION PRESIDENT: Autumn Moore

STUDENT REPRESENTATIVE:
(Required for high schools) Jayvoni Rogers

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: District 75

SSO NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Kathleen LeFevre	*Principal or Designee	
Mauricio King	*UFT Chapter Chairperson or Designee	
Autumn Moore	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jayvoni Rogers	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sa-Qwona Clark	Member/	
Patricia Pabon	Member/	
	Member/	

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

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

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.

Lewis and Clark is a multi-sited school organization located in the Bronx, New York. The school serves approximately 300 students with severe emotional disabilities in Grades 9-12. Prior to 2008-2009, the school served students in Grades K-12. In June 2009, the school reorganized so that it would exclusively serve students in high school. The building which formerly housed the elementary and middle grades now houses a 9th grade academy for incoming freshmen. All of our students have Individualized Educational Plans and are designated for pupil/staff ratios of 12:1:1 or 8:1:1. The classes provide highly structured environments in which the educational and related services needs of each student can be addressed. All students at P. 12X have the opportunity to participate in a full-day, extended school year instructional program during the summer.

Approximately 98% of the P.12X students participate in standardized assessment; most of the students have modified promotion criteria on their IEPs. The school follows Part 100 requirements and the New York State Education Department learning standards.

To increase student success and increase collaboration among staff members, parents, the community and District 75 personnel, P. 12X implements meetings and committee work on a regular basis throughout the year, including School Safety meetings, School Leadership Team meetings, Attendance meetings, Technology Team, Positive Behavior Supports and Professional Development.

Lewis and Clark has established collaborations with several community-based organizations. Through Teachers and Writers Collaborative, our teachers have participated in professional development in creative writing and poetry. Our students published an anthology of poetry and performed at the District 75 Poetry Slam. Social Services of Hip Hop and Progressive Education Program both have worked with the secondary students to help them become critical consumers of the youth culture and to focus on their academic goals.

Our school's arts programming includes percussion, film making, fine arts, theater and dance. Our student filmmakers have produced award winning films. At the secondary level, our high school debate team has participated in district championship debates. Our culinary arts students cater events for students, staff and families. During 2008-2009, the positive behavior of the students continued to increase as a result of systematic implementation of a system which simulates a real world banking system.

A strength of the school is its capacity for supporting the emotional needs of the students. Through our partnership with Westside, students and families have direct access to counseling services and psychiatric services.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.012X Lewis and Clark School			
District:	75	DBN #:	75x012	School BEDS Code #: 307500012012

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0		0		65.9	76.4 /54.8			
Kindergarten	17		0						
Grade 1	14		5	Student Stability: % of Enrollment					
Grade 2	20		2	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	26		3						
Grade 4	53		16						
Grade 5	41		19	Poverty Rate: % of Enrollment					
Grade 6	1		6	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7			4		80.7	68.0			
Grade 8	44		7						
Grade 9	132		147	Students in Temporary Housing: Total Number					
Grade 10	41		42	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	13		12		7	5			
Grade 12	5		6						
Ungraded	26		8	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	433		277		0	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	433	269	277						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	64	63	47		
Number all others	0	0	0	Superintendent Suspensions	14	23	23		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	0	8	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	10	0	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	10	13	16	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
	43	35	26				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.7	0.7	0.7	Percent more than two years teaching in this school	74.2	63.0	57.7
Black or African American	44.3	47.2	43.7	Percent more than five years teaching anywhere	57.6	60.9	63.5
Hispanic or Latino	50.6	50.6	53.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	0.4	0.4	Percent Masters Degree or higher	76.0	83.0	71.0
White	2.3	1.1	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	66.1	83.0	91.1
Multi-racial							
Male	82.	82.2	80.9				
Female	18.0	17.8	19.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification: Grades 4 and 8, Math and ELA		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

In January 2006, the school was identified as a SURR school based on the results on the 4th and 8th grade assessments in ELA and Mathematics. The goal has been for the school not to be the furthest from state standards.

The school remains on the list of schools identified as SURR and is moving into SURR year 3.

Student performance trends in Grades 3-8 have been significant over the past three years and should be noted. When P. 12X was named as a SURR school, the Performance Index for ELA was 18, and the Performance Index for Math was 16. By 2008-2009, in ELA the Performance Index for ELA was approximately 112 and for Math approximately 90.

Effective June 2009, the school has been restructured so that it only serves students in Grades 9-12. The building (known as the North) which formerly housed the elementary and middle school students now houses approximately 75-80 newly entering freshmen. The main building continues to house students in Grades 9-12. The Grade 9 students in the Main building may be: students who have been in 9th grade for one or more years and have not achieved enough credits for promotion to the next grade; incoming freshmen who are over age and may even be teen parents; or incoming freshmen who may benefit from the multi-grade setting.

While attendance at the school has increased slightly over the past three years, the overall average is still extremely low, averaging 64%. The percentage of students who miss more than 50 days is approximately at least 75%. In the secondary program at the school, a high percentage of absenteeism has impacted on the number of secondary students passing their classes. From 2004-2007, for example, P.12X high school students enrolled in 260 English Language Arts credit bearing courses; however students only received passing grades on 84 of these classes. In other words, during those years, there was a passing rate of only 30.8%. During the past two years, the percentage of students passing their English Language Arts courses increased by between five and eight percentage points. A significant factor in students not being able to pass their classes is that students were absent from class, and therefore have not completed a significant portion of in-class assignments and homework. A need is to increase oversight of student progress in meeting graduation requirements, provide opportunities for credit recovery and to increase attendance monitoring and outreach.

The failure rates among the students are very high. A review of the passing rates over the past three years for the students of P. 12X reveals that students pass approximately 30% of the classes in which they are enrolled. Analysis of transcripts showed that approximately 90% of 9th graders, 10th graders and 11th graders failed at least one course during 2008-2009. There is a disproportionate rate of number of students in the 9th grade; this year, 2009-2010, approximately 61% of the students in the school are in 9th grade. Of the students in 9th grade, typically only 40% meet the requirements to move to 10th grade within one year. There is a need to provide the incoming 9th graders with intensive efforts so that they experience academic success. The 9th grade academy seeks to provide 75-80 incoming freshmen with intensive supports, advisories, block scheduling and intensive skills development in ELA and mathematics. To increase student engagement, the school will provide the incoming freshmen with pre-career experiences in media arts, culinary arts and increased use of technology.

The low graduation and promotion rates for the students at the school may be attributed to the following:

- Significant loss of instructional time due to truancy, absenteeism, and cutting class
- Transience of the high school population
- Lack of student engagement in the school and the classroom
- Skills deficits in reading and writing in the content areas

Students lose considerable instructional time due to poor attendance and tardiness. A study of attendance trends has shown that the majority of students who come to school miss at least their first period of instruction.

Students also lose instructional time as a result of disciplinary action for serious behavior problems. Some students have been suspended multiple times over the course of school years.

The base register for the school is 280 students. The mobility of the students is extremely high. For example, as typical of the school, from September 2007 through June 2008, 197 students were admitted to the school. As a result 70.3% of the student population was new to the school; 48.9% of the total 70.3% was admitted from October 2007 through the end of the year. Students were admitted to the program from general education, other District 75 schools, psychiatric and residential programs and incarceration. From September 2007 to June 2008, 184 students were discharged; approximately 40% of the 184 students were discharged to institutionalization or incarceration. During 2008-2009, the number of admissions and discharges were also extremely high; by the end of that school year, less than 50% of the students were enrolled in the school since September 2008.

Many of the students read and write 2-4 years below grade level. The below grade level reading and writing scores negatively impact on the students and their credit accumulation in content area courses. Analysis of writing at the high school level shows that students are generally writing less than a page, no matter what the assignment may be. Additionally, students struggle with voice, organization, ideas and content, conventions and the use of vocabulary, especially vocabulary specific to the content areas. Surveys of both teachers and students indicate that students continue to have significant difficulties with the vocabulary presented on the RCTs and Regents which impacts on comprehension and performance in all areas. Use of technology is not being used to support the stages of writing and is most frequently used to have students "type" the final copy of their writing. There is a need to provide the following: explicit teaching of academic vocabulary, increased number of on-demand writings per semester across the curriculum, differentiated instruction in writing and sufficient models of exemplary writing and rubrics so that students know the expectations of writing demands. The ELL teacher has also indicated a need to increase student familiarity with and use of academic vocabulary.

An increased number of students continue to take the RCTs or Regents. Only a small percentage of the participating students pass the examinations, however with the increased participation rate, it is

expected that an increased number of students will meet the benchmarks for passing these assessments. Contingent on funding, students will have a number of opportunities to participate in RCT/Regents workshops. There will be at least a weekend academy prior to the January administration of the assessments and another one prior to the June 2010 administration of the assessments.

In July 2006, the school was also designated as Persistently Dangerous. While over the past three years, the VADIR index has significantly decreased from its original rating, its index is still high and the school remains on the Persistently Dangerous list. This has impact on the school's status as a SURR school. Although the school made significant progress in meeting its goals and Math and ELA and met safe harbor, it remains a SSURR school, in part because of its designation as a Persistently Dangerous School. The school has developed and submitted an Incident Reduction Plan that addresses goals and strategies to decrease the number of violent incidents in the school.

According to the New York City Department of Education Online Occurring System (OORS), during 2007-2008, there were 150 incidents in the school and in 2008-2009, 142 incidents. During 2007-2008m there were 51 suspensions and during 2008-2009m 70 suspensions. The most common occurrences were physical aggression, group violence, leaving school and theft. A significant majority of the physical aggression and group violence occurrences have been related to gang affiliation. At times, approximately 30% of the students at the school have been identified as being involved in gangs, including the Bloods, Crips, Dominicans Don't Play and to a lesser extent the Latin Kings.

During 2007-2008, the school met its goal in training at least 50% of teachers in TCI (Therapeutic Crisis Intervention). The school has a certified TCI trainer on staff. During 2008-2009, through school-based training, 14 paraprofessionals completed and passed their training. Efforts will be continued so that all school staff has been trained in TCI.

The school continues to implement SWIS (Schoolwide Information Systems). The data from SWIS can be disaggregated by problem behavior, students, location and time. The data has been useful in helping pinpoint areas of trouble. There continues to be a need to educate staff in the use of SWIS and OORS data so that staff can more effectively use the data to make informed decisions in schoolwide efforts and initiatives.

Through VATEA funding, a school store was established during 2008-2009. Students could use the "bank credits" they earned through PBS to make purchases in the store. Students can take retail business as an elective; students enrolled in these courses are operating the store and supporting the implementation of Positive Behavior Supports.

SECTION V: ANNUAL SCHOOL GOALS

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

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

By June 30, 2010, there will be a 10% decrease in the number of student incidents compared to the overall rate of incidents during 2008-2009, as evidenced in the school's OORS data.

By June 30, 2010, there will be a five percentage point increase in the attendance of secondary students compared to the overall school Attendance Rate from the previous year, as evident in the school's Periodic Attendance Report (PAR).

By June 30, 2010, at least 70% of the incoming 9th graders participating in the 9th grade academy for both semesters (approximately 78 students) have accumulated the credits requisite for promotion to the 10th grade.

By June 30, 2010, there will be a 10 percentage point increase in the number of 10th, 11th and 12th grade students who meet requirements for promotion and graduation as compared to the previous year based on comparative analyses of student transcripts.

By June 30, 2010, 75 percent of 50 new 9th grade cohort of students will increase their writing proficiency based on performance on on-demand cross-curriculum writing tasks, as evidenced by comparative analysis of writing tasks from Fall 2009 compared to writing tasks from Spring 2010.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): 9th Grade Academy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, at least 70% of the 9th graders participating in the 9th grade academy will have accumulated the credits requisite for promotion to the 10th grade.</p> <p>(NOTE: One of the school’s building is dedicated for a program for the incoming 9th grade students. Students in the 9th grade academy are incoming freshmen with no credits. Incoming freshmen who are 16 and above or who have children of their own are in 9th grade classes that are part of the 9-12 program)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Ongoing progress monitoring of individual students with twice monthly reports to parents on student progress. -Student participation in advisories -Student assemblies and meetings and an ad campaign that focuses on the number of credits students need to earn in each of the content areas/ -School produced DVD for students on academic credits; parent newsletter and DVD re the number of credits to be earned -Inquiry team work on student writing across the content areas with opportunities for staff to assess student work with regard to standards -WEX will be implemented with new freshmen -Achieve 3000 will be implemented in the school and will be used to support 9th graders with reading achievement - Staff development focus on the Professional Teaching Standards with a focus on student engagement -School-developed observation sheet for assessing student engagement in the class -Use of block scheduling in mathematics and ELA -Staff development on differentiated instruction -Inquiry Team work on the 9th grade academy

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Tax levy money - SURR PCEN
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Ongoing review of progress reports -Quarterly review of student performance on periodic assessments -Review of HSST reports cards and transcripts -Review of student attendance and behavior because of the impact on student accumulation of credits -Average GPA of freshmen -Increased percentage of students who pass all their courses -Decreased number of students in 9th grade who fail one or more courses (comparative analysis of 2008-2009 and 2009-2010)

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, there will be a 10 percentage point increase in the number of 10th, 11th and 12th grade students who meet requirements for promotion and graduation as compared to the previous year based on comparative analyses of student transcripts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Ongoing scheduled meetings for review of individual student transcripts -Formation of Graduation Committee; ongoing weekly meetings will focus on students in Grades 11 and 12 -School produced DVD on academic credits and ad campaign about the number of credits necessary for promotion -Parent workshops on graduation requirements, including academic credits and state assessments -Provide students with opportunities for credit recovery and support for performing successfully on state assessments -Staff development on RCT/Regents assessments -Explicit teaching of academic vocabulary, including ELL students -Contingent on funding, extended school day programming that will support credit recovery and skills remediation -Student college visits as incentive for 11th and 12th graders -Strong oversight of transition planning for 11th and 12th grade students -Ongoing progress monitoring of students -Ongoing implementation of WEX; implementation of Achieve 3000 -Peer mentoring of students with regard to credit accumulation -Schoolwide celebrations of students and academic success

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> -SURR PCEN -Tax levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Transcript review of each student's credits -Six times a year, review of student report cards and attendance records -Review of RCT/Regents Scores, inclusive of January 2010 assessment results -Quarterly review of student performance on periodic assessment

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): Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 30, 2010, at least 75% of a cohort of 40 students will increase their writing proficiency based on performance on on-demand cross-curriculum writing tasks, as evidenced by a comparative analysis of Fall 2009 writing tasks and Spring 2010 writing tasks.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Identification of a cohort of 50 freshmen students -Inquiry team work on student achievement in writing across the content areas -Faculty study groups on writing across the content area (based on work of Doug Reeves) -Ongoing implementation of WEX -Quarterly schedule of on-demand writing tasks and scoring of student on-demand writing tasks -Schoolwide teaching of writing strategies based on pacing calendar -Implementation of an ELA course that focuses on research and development of a research paper -Development of and explicit teaching of scoring rubrics -Coach support for ELA teachers/content area teachers on writing across curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> -SURR PCEN -Tax levy -District support in training on WEX
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Student writing samples; writing portfolios -Publications of student writing -Scores of on-demand writing tasks -Increase in number of students who pass Writing RCTS -Comparative analysis of RCT/Regents scores -Increased passing of core classes

	-Inquiry Team data
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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): Positive Behavior Supports

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, there will be a 10% decrease in the number of student incidents compared to the overall rate of incidents during 2008-2009, as evidenced in the school's OORS data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Ongoing scheduled meetings of the School Positive Behavior Support Team. As necessary, a District 75 Positive Behavior Support Coach will support these efforts. -Ongoing data entry into SWIS and OORS. Weekly review of data conducted with Assistant Principals, Deans, School Safety, the PBS team, counseling staff -Scheduled meetings of the School Safety Committee. -Training of the counselors in FBA and BIPs in September 2009 with administrative oversight by the Assistant Principal. Ongoing review of FBAs. - Review of the matrix of expectations with all students. Daily use of token economy system. -Each student has a bank statement that outlines the PBS credits accumulated, whether they have met expectations of individual teachers, incentive credits accumulated and the credit available for different items in the store or for voucher for privileges in the school store -A school store has been established so that students will have a venue to spend their accumulated positive behavior support credits. -A District 75 Coach has been assigned to the school (Funding through District 75, as referred to in the CAP) -In collaboration with the Parent Coordinator, there will be a series of Parent workshops addressing Positive Behavior Supports. A DVD explaining the PBS initiatives will be disseminated to the parents. -Ongoing implementation and analysis of hallway and exit logs to be completed by assigned staff -Ongoing support by school administration for the training of all staff in TCI. (Contingent on

	<p>funding, TCI training will be conducted by school staff trained in TCI during weekends.)</p> <ul style="list-style-type: none"> -Students with substance abuse problems will be referred to SAPIS and appropriate outside agencies as necessary (Funding through District 75, as referred to in the CAP). -Formal and informal meetings with 45th precinct and Transit Police. -Gang intervention efforts will continued to be addressed through training of staff, meetings with School Safety and coordinated efforts that reach out to transit, NYPD and Bronx School Safety. Will conduct training for staff based on Gang Specialist Training (Syracuse, Summer 2009). -Administrative and School Safety meetings will conduct ongoing review of the school's Incident Reduction Plan (IRP – developed because of the school's status as a Persistently Dangerous School) -Outreach to bus drivers and matrons and behavior incentives for students riding the school buses. -OTPS funding has been allocated to support the schoolwide incentive program. -Contingent on funding, school funds will be used to collaborate with Progressive Education Program (PEP) on their Toxic Thinking Program for students with most severe challenges <p>NOTE: P.12X Lewis and Clark (because of its designation as Persistently Dangerous) has submitted a proposal to Department of Labor that addresses school safety. The proposal indicates training for staff in TCI and partnerships with PEP and Morningside Center (formerly Educators for Social Responsibility).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> -Title IV funds -School SAPIS
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Analysis of OORS incidents, with decrease in Level 4 and 5 -Analysis of FBAs and BIPs -Analysis of hallway and exit logs -Analysis of SWIS data -Analysis of aggregate and individual student performance, based on the LCS bank system -Number of staff trained in TCI

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2010, there will be a five percentage point increase in the attendance of students compared to the overall school Attendance rate from the previous year, as indicated by a comparative analysis of the school’s Periodic Attendance Report (PAR) for current and previous school years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Ongoing weekly meetings of the Attendance Committee to review weekly attendance records, SATs, 407s, CAASS reports, ILOGs -Assignment of students to teachers to call on daily basis if the student is not in school -Assigned staff conduct AM review of that day’s attendance and make phone calls to the student’s home -School will continue to tie the behavior system into attendance; students are recognized achieving “bank credits” for daily attendance, as well as attendance for a specified number of days -An assigned District 75 attendance teacher will work with the school to support the school’s attendance plan -Counselors work with students to review attendance and to support them in reaching higher levels of attendance. Individual contract for attendance will be developed as necessary. -Parent information on attendance will be distributed October, January, March and May. Families will be recognized for positive student attendance. -Public recognition of students for outstanding and/or improved behavior/attendance: assemblies, award ceremonies, attendance newsletter, positive recognition letters, calls home -Development of programs (incentive programs, clubs, girls group, media arts, teen parent support group) that increase student engagement -The school’s graduation committee will help monitor the attendance of the 11th and 12 graders -School attendance committee and counselors will continue to identify over-age, under-credited students who may be truant or transient. Through transition efforts, school will work with

	<p>agencies to identify appropriate placements for students. -OTPS funds will provide for student incentives through the school's positive behavior support system (the LCS bank system)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>-Attendance teacher assigned to the school -Tax levy funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-Weekly attendance reports with site specific analysis and with analysis of the relation of attendance to student involvement in incentive programs/clubs -Reviews of individual student attendance -Monthly analysis of the Positive Behavior System data collection that specifies target behavior of being in class -Comparative analysis of ATS attendance reports -Ongoing analysis of individual student attendance for increases/decreases -Review of ILOGs related to attendance</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	60	75	25	60	80	50	10	
10	55	50	30	45	40	30	10	
11	14	10	8	14	14	2	2	
12	5	5	5	7	8	4	2	

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Achieve 3000 Great Leaps (Fluency) Lexia (Decoding) AMP (Focus on Reading comprehension) Test Prep Strategies (Secondary) Westsea Publishing: individual and small group, in school, extended time as possible Writing Support: Step Up to Writing, WEX,</p>
<p>Mathematics:</p>	<p>Virtual Math Manipulatives – On line differentiated support for students based on their functioning levels: individual, during the day Test Prep Strategies (Secondary) Westsea Publishing: individual and small group, in school, extended time as possible</p>
<p>Science:</p>	<p>Test Prep Strategies (Secondary) Westsea Publishing: individual and small group, in school, extended time as possible Reading Strategies: Explicit support in reading in the content areas - -pre-reading, during reading and post reading strategies</p>
<p>Social Studies:</p>	<p>Test Prep Strategies (Secondary) Westsea Publishing: individual and small group, in school, extended time as possible Reading Strategies: Explicit support in reading in the content areas - -pre-reading, during reading and post reading strategies</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Intense Counseling and Guidance Attendance Outreach Analysis of academic credits Positive Behavior Supports, with analyses of student daily points/credits to review with the students Therapeutic Crisis Intervention (TCI): Students develop new coping skills and learn self-regulation techniques Girls Focus Groups: 1 x weekly for 45 minutes Graduation Committee: 1 x weekly meeting with follow up with 11th and 12th grade students NOTE: PPT meetings help determine additional support for students based on academic needs and attendance</p>

At-risk Services Provided by the School Psychologist:	Intense Counseling and Guidance Attendance Outreach Analysis of academic credits Positive Behavior Supports , with analysis of student daily points/credits to review with students Graduation Committee: 1 x weekly meeting with follow up with 11 th and 12 th grade students NOTE: PPT meetings help determine additional support for students based on academic needs and attendance
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

NOT APPLICABLE : SCHOOL DOES NOT RECEIVE TITLE III FUNDING

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:** _____ **LEP** _____ **Non-LEP**

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

According to the Annual School Report about 40% of the school comes from families that potentially need translation and interpretation services. To accurately assess the number of families for the coming school year, P.12X will conduct a home language survey at the beginning of the school year to determine the parents' preferred language of communication.

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.

Currently, in-house staff have been able to provide translation and interpretation services. The parent coordinator reports these findings to the school community on a regular basis.

Part B: Strategies and Activities

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

In-house staff, as well as parent volunteers, will provide translation and interpretation services. A copy of all school documents that need to be distributed will go to assigned staff for immediate translation.

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 interpreter will be able to facilitate communication among clinicians, teachers, administrators, parents and their communities. In-house staff will provide oral interpretation; if necessary, the school will contact an outside agency.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will comply with Section VII of Chancellor's Regulation A-663 in the following ways:

1. After completing the home language survey, parents will be provided with written notification of their rights regarding translation and interpretation services along with instructions on how to obtain these services/
2. A sign will be placed at the school language of each site in each of the covered language indicating where to pick up a copy of the parent notification letter regarding translation and interpretation services, also known as Attachment A to Chancellor's Regulation A-663.
3. A School Safety Team Meeting will be held to devise a plan for dealing with possible communication barriers to the school's administrative offices.
4. The school will provide information in a non-covered language if the need should arise and the school will be responsive to parent requests regarding interpretation and translation services.
5. A hardcopy of the information on the Department's website concerning the rights of parents to translation and interpretation services shall be made available in each of the covered languages at all sites.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE

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: Not applicable			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

NOT APPLICABLE

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

¹ School Under Registration Review (SURR)
MAY 2009

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: ELA/Math Grades 4/8

SURR Group/Phase: _____ **Year of Identification:** Spring 2005 **Deadline Year:** 209-2010

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
<p><u>New York City Office of School Improvement</u> September 19, 2007 October 23, 2007 November 1, 9, 14, 30, 2007 December 18, 2007 January 15, 13, 31, 2008 February 5, 14, 2008 March 18, 25, 2008 April 28, 2008 May 8, 13, 15, 2008 June 4, 17, 24, 2008</p> <p>December 3, 2008 January 22, 2009 February 10, 2009 March 27, 2009 April 24, 2009 May 4, 6, 27, 2009 June 4, 2009</p>	<p>A. School Mission and Goals The mission statement was not visible in any of the buildings used by this school.</p>	<p><u>October 2006</u> The mission statement was revisited by the School Leadership Team. The Team collaborated to develop a new mission statement which has been posted in the school buildings. The agenda for school meetings includes the mission statement.</p> <p><u>Spring 2008</u> Posters of mission statement have been made and posted at entrances and in the classrooms.</p> <p><u>Spring 2009</u> Mission statement was re-posted throughout the school.</p>

<p><u>New York State Ed Liaison (Sandra Lesibu)</u> November 1, 14, 2007 January 16, 2008 March 6, 2008 April 16, 2008 May 1, 22, 2008 June 19, 2008</p> <p><u>NYSED Safe Schools</u> November 14, 2007 - Monitoring</p>		
	<p>B. Administrative Leadership and Organization: <i>Planning, Communication and Administrative Support</i></p> <ul style="list-style-type: none"> -Assistant principals should have schedules to visit each of the sites for which they have responsibility on a regular and frequent basis -Administration should establish a regular schedule of faculty meetings and strongly encourage all staff members to attend -Common planning time should be scheduled for teachers on both a subject area and grade level basis -Regularly scheduled meetings need to be established for collaborative planning to occur, for the evaluation and improvement of the school's behavior management system, instructional improvement - Communication from the administration to the school's staff could include the use of computer technology, particularly email - The school's professional development plan should be implemented 	<p><u>October 2006</u> -Since September 2006, the school has fewer offsites. Astor Tilden and Astor Byron have been reassigned to P. 723X. Westside site has closed and students are instructionally integrated with the students in the Main Site. Mayra Nunez, Assistant Principal, has been assigned as the liaison to the North Building and is there on a daily basis. Jennifer Wilkerson, Assistant Principal, has been assigned to Bronx Lebanon where there are two classes; she will make visits to the site at least every two weeks. -During Spring semester, the school has a plan to phase in greater use of technology, specifically e-mail. Additionally, the school will support its teachers in using the Internet to review data and look at reports such as Grow data. -The school administration will oversee the implementation of the Professional Development Plan.</p> <p><u>June 2007</u> -Common planning time has been established for teachers by grade level in</p>

		<p>the elementary school and by department (area of study) in the high school.</p> <ul style="list-style-type: none"> -Regularly schedule meetings take place to address Attendance and Positive Behavior Supports. Related service personnel meet regularly to do FBAs. -The Principal meets with a Professional Development team once weekly to review professional development activities, to review common planning time agenda and to review what next steps are to be taken in terms of professional development. -While technology is in greater use by staff, there are many staff members who do not access their Department of Education email accounts. <p><u>June 2008</u></p> <ul style="list-style-type: none"> -Common planning time continues to be implemented at the grade levels and by department (area of study) in the high school -Ongoing scheduled meetings that address attendance and positive behavior supports. -Professional development meetings take place weekly and calendar was established of in-house professional development by administration and lead teachers -Monthly calendar published to increase communication among staff -Weekly newsletters put out at secondary level to increase communication with teachers about positive behavior and attendance incentives -Increase in the number of teachers using email. There is a need to continue to place emphasis on email communication.
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		<p><u>June 2009</u></p> <ul style="list-style-type: none"> -Common planning time continues to be implemented at the grade levels and by department (area of study) in the high school -Ongoing scheduled meetings that address attendance supports - High School weekly meetings that address LCS bank system -Positive Behavior Support Team meetings implemented on weekly basis for North -School-based professional development implemented -Paras trained in Therapeutic Crisis Intervention (TCI) -Ongoing professional development on Differentiated instruction -Ongoing meetings that address attendance
	<p>B. Administrative Leadership and Organization: <i>Intake Procedures, Placement and Student Scheduling</i></p> <ul style="list-style-type: none"> -District 75's placement office should alert the school in advance of the arrival of all new admissions. -The school's intake procedure should be changed so that student who are new to the school are placed in a classroom instructional setting when they enter the program -The administration should reevaluate and restructure the student scheduling process to allow for diversification and individualization of student programs. Such flexibility in scheduling would also provide an opportunity for teachers to see different students within a week's schedule. -A pupil personnel committee should be established according to DOE requirements. 	<p><u>October 2006</u></p> <ul style="list-style-type: none"> -District 75 Placement has alerted the school in advance of all new admissions through email that includes pages of CAP that provides information on students, Email is provided to the Principal and the Pupil Accounting Secretary. A copy of the email is forwarded to the Parent Coordinator. -At the secondary level, students new to the school meet with the programmers who schedule classes for student. If a student is above 9th grade and does not have a transcript, the students are provided with a temporary program. -At the secondary level, instructional programming available to students has increased. Additional courses include Italian, Theater Arts, Individual Music, Orchestral Music, Health, Girl's Gym,

		<p>Memor Writing, and Journalism. This has resulted in teachers seeing different students within a week's schedule. The students have shown greater engagement in school because there is greater variety in the curriculum offerings. -A pupil personnel committee has been established. A calendar of regularly scheduled meetings is being developed and will be posted by October 13, 2006.</p> <p><u>June 2007</u> -Pupil personnel meetings have been held in accordance with DOE requirements. Pupil personnel meetings have included FBAs. -Weekly meetings between P.12x administration and Westside administration have been established to ensure continuity of services.</p> <p><u>June 2008</u> -Ongoing schedule of Pupil personnel meetings. -Westside has moved to the Main building which has allowed for greater communication re students and their needs. Weekly meetings are held with Westside administration. Westside students are integrated in the academic program but receive counseling services through Westside. -New courses were added to the schedule to accommodate needs of students in the secondary program: film and screenwriting; Spanish; Culinary Arts; percussion -Reading intervention (Read 180, Great Leaps and computer based programs added at secondary level) put in place to</p>
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		<p>accommodate student needs (based on analysis of student results on Scantron and school-based assessments)</p> <p><u>June 2009</u> -Ongoing biweekly schedule of Pupil Personnel meetings was implemented -To increase student programmatic offerings, a retail business class was added to the schedule. Through VTEA funding, the school built and opened a student-designed/student-run school store. -Reading intervention program was expanded to include AMP (focus on Reading Comprehension) -Student scheduling was done in consultation with a team of teachers and counselors. -New students meet with counselor to review transcripts and schedule classes. Teachers are informed by counselors of new students. -Pupil Personnel Team meetings occur twice monthly</p>
	<p>B. Administrative Leadership and Organization: <i>Time Management</i> -Consideration should be given to adding additional buses to help reduce the frequency and degree of student tardiness -Period-by-period attendance should be transmitted electronically from each teacher's computer to the attendance office's computer for each class period.</p>	<p><u>September 2006</u> -Additional buses will not necessarily reduce the frequency and degree of student tardiness. The school has been working with the Office of Pupil Transportation and the bus companies to ensure timely arrival. Additionally, the school opens the doors earlier so that students are in school prior to the start of the first period. -At this point there is not a system in place to transmit attendance electronically. Attendance is taken manually.</p> <p><u>June 2007</u> -At this point attendance is still taken</p>

		<p>manually. Systems have been put in place to ensure that all teachers follow through on the systems. Each day, school staff receive notification as to which students are absent; they make and log phone calls to the homes of these students.</p> <p>-To address lateness, P. 12x reconfigured first period at the secondary level. During first period, electives are offered; one of the offerings is a film theory class. Based on one of SURR meetings, it was determined to put in place this class to encourage attendance because of the course content. Over the past few months, student tardiness has decreased.</p> <p>-At the elementary level, the school has worked with the bus companies to ensure that buses arrive earlier.</p> <p><u>June 2008</u></p> <p>-Effective February 2008, period-by-period attendance was taken manually and entered electronically in the office. The school is looking to network its computers to facilitate different systems</p> <p>-To address continued problem of lateness, the secondary program began the first class at 8:15 am instead of 8:00 am. The school was able to schedule all classes throughout the day for 50 minutes.</p> <p>-Student attendance and punctuality were tied into the behavior system and students received credits (points) for being in class on time for the entire period. This resulted in an increase in student attendance in the classes.</p> <p>-The school continued to work with the bus companies. These efforts have resulted in the majority of students being in school</p>
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		<p>earlier. -Professional development provided to bus drivers and matrons included focus on importance arriving to school in timely manner</p> <p><u>June 2009</u> -Period by period attendance continued to be taken manually -Secondary program continued to begin the first class at 8:15 am instead of 8:00 am, -Student attendance and punctuality were tied into to the behavior system. -Increased school efforts to contact parents first thing in the morning to ensure their children attended school -During the year, there was great success with the school buses being on time. School continues to work with the bus companies -Twice annually the school held breakfast network meetings and professional development for bus drivers and matrons on factors of school success</p>
	<p>B. Administrative Leadership and Organization: <i>Effective use of building space</i> Main: -The school's administration, with the active support and assistance of District 75, should take steps to ensure that students are not tested in any location where noise and other distractions might undermine their performance. -The school's administration, with the active support and assistance of District 75, should create a central library media center, that is designed for resource sharing. -Teachers should be given the opportunity for their classes to use the media center without the presence</p>	<p><u>October 2006</u> Main: -The school administration will take steps to ensure that testing is done in location most free of noise and distractions. -The school will create a media center/library for resource sharing. One of the rooms in the Main building which is already wired for internet access and computers and which also has shelves will house the media center. -Teachers will be able to schedule time in the media center to support their content areas. Additionally, to ensure that the</p>

	<p>of the lab aide.</p> <p>North: A sink should be installed in the health office, or the health office's location should be changed to a suitable space that is</p>	<p>media center will be available on an ongoing basis a calendar of professional development for teachers and paraprofessionals has been scheduled.</p> <p><u>June 2007</u> -In the Main building, a library/media center has been established. On May 31, there was an official library/media dedication. The school used the 2006-2007 SURR PCEN funds to buy the books for the library/media center. The district supported the library/media center by providing funds to purchase furniture and computers. -It is expected that in 2007-2008, the school will establish a library in the North building. -A teacher center will be established in the North building. -In the Main, a teacher was assigned to the media center (4th floor) to teach computer applications. During other times of the day, teachers were able to bring their students to the room. -Out2Play has begun construction of the playground that will serve both elementary and secondary students.</p> <p><u>June 2008</u> -Teachers were given schedule for use of library/media resource center -Teacher center continues to be used in the North building. Lead teacher modeled teaching strategies to other teachers in the center. -The playground continues to be used during the day to accommodate physical education activities and special events</p>
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		<p>-Testing continues to be closely monitored – quiet and order were observed and the staff were assigned to students in a way so that all testing accommodations could be met</p> <p><u>June 2009</u></p> <p>-Multimedia center continues to be used by staff and student. The school used its NYSSL and tax levy library books to purchase items for the library. District 75 Superintendent supported the library by purchasing magazines and a TV for students</p> <p>-Teacher center in the North building continues to be used for professional development</p> <p>-As in previous years, testing continued to be closely monitored. Quiet and order were observed and the staff were assigned to students in a way that all testing accommodations could be met</p> <p>-The playground continues to be used during the day to accommodate physical education activities and special events.</p> <p>- SCA has determined that the paving and fencing for the playground must be redone. Construction work will begin in August 2009.</p>
	<p>B. Administrative Leadership and Organization: <i>Effective and Appropriate Use of Staff</i> Main and North:</p> <p>-The administration should assign a permanent hall monitor to each floor, to help ensure consistency in the enforcement of appropriate student behavior in the hallways</p> <p>-Safety officers should be assigned one to each floor, after the majority of students arrive in the morning</p>	<p><u>September 2006</u></p> <p>-At the main building, a schedule of hall duty monitors has been established for each period of the day. There is a need to provide training to the staff on strategies for facilitating transition and for ensuring that interactions with students are not confrontational.</p> <p>-Safety officers have been assigned to each</p>

	<p>-The administration should provide copies of the coaches' schedules to each teacher, so that the teachers might be aware of the times when coaches are available in the building</p> <p>-The roles and responsibilities of one-to-one crisis management paraprofessionals assigned to students should be reviewed for appropriateness and clarified for teachers and paraprofessionals</p>	<p>floor; school administration has a copy of their post schedule.</p> <p>-The school has hired a math coach. Her schedule has been disseminated to appropriate staff.</p> <p>-The mentor for new teachers provides a weekly schedule prior to the start of the week. The schedule is provided to the teachers being mentored.</p> <p>-The school is working with a Positive Behavior Support Coach. Currently his objectives (determined in collaboration with the school administration) is to support the school in refining its Positive Behavior Support program and to help the school with the effectiveness of the use of staff for hall and cafeteria duties.</p> <p><u>June 2007</u></p> <p>-The schedule of hall duty monitors was revised during second semester.</p> <p>-The school has been working with the School Safety Lieutenant and Sergeant for there to be more presence of the School Safety agents on the floor.</p> <p>- The math coach's schedule has been revised so that she works with each teacher in the elementary site and each of the mathematics teachers in the secondary site.</p> <p>-One of the lead teachers has been reassigned from the secondary program to the elementary program. The lead teachers' schedule has been designed to build instructional capacity at both the elementary and secondary levels.</p> <p>-One to one paraprofessionals were reassigned during Spring semester based on schedule changes and new admissions to the school. The Assistant Principals meet</p>
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		<p>with paraprofessionals to clarify their roles. -School administration met with teachers to clarify use of paraprofessionals in the classroom/</p> <p><u>June 2008</u> -A schedule of hall duty monitors was continued - with ongoing monitoring of floors by deans and School Safety -Two Safety officers were assigned to the North building to ensure that all entrances were monitored -Math coach and lead teachers had schedule of classes to visit - One to one paraprofessionals were reassigned during Spring semester based on student referrals and student admissions. As a result of student reevals, IEP paras were removed from a number of student IEPs. Twelve IEP paras were excessed.</p> <p><u>June 2009</u> -A schedule of hall duty monitors was continued with ongoing monitoring of floors by Dean and School Safety. School administration and teachers created a log form to be used by hall monitors to ensure accurate reporting of incidents and to help school analyze pattern of incidents -Two Safety Officers were assigned to the North building to ensure that all entrances were monitored -Coach and lead teacher were assigned classes and students to work with -District 75 coaches in literacy, math, positive behavior supports, applied learning were scheduled to help teachers in the classrooms -One to one paraprofessionals were</p>
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		<p>reassigned during Spring semester based on student referrals and student admissions. - As a result of student reevaluations, IEP paras were removed from a number of student IEPs. Four IEP paras have been placed in excess.</p>
	<p>C. Instructional Resources <i>All sites</i> -The DOE should make additional resources available for this school in the areas of technology, staffing, professional development and instructional programming. -Every effort should be made to include staff members early in budget development process. The district's leadership should consider inviting representatives from among the classroom teachers to participate in the selection of instructional materials, so that resources provided to classrooms are more appropriate to address the range of abilities among the students.</p>	<p><u>October 2006</u> <i>All sites</i> -Through a Central DOE initiative, the school has hired two lead teachers; one of the positions is being paid by Central DOE. The lead teachers will work with designated teachers to build capacity at the school level. The Lead Teachers are based in the secondary program. -Through District 75, the school has been allocated a Coach line; a Math Coach, Lynda Banks, has been hired. She has a schedule in place that consists of her working with both the elementary and secondary teachers. -The school applied for and received funding from Central DOE for an Extended Day Program; the Extended Day Program will support students who need to make up/accumulate credits, as well as those who need support in preparing for the Regents and RCTs. -During the month of September, the school had one Teaching Fellow (placed in reserve) to support students and instructional programming. The teacher has since found a teaching job at another school. -Through District 75, district-based coaches have supported the school in the areas of ELL and technology, as well as Positive Behavior Supports.</p>

	<p>Main Building</p> <ul style="list-style-type: none"> -The administration and the district should research programs that support the development of literacy skills for low-level readers in preparation for the GED, as well as other life-skills Programs. The most effective of these would be implemented at PS 12X. -Teachers should be provided with information about library materials that are currently available to support readers at various levels of skills development. 	<ul style="list-style-type: none"> -Staff from the school will participate in the schedule of professional development offered through District 75. <p>June 2009</p> <ul style="list-style-type: none"> -Elementary and Secondary: During 2008-2009, Lynda Banks remained as the Math Coach of P. 12X. -Secondary: The school continued to receive funding from Central DOE for the Extended Day Program -Elementary and secondary: District 75 coaches supported the school in ELL, technology, literacy, math and PBIS. -Secondary: Reading intervention was expanded to include AMP (Evidence shows that participating students with 8-% attendance) made significant gains as a result of reading interventions -Secondary: High school Science lab cart was purchased by the district for P. 12X. Science cart was delivered and set up in June 2009. Professional development on the use of the cart will take place in Summer 2009 and Fall 2009. -Elementary/Middle School: Updated math materials were provided to teachers at the elementary level (<i>Everyday Math</i>) and middle school level (<i>Impact Maht</i>) -Elementary: Instructional funds were used to purchase materials for the classroom libraries. -Elementary: Book of the Month initiative continued. Resources were provided to teachers, students and parents. -Middle/Secondary: WEX writing program was implemented. Teachers participated in 3 days of District professional development, with 3 follow up days of
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	<p><i>North Building</i></p>	<p>training in the classroom Secondary: -Secondary: School participated in the Learning Technology Grant. The grant provided computers, science materials, plants and math software.</p> <p><i>Main Building</i> -Read 180 (Scholastic) is being implemented to support the development of literacy skills for students reading at or above 2.5 grade level. -Students whose reading is at primer level are participating in reading instruction through Lexia. -Currently there is no library in place at the school. Planning and ordering for appropriate library materials will begin by the end of October 2006. The administration of the school is inviting several vendors to the school so that teachers will be able to see a range of materials and will have opportunities for input into ordering. -During Spring 2006, the school ordered books on tape (Janet Allen) and one of the teachers is using the books on tape to support the reading/literacy program.</p> <p><u>June 2008</u> -Reading intervention has been expanded to include Great Leaps. -Evidence that a number of students have made significant gains as a result of the reading interventions.</p> <p><i>North Building</i></p>
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	<p>-Since there is no central library media center to support an open-access lending library model, classroom libraries should contain adequate materials to support a lending system. Classroom libraries should also be expanded to provide students with a sufficient number of lower reading level/high interest selections to support students' independent reading.</p> <p>-All teachers who teach mathematics should be provided with appropriate teacher editions for the <i>Everyday Math</i> program.</p> <p><i>Westside</i></p>	<p>- Classroom libraries currently being leveled, using the Fountas and Pinnell leveling system. Those books that are not leveled according to this system will be sorted for genre and topic. Based on the results of these efforts, teachers will work with school administration to determine books that need to be ordered.</p> <p>-The math coach is working with the teachers to ensure that each teacher has the appropriate editions for the <i>Everyday Math</i> program. Extra editions have been ordered for several of the grades, specifically since teachers may have more than one grade level in their class.</p> <p><u>June 2008</u></p> <p>-Number of books in the classroom libraries have increased at the elementary level.</p> <p>-With the addition of two middle school classes, materials were ordered to meet the needs of the students in those grades. During 2008-2009, additional books will be ordered to ensure that the classroom libraries in those grades meet the needs of the middle school students</p> <p><i>Westside</i></p> <p>-During Spring 2006, a laptop cart was ordered for Westside and set up there. Since Westside has moved to the Main building, the laptops will be moved to the Main building and will be accessible to students from both Westside and Main.</p> <p>-Westside students are instructionally programmed with students from Main. The students, therefore, have greater access to a</p>
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		<p>range of programs. Instructional resources are ordered with regard to the number of students in both Westside and Main.</p> <p><u>June 2008</u> NOTE: Westside students have been totally integrated academically.</p> <p><u>June 2009</u> -The number of students participating in Westside clinical services has increased. As in 2007-2008, Westside students are totally integrated academically.</p> <p><u>June 2006</u> -One of the Lead Teachers has been reassigned to the elementary site. -Planning and ordering of instructional materials for 2007-2008 is taking place now so that when we receive our new budget we are able to buy materials appropriate to the needs of the students. -The school purchased <u>Step Up to Writing</u> for all class teachers. Training by Sopris West took place during Spring Semester 2007; on June 7 professional development day, there was schoolwide training to enhance previous training on <u>Step Up to Writing</u>. -FOSS kits in Science have been ordered for elementary classes as part of the Uniform Curriculum initiative. -At the secondary level, Lexia, Read 180, and Janet Allen's books on tape support skills development. -Everyday Math materials have been provided to all teachers, and new materials (in the guidelines of the Uniform</p>
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		<p>Curriculum) have been ordered for 2007-2008.</p> <p>-At the secondary level, technology and science materials have been provided to Bronx Lebanon.</p> <p>-At the elementary level, classroom libraries have been leveled.</p>
	<p>C. Instructional Resources <i>School Library Media Center</i> The district should create central school library media centers in these building and hire certified library media specialists for the Main Building, Westside and Bronx Lebanon.</p>	<p><u>October 2006</u> -The school intends to use the SURR PCEN monies to support the establishment of a media center/library. This year the school will implement a media center/library in the Main site.</p> <p><u>June 2007</u> -The school used SURR/PCEN monies to support the establishment of a library/media center. The district supported the school by providing additional funds to purchase computers and furniture. On May 31, 2007, the school officially dedicated the library/media center.</p> <p><u>June 2008</u> Additional books were ordered for the library media center (NYSTL). Staff was given professional development on Nettleker and the use of the Smart Board to help them better access resources in the library.</p> <p><u>June 2009</u> -Additional books for ordered for the library media center. The District 75 Superintendent purchased magazine subscriptions for the library. Additionally, a flat screen tv was ordered. -Continued professional development on Nettleker and the use of the Smart Board</p>

	<p>D. School Climate</p> <ul style="list-style-type: none"> -Administration should consider increasing opportunities for staff meetings, collaboration and networking to reduce the sense of isolation among the faculty members -Training, direction and supervision should be provided for hallway safety personnel -More effective use of school safety officers could be achieved by stationing them more evenly on floors throughout the building -The administration should take steps to ensure that all school rules are consistently and equitably enforced -The school's administration should consider implementing and enforcing a hallway pass system for students who are not being escorted by faculty members -Administrators and staff should actively supervise student movement in the hallways 	<p><u>October 2006</u></p> <ul style="list-style-type: none"> -This year, 2006-2007, the school is working with a Positive Behavior Specialist, Satish Moorthy, to implement best practices in positive behavior supports. Satish is working with school staff, Clifford Patterson and Terrence Brown, to support them as in-school "coaches" in positive behavior supports. The school "coaches" will provide training and direction of the hallway safety personnel. The School Principal will overall be responsible for accountability of hallway safety personnel. -School safety officers have been assigned to floors after the majority of the students have arrived. -Administrators and staff have been assigned to supervise student movement in the hallway; there is a need however to provide professional development/modeling on supervision strategies. <p><u>June 2007</u></p> <ul style="list-style-type: none"> -The school has a Positive Support Committee, which meets weekly. Consideration is given to equitable enforcement of school rules. Rules and a matrix of expectations is posted throughout the school. -The school was named a persistently Dangerous School in 2006-2007. To reduce incidents, the school developed an Incident Reduction Plan. The plan includes efforts taken to improve school climate. -Throughout the day, there is a schedule of hall duty. Administrators and staff have a strong presence in the halls. -The school has been working with the
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		<p>Leadership Program to increase positive student to student interactions and student to staff interactions.</p> <ul style="list-style-type: none"> -As part of Title IIA, the school has been working with the New York Academy of Medicine to support staff in developing a positive school climate. -While not mentioned directly as a recommendation in this section, the school has implemented many practices which have improved school climate, such as school trips, student council, basketball team, school dances, weekly assembly programs, volunteer programs <p><u>June 2008</u></p> <ul style="list-style-type: none"> -The school updated its Incident Reduction Plan. The school was reviewed by the NYSED Office of School Safety. There continues to be a need to reduce violent incidents. -There remains a schedule of hall duty and there continues to be a strong presence of administrators and staff in the halls. -The school continued its work with the Leadership Program to instill positive behavior skills and to integrate these skills with the academics. Students participated in the Youth Leadership Conference/ -The school initiated a partnership with Progressive Education Program which provided staff development to all staff on gang violence and strategies to reduce gang presence in the schools. The PEP also worked with students at both the high school and middle school levels. -The school entered into partnership with Social Services of Hip Hop. Students participating in these classes showed
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		<p>decreased number of incidents. Social Services of Hip Hop provided staff development for all staff on positive youth culture and the ways to help youth become critical consumers of their own culture. Through this partnership, students were able to engage in a number of options that resulted in increased behavior and academic accomplishments.</p> <ul style="list-style-type: none"> -The school revised its behavior system and developed separate plans for the elementary and the secondary program. The secondary plan uses real life experiences, such as banking, credit systems, etc, to encourage positive gains in behavior, academics and attendance. <p><u>June 2009</u></p> <ul style="list-style-type: none"> -The School updated its Incident Reduction Plan. The school was reviewed again by the NYSED Office of School Safety. There continues to be a need to reduce violent incidents. -District 75 supported the school by providing a Positive Behavior Coach. -The hall duty schedule in the high school had a significant impact on reducing incidents -The school maintained its partnership with the Progressive Education Program which provided staff development to all staff on gang violence and strategies to reduce gang presence in the schools. PEP continued to work with the middle school. -The school maintained its partnership with Social Services of Hip Hop. -The elementary school implemented monthly program of incentives (eg Crazy Hat Day, Bonus gym periods, special sales)
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		<p>-The secondary school modified the behavior system to integrate use of technology and spreadsheets. The secondary plan continued to emulate real life experiences, such as positive gains in behavior, academics and behavior. A school store was designed by students, built by students and opened Winter 2009. A retail/business math curriculum was implemented.</p> <p>-The secondary film class continued its work on producing films and advertisements on positive behavior and the school's behavior matrix</p>
	<p>E. Curriculum, Instruction and Assessment Main Building: -The administration needs to provide a means of addressing the issues of student frustration and inability to engage in the single-paced instructional model. This might be addressed by providing additional professional development for staff on implementing the curriculum model, or by exploring alternative models of instruction and/or the flexible grouping of students. -Staff development should be provided on the use of instructional techniques and classroom activities that are designed to engage students in the lesson -The AIS program should be staffed sufficiently as soon as possible</p>	<p><u>October 2006</u> Main Building -There continues to be a need to increase the use of differentiation in the lessons, particularly at the secondary level. During 2006-2007, District 75 Institutes for Learning are focusing on differentiated instruction; the School's Assistant Principal, Lead Teacher and classroom teacher will be attending this series of workshops. They have had two sessions to share what they learned; however, this is insufficient to change practice. The Administration will work with the Lead Teachers to highlight the use of instructional techniques and classroom activities that engage the students in the classroom. -Classroom walkthrough and brief observations (conducted several times a week) will focus on the use of instructional strategies, including grouping and use of paraprofessionals, that effectively engage the students. - Three classrooms have been provided</p>

		<p>with SmartBoards (with another seven about to receive them). The teachers are being provided with technical support and class-based modeling to use the SmartBoards with their classes so that there is increased student engagement.</p> <ul style="list-style-type: none"> -Common planning times will consider ways to increase student engagement. -The focus of the professional development (contractually agreed once monthly session) will be on differentiated instruction and will model ways for increasing student engagement. <p><u>Academic Intervention Services</u> For 2006-2007, one of the out of classroom positions as approved by an SBO vote was the School Academic Intervention Team Leader. The Team Leader, however, will be assuming a position in another District 75 program (effective October 11). There is a need to replace the Team Leader and follow through on the schedule of meetings, professional development and delivery of AIS. (Staffing for this program will be completed by the end of October 2006).</p> <p><u>June 2007</u> As part of common prep time, the school technology liaison has been working with teachers to increase their skills with technology, including the use of the SmartBoards.</p> <ul style="list-style-type: none"> -Lead teachers and coaches have been working with teachers to increase the use of differentiated instruction in the classroom. -There is a need to increase systematic provision of AIS.
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		<p><u>June 2008</u></p> <ul style="list-style-type: none"> -The use of technology in the secondary program has increased and it is expected that all classes will be using SmartBoard technology along with Netteker to provide differentiation of instruction. -An SBO was voted in to have a .5 Academic Intervention Services Coordinator. There has been a significant increase in the AIS provided to students. The emphasis for 2008-2009 will be on the elementary program, -Professional development on Scantron was provided to all staff, with two follow up sessions. -Professional development on differentiation of instruction was provided to groups of staff throughout the year/ <p><u>June 2009</u></p> <ul style="list-style-type: none"> -Professional development on the Performance Assessment Series were provided to all staff. At the elementary, four sessions and at the secondary level, three sessions took place. -Training was provided on ARIS to the staff to help them access data relevant to the academic performance of the students. -Professional development was provided on the relationship of Performance Assessment Series and the IEPs -An AIS Coordinator (0.5 FTE) was put in place. AIS was provided to the elementary students. -Elementary/Secondary: District 75 provided literacy, math and AIS coaches to support the teachers in the class instruction and the provision of AIS.
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	<p>North Building: The administration should take steps to ensure that all students receive ELA instruction for the full allotment of time provided</p>	<p>North The school revised schedules for each of the teachers. Each teacher has a schedule that allows for students to engage in a 90 minute literacy block.</p>
	<p>F. Qualifications of Teaching Staff -The school should have on file a copy of a valid NYS teaching certificate for every teacher in the program. That certificate should be for the content area in which the teacher is providing instruction.</p>	<p><u>June 2007</u> -The school has on file a copy the copies of the NYS teaching certificates for each teacher in the program. In 2007, there was one teacher whose provisional certification expired; the teacher will assumed a position outside the Department of Education.</p> <p><u>June 2009</u> -The school has increased the number of teachers certified in their content areas.</p>
	<p>G. ESL/Bilingual Education Main Building: The district and administration should recruit and retain a certified ESL teacher</p>	<p>Main Building: At P12x, during 2005-2006, there was a certified ESL teacher who was not teaching ESL. The teacher, Victor Abruzzese, has been reassigned to be the ESL teacher who serves all students in the school. A schedule has been established.</p> <p><u>June 2008</u> Victor Abruzzese has continued serving as the ESL teacher for the school.</p> <p><u>June 2009</u> Victor Abruzzese has continued serving as the ESL teacher for the school.</p>
	<p>H. Student Discipline, School Safety and Security</p>	<p><u>October 2006</u> NOTE: Subsequent to the review visit, the school was named as a “Persistently</p>

	<p>Main Building:</p> <ul style="list-style-type: none"> -The administration should objectively evaluate the effectiveness of the Steps to Success student behavior management system. -Administration should establish collaborative meetings between the school’s safety officers and the administrators and faculty to promote a common understanding of the school’s student code of conduct and penalties -The administration should take steps to develop a uniform behavior management system for school-wide administration -One school safety officer should be assigned to work on floors 	<p>Dangerous School”. The school has developed and submitted an Incident Reduction Plan. Additionally, the school will be participating in Positive Behavior Walkthroughs in collaboration with Central Department of Education.</p> <p>Main Building</p> <ul style="list-style-type: none"> -The Steps to Success student behavior program was preliminarily evaluated in Spring 2006. It was determined at that time that only about 30% of the students were participating in the program and would use the point sheets. It was also determined that there was a need for a behavior support program that would provide more immediate reinforcement. During May 2006, at the main site, a token economy program was implemented and a school store opened. Two weeks later, at the North building, a token economy program was also put in place. The token economy programs recognized students who were following the expectations of behavior. During the Spring 2006, the school worked with a Positive Behavior Support Coach, Jason Alicea. This year , the school continues to work with a coach in this area (Satish Moorthy) to determine the effectiveness of Steps to Success. Currently the efforts are targeted to everyone understanding the expectations of behavior in the different locations. -During Spring 2006, the school implemented SWIS; the system enables the school to input the incidents and to receive data reports that provide information about time and location of incidents. The data is reviewed with each staff after the end of the
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	<p>North Building: -A uniform system of rules, rewards and consequences should be developed for the school-wide implementation</p>	<p>month. -School safety officers and school administration and staff have been meeting on an ongoing basis since last June 2006. The focus of the current meetings is to review data, identify possible causes and hotspots for student incidents, identify consequences -School safety officers have been assigned posts once the morning scanning is over. -There has been a student assembly to review the positive behavior support program and to discuss the Discipline Code. There is need to have ongoing reviews of the Discipline Code with students.</p> <p>North There is a uniform system of rules, rewards and consequences in the North Building. Staff are aware of the expectations of behavior at different levels. Ongoing professional development and support from the school coach will help ensure that staff use a common approach in their language of expectations, as well as rewards and consequences.</p> <p><u>June 2007</u> The school has implemented the Incident Reduction Plan. The school has worked with the District coach, the Leadership Program, New York Academy of Medicine and community agencies to reduce incidents. As of June, there has been a reduction of incidences from 103 in 2005-2006 to approximately 70 in 2006-2007. An analysis of data shows that the type of incidences has changed from incidences of</p>
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		<p>student to student and student to staff aggression to incidences of vandalism.</p> <p><u>June 2008</u> The school updated its Incident Reduction Plan. During the school year, the school worked with a District 75 coach, Steve Blair, to reduce incidents. There has been a decrease from 80 suspensions in 2006-2007 to 52 in 2007-2008. There has been a continued trend of decreases in student to student violence. There has been an increase in the number of violent incidences in the elementary program. While student to student aggression has decreased, there has been a trend of increased theft.</p> <p><u>June 2009</u> -The school continues to be identified as a Persistently Dangerous School. During the 2008-2009, Mary Sampson-Mason worked with the school on the FBAs and the BIPs, as well as on the school plans for reducing violent incidents. -During 2008-2009, there may have been an increase in the number of incidents in the school, especially at the older elementary and middle school levels.</p>
	<p>I. Family and Community Involvement</p> <p>1. Main: Funding should be provided for an after-school program to help address students' skills deficits in reading and mathematics.</p> <p>2. North: Parent outreach efforts should be further developed to promote home-based support for student learning. Parents might be invited to attend</p>	<p><u>October 2006</u></p> <p>1. Main: P. 12x applied for and received funding for the Extended Day Program. The program will begin in October 2006 and will address the following areas: credit accumulation, remedial reading and math, and/or Regents/RCT preparation.</p> <p>2. North: On November 15, P. 12x will sponsor a Curriculum Night to showcase what</p>

	<p>bi-weekly “lunch and learns” with teachers to exchange information in a risk-free environment. Incentives for attendance might include books and materials to support at-home learning.</p> <p>3. Westside: The administration should expand work and service relationships with community agencies. P. 12X’s parent coordinator should increase outreach efforts to parents at offsite locations.</p> <p>4. P. 188x (NOTE: this program no longer exists.)</p>	<p>students at all grade levels are doing in each of their content areas.</p> <p>P.12X has established a Book of the Month. Each family receives a copy of the book and a letter from the Principal; the teachers support the reading of the Book of the Month with the students in the classes.</p> <ul style="list-style-type: none"> - Based on the recommendations for the North Building, the school will implement bi-weekly lunch session or after school sessions for the students. <p>2. North:</p> <ul style="list-style-type: none"> -On November 15, P. 12x sponsored a Curriculum Night to showcase what students at all grade levels are doing in each of their content areas. -P.12X has established a Book of the Month. Each family receives a copy of the book and a letter from the Principal; the teachers support the reading of the Book of the Month with the students in the classes. - Based on the recommendations for the North Building, the school will implement bi-weekly lunch session or after school sessions for the students. <p><u>June 2007</u></p> <p><u>Westside:</u> The school administration has established relationship with the agency programs and has a schedule of meetings.</p> <ul style="list-style-type: none"> -<u>Transition Coordinator</u> – Through the efforts of the Transition Coordinator, the school has established a number of partnerships with community agencies. -<u>North:</u> There remains a need to increase parent outreach efforts to promote home-based support for student learning.
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		<p><u>Main:</u> Funding for an extended day program has been awarded to the school for the 20207-2008 school year.</p> <p>-The school is working with Medgar Evers College; students from the college provide academic tutoring to the P.12X students</p> <p><u>June 2008</u></p> <p>During the year, P. 12X received funding for an extended day program which focused on credit recovery and RCT preparation for the secondary students.</p> <p>-To increase parent involvement and awareness of the academic program at the school, the school sponsored a curriculum fair/showcase and carnival at the beginning of 2007-2008. Parent workshops on assessment and technology were provided in response to parent request by parents attending the carnival.</p> <p>-During Chapter 683, Summer 2008, a curriculum showcase and celebration will be held in August 2008.</p> <p>-It is expected that the school will again provide the curriculum fair. Additionally a calendar of parent workshops and training is being put together for dissemination to parents in September 2008</p> <p><u>June 2009</u></p> <p>-During the year, P. 12X again received funding for an extended day program which focused on reading intervention, credit recovery and RCT preparation.</p> <p>-The school could not support a Curriculum Fair as in the previous years; however, the school held a Curriculum Showcase and celebration in August 2008 and a Curriculum and Best Practices Fair in</p>
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		<p>March 2009. Approximately 150 parents attended the Fair in March.</p>
	<p>J. The School Building as an Environment Conducive to Teaching and Learning</p> <p>1. Main: Air-conditioners with protective screening need to be installed in the gym to provide adequate ventilation and cooling. -Fire extinguishers should be made accessible for use in case of an emergency -Regular reviews must be conducted to ensure that fire extinguishers are in proper working order</p> <p>2, North Building: The school’s learning areas should be well defined and consistent to support Balanced literacy, mathematics, science and social studies.</p> <p>3. Westside: Westside students have moved to Main. The recommendations listed in the SURR report no longer apply.</p>	<p><u>October 2006</u> NOTE: Since the SURR review, a new Custodian Engineer has been assigned to the school. The Custodian Engineer has worked diligently to bring about changes to the school facility. He has established an excellent working relationship with the school Administration.</p> <p>1. Main: Air conditioners with protective screening were installed in the gym prior to the Chapter 683 program during Summer 2006. -Reviews have been conducted to ensure that fire extinguishers are in working order. Additionally, fire extinguishers covers have been ordered by the custodian in September 2006. As soon as the covers arrive, the fire extinguishers will be put in the designated places in the hallway rather than being kept in separate location.</p> <p>1. North Building: The Assistant Principal, Mayra Nunez, is working with school staff to ensure that there are well-established learning areas. Lofts in the classrooms are being dismantled so that teachers can use the space for learning areas. (The lofts were posing a threat to the students.)</p> <p><u>June 2007</u> North building – Walkthroughs have shown that the schools’ learning areas have been defined to support the courses.</p>

		<p><u>June 2008</u> <u>North</u> – There was continued efforts on increasing the classroom environment. Walkthroughs by the school leadership team and school administration indicated progress in these areas. There will be continued emphasis to support these efforts for the middle school classes -We are working with District 75 to ensure that all air conditioners are operational. Chapter 683 scheduling will take place in classrooms that have air conditioning.</p> <p><u>June 2009</u> <u>North</u> – continued efforts to increase the classroom environment. -A number of the air conditioners were replaced. NOTE: June 2009, school is transitioning into Grade 9-12 program, standardized assessment for 2009-2010. Summer 2009, work will be done on the North building to prepare it for the 9th Grade Academy.</p>
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**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

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

During 2008-2009, the school's administrative cabinet reviewed the findings and identified areas relevant to our students. The administration shared findings with the school community at the monthly staff conferences. Findings were shared at staff department meetings, held weekly at the elementary level and twice weekly at the secondary level. Information was shared with the School Leadership Team in November and was reviewed on December 11.

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

Applicable Not Applicable

The findings are applicable to the school. All students in the school participate in the general curriculum and standardized assessments.

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

The report supports areas of needs that are evident in the school. The school follows a standards-based curriculum for students participating in standardized assessment. To meet the diverse needs of the students with severe emotional and learning disabilities, the teachers differentiate the curriculum.

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.

The school increased its use and analysis of data in identifying skill areas of the individual students. At the secondary level, the school implemented two communication classes to increase student skills in speaking and listening. Additionally, professional development will focus on the use of writing across the curriculum.

District 75 staff developers are providing the school with intense coach support in the area of ELA, The coaches are working with teachers to examine data and to use the data to make instructional decisions about instruction, grouping and academic intervention. The District's support of the school is outlined in District's CAP.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

During 2008-2009, the school's administrative cabinet reviewed the findings and identified areas relevant to our students. The administration shared the findings with the school community at staff faculty conferences which are held monthly. Findings will also be shared at staff department meetings, held weekly at the elementary level and twice weekly at the secondary level. Information was been shared with the School Leadership Team in November and reviewed on December 11. Additionally, the Inquiry Team considered the Mathematics findings in relation to the secondary school students.

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

Applicable Not Applicable

The findings are applicable to the school. All students in the school participate in the general curriculum and standardized assessments.

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

The report supports areas of needs that are evident in the school. The school follows a standards-based curriculum for the students participating in standardized assessment. To meet the diverse needs of the students with severe emotional and learning disabilities, teachers differentiate the curriculum.

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 school has increased its use and analysis of data in identifying skill areas of the individual students. The school is also using the process of Inquiry through the Inquiry Team to address the key findings. A school-based coach worked with the classroom teachers to support implementation of the curriculum. Additionally at the secondary level, math teachers meet as a department twice weekly and have worked with the District Director of Mathematics to develop pacing charts for Geometry and Algebra.

Additionally, District 75 staff developers provided the school with intense coach support in the area of mathematics. The coaches worked teachers to examine data and to use the data to make instructional decisions about instruction, grouping and academic intervention. The District support of the school is outlined in District 75's CAP.

Inquiry team work at the school focused on Everyday Mathematics at the elementary level.

The school supported teacher participation in various mathematics professional development so that teachers would become more proficient in the curriculum.

MAY 2009

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

During 2008-2009, the school's administrative team, lead teacher and coach have met and will continue to meet to review the findings and identify specific areas relevant to our students. Findings will be shared with the school community at staff conferences, School Leadership Team meetings and Parent Association meetings. School staff is using the Santa Cruz standards to assess student engagement in the classroom.

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

X 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?

The school is committed to differentiated instruction; professional development includes instructional strategies that meet the needs of the individual students.

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

2B – Mathematics Instruction

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

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

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

During 2008-2009, the school's administrative team, lead teacher and coach have met and will continue to meet to review the findings and identify specific areas relevant to our students. Findings will be shared with the school community at staff conferences, School Leadership Team meetings and Parent Association meetings. School staff is using the Santa Cruz standards to assess student engagement in the classroom.

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

Applicable Not Applicable

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

2B.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?

The school is committed to differentiated instruction, and professional development includes structures for meeting the needs of individual students.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

During 2008-2009, the school reviewed the number of new and transfer teachers each year, using EIS and BEDS.

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

Applicable x Not Applicable

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

The turnover rate at the school has been very low. During 2008-2009, one teacher retired and one teacher was hired. The percentage of "highly qualified teachers" as defined by NCLB has increased.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

MAY 2009

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

Please respond to the following questions for Key Finding 4:

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

During 2008-2009, the school's administrative team, lead teacher and ELL teacher met to review the findings and identify specific areas relevant to the students. Findings were shared with the school community at staff conferences, School Leadership Team meetings, and Parent Association meetings. Additionally, the ELL teacher surveyed classroom teachers on their knowledge of the ALP and the plans for ELL instruction. The administrative team surveyed staff members about their awareness of ELL professional development. Plans were made for Fall 2009 professional development on ELL and academic vocabulary.

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?

Teachers worked with the ELL teacher to implement appropriate ELL strategies to support our students with severe emotional and learning disabilities. There continues to be a need to increase the participation of teachers in QTEL training.

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

The ELL teacher will continue to collaborate with teachers about instruction strategies. Opportunities for staff development are disseminated to teachers.

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

MAY 2009

disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

During 2008-2009, the school administrative staff and cabinet met to review how data is analyzed and disseminated with regard to ELL students. The ELL teacher meets with teachers to review data relevant to the individual students, as well as to share best practices in ELL instruction.

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

Applicable Not Applicable

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

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.

As data is made available, the school will also disaggregate the data by proficiency level and time spent in the country.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

During 2008-2009, the school reviewed classroom practices, implementation of differentiated instructional practices and student work and assessment scores.

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

Applicable Not Applicable

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

The secondary level is departmentalized, and each student therefore may have up to seven teachers. At the secondary level, there is particularly a need to increase teacher awareness of the behavioral support plans for the students.

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

The school continues to support teachers with strategies for differentiating instruction and for managing classroom behaviors through implementation of the schoolwide positive behavior support system. There is ongoing professional development on differentiated instruction and classroom management. The school Assessment Coordinator and Data Specialist work with staff so that there is understanding of the accommodations and modifications. Additionally, the school has had a series of professional development and working sessions on the IEP, the Transition Plan, and FBAs and BIPs. Through District 75 and the school's CAP, the school has a staff developer who works with the school in providing professional development and technical assistance on the IEP. Currently, there continues to be focus at the school on developing FBAs and BIPs in accordance with state regulations.

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

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

Please respond to the following questions for Key Finding 7:

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

During 2008-2009, in accordance with Section 408, students' IEPs were always reviewed when the student was admitted to the school.

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?

The finding is relevant because students who are new to the school come with an IEP that has already been written. After the student has been in the school for a short period of time, it often becomes clear that there is discrepancy between the IEP goals and objectives and the actual functioning of the school. Additionally there has been misalignment of actual present levels of performance and the level of performance as stated on the IEP. Many students have come to the school without an FBA or BIP.

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.

Common planning time was implemented at the school so that instructional staff could review IEPs. An IEP Coordinator and a District 75 staff developer have been available to work with the staff on addressing the appropriateness of the IEPs. Related service providers and staff collaborate on the development of FBAs and BIPs.

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

NOT APPLICABLE

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

This is a NON-TITLE 1 school.

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 STH population may change over the course of the year).

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). Currently, there are 12 students.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

**Language Allocation Policy
School Year 2009 to 2010
P12X
District 75X/Citywide Programs**

Joanna Lenczewski, Local Instructional Superintendent
Kathleen LeFevre, Principal

Language Allocation Policy Committee Members

Mayra Nuñez, Assistant Principal; Victor Abruzzese, ESL Teacher; Marshall Tuckman, Testing Coordinator; Adrenia Janes, Parent Coordinator;

School Demographics

P12X is a high school for grades 9-12 that consists of 296 students. The ethnic breakdown of the student population is 1 Native American, 1 Asian, 162 Hispanic, 128 Black, and 4 White. Of the 161 Hispanic students, 7 students were identified as eligible for services and there are 28 X-coded students. Currently we have one teacher who is certified in TESOL and who is servicing these students. For the entitled ESL students the student population breakdown is as follows: Ninth grade – 7 students

Identification of ELLs

For District 75 students the identification and intake process of ELLs, information regarding program choices, and options for Special Education placement begins at the CSE level with full disclosure made to the parents. Parents are asked to complete a home language survey available in English and in their native language. If this survey is not completed at the CSE level, it will be completed at the school level. The ATS reports used to identify ELLs are RLER- English LAB-R/LAB for students eligible for LAB-R testing, and RLER-LAT for students eligible for NYSESLAT testing.

Total Number of ELLs

We have a total of 296 students in our school. 7 students are ELLs representing 2.36% of the students. The Ethnic breakdown of the ELLs is Hispanic and their language is Spanish. All 7 ELLs are in the 9th grade. In this LAP we will only focus on the entitled students.

Patterns in Proficiency and Content Performance Data

Based on the information provided by the results of the NYSESLAT, teacher observation and student work, we have found that in the high school, students strengths are listening and speaking, with 2 students who scored at the intermediate level, 1 student who scored at the advanced and 1 student who scored proficient. In the category of reading and writing 3 students scored a beginner proficiency level and 1 student scored an intermediate. From this information our focus for ELLs this year will be in the area of reading and writing, while we continue to advance their speaking and listening skills. For the x-coded students the patterns in proficiency are the same. The students in 12X are all standardized assessment students. As a result, we have no NYSAA information to report.

Performance on the math standardized state exam is as follows: Out of 7 ELL students in our school, there are 3 ELL students who took the Math State assessment. All 3 ELL students received a level 1 score. Performance on the ELA standardized state exam is as follows: Out of 7 ELL students in our school, 3 took the ELA standardized exams. 1 scored a level 1 and 2 scored a level 2. Also, performance on the science standardized state exam is as follows: Out of 7 ELL students in our school, there is 1 ELL student who took the science state assessment who received a level 1. Furthermore, performance on the social studies standardized state exam is as follows: Out of 7 ELL students in our school, there are 2 ELL students who took the social studies state assessment. Both students scored a level 1.

There are 7 ELL students in the school. According the NYSESLAT exam the level of proficiency is as follows

Level:	Beginning	Intermediate	Advanced	Totals	
Grade:					
9	4	1			
10					
11					
12					
Totals	4	1			5

One student is a new admits this year, and therefore has no NYSESLAT exam history. One student received a NSC- no score.

CR Part 154 Mandates

The breakdown of CR Part 154 mandated minutes provided for these high school students is as follows: at the beginner level receive 540 minutes of ESL instruction per week. Students at the intermediate level receive 360 minutes of ESL instruction per week and students at the advanced level receive 180 minutes of ESL per week with 180 minutes of ELA per week.

Implications for LAP

The LAP addresses the needs of the ELL’s within the school. It requires that we offer a program as rigorous as a general education program, which includes challenging content and appropriate learning strategies.

Implications for Instruction

The instructional program will be explicitly aligned with mandated ESL standards, ELA standards, New York State Learning Standards and content-based learning standards.

Based on the data from all state assessments, the academic strengths in content area, and on the NYSESLAT, the higher grades will need more content area assistance in the form of AIS and individual tutoring when available.

Academic language will be developed through content-area instruction in ESL. Additionally, students will use bilingual glossaries in the various content areas to create bilingual word walls. Students will be transitioned out of the program if they show proficiency in English on the NYSESLAT and once their IEP has been changed to show that the student is no longer in need of ESL services. During the transition period they will be provided with 2 additional years of services. To ensure that students meet the standards and pass required state and local assessments, explicit ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, graphic organizers, scaffolding, and cooperative learning. Explicit ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in English.

At the high school level (9 through 12th grades) the curriculum will be supported by: Ramp-Up Math and the Their required units of study in ESL and literacy. At the high school level, all students will receive standards-based content area instruction in English using ESL strategies and methodologies. Also, there will be an ESL cohort to maximize time and ensure that students receive their mandated minutes.

Mandated Bilingual Services Students

Students who are mandated to receive bilingual services will receive the required amount of ESL mandated services as stated in CR Part 154 from the ESL teacher and will receive assistance in all other subject areas from an alternate placement paraprofessional.

Plan for Newcomers, SIFE, Long Term ELLs

We have one newcomer at this time. For this newcomer we will provide tutoring, Buddy system and a nurturing environment to facilitate language production in addition to incorporating ESL strategies across his content areas. He will receive native language support under the ESL model of 75% ESL and 25% native language support. Presently we have no SIFE students. At such time that we do we will provide the following: ESL instruction that follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Cooperative Learning, and Graphic Organizers. ELA Standards will also be a part of ESL instruction. Long Term ELLs will receive tutoring from teachers, academic and emotional support from buddy students and paraprofessionals. The school will continue to provide services until the student scores proficient on the NYSESLAT and their IEP changes to reflect they are no longer in need of ESL support. Also, long term ELLs will receive more explicit instruction in standard English forms.

Transition Plan

We have no transitional students at this time, but should we have any in the future, we will provide the needed support for two academic years.

ESL Instructional Model

Our instructional model for ELLs is an ESL Push-In and Pull-Out program. There are no bilingual classes. Instruction will be in collaboration with content area teachers. The ESL teacher will meet formally during common preps and informally on a regular basis with content area teachers in order to align the ESL program with content area instruction, create content specific vocabulary lists, and identify topics related to content area classes. Additionally, the ESL teacher will provide academic vocabulary enrichment, consisting of Tier 2 and Tier 3 words (i.e. academic vocabulary and specialized content area instruction). Another component of the program is the use of extensive scaffolding, which consists of presenting the subject matter in many different ways and repeating the content over the entire school year. The ESL teacher will also focus on developing writing skills by emphasizing the idea of writing as a process which will allow the student to revise writing projects multiple times. The program will be aligned to New York State ESL, ELA and content area standards. The following books will be used for ESL instruction: "Vocabulary Power 1, 2, and 3", "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", as well as folk tales, fiction, and non-fiction. Technology will also be integrated to provide additional support using on-line reading programs and computer based journals. The activities that the ESL teacher will use include the use of learning experiences in the classroom, Language Experience, ESP (English for Specific Purpose) and cooperative learning to help develop the use of English in a social context. Since we do not have a bilingual class, the primary language of instruction is English, and standards based content area instruction will be provided using ESL strategies. In order to facilitate the flow of comprehensible input and output, the ESL teacher will work with an ESL cohort in a push-in and pull-out capacity during various content area classes in collaboration with the content area teacher. Students, whose services have been extended because they are in their 4th and 5th year, will continue to receive AIS, until measurable progress is noted in the program.

Collaborative Planning

Content area teachers of ELLs will be expected to collaborate with the ESL teacher; so as to create congruence when planning for ELLs.

Explicit ELA

Explicit ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Instructional Materials Used

Our ESL teacher will use the following materials: “Longman Photo Dictionary of American English”, “Get Ready to Write”, Exploring English”, books on folktales, fiction and non-fiction. The teacher will also use technology to give students additional instructional support. Also the Treasures Reading and Language Arts program will be used.

Professional Development

During the school year P12X will hold professional development workshops that will teach ESL methodologies, strategies and approaches to **all** staff including Paraprofessionals. These sessions will be conducted by the ESL teacher. The sessions will also include research in the field of ESL education.

The ESL teacher is currently attending professional development workshops conducted by the Department of English Language Learners at our Central office (Q-Tel series) and will be expected to attend sessions from other initiatives, e.g. the ELL Math Institute. Our teacher will also attend conferences focused on the education of ELLs provided by the New York State Department of Education, as well as District 75 Office of ELLs Professional Development workshops.

Workshops, such as QTEL (Quality Teaching for English Language Learners) which awards a certificate to the participants, will be available for teachers that work with ELLs. There will also be in-house staff development. Teachers will receive PD in the Achieve 3000 Literacy program. There will also be five workshops on content area instruction using ESL strategies: Read 180, The use of W I I as an Instructional tool in the classroom, Science with ESL strategies, Math with ESL strategies, and Social Studies with ESL strategies. These workshops will be held during the extended Monday PD time.

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 75	School 12X
Principal Kathleen LeFevre	Assistant Principal Myra Nunez
Coach type here	Coach type here
Teacher/Subject Area Marshal Tuckman, Testing Coord	Guidance Counselor type here
Teacher/Subject Area type here	Parent
Teacher/Subject Area type here	Parent Coordinator Adrenia James
Related Service Provider type here	SAF type here
Network Leader Arthur Fusco	Other type here

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	296	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	2.36%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL			1			5			1	0
Total	0	0	1	0	0	5	0	0	1	0

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

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ 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	7				7
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	7	0	0	0	7

Programming and Scheduling Information

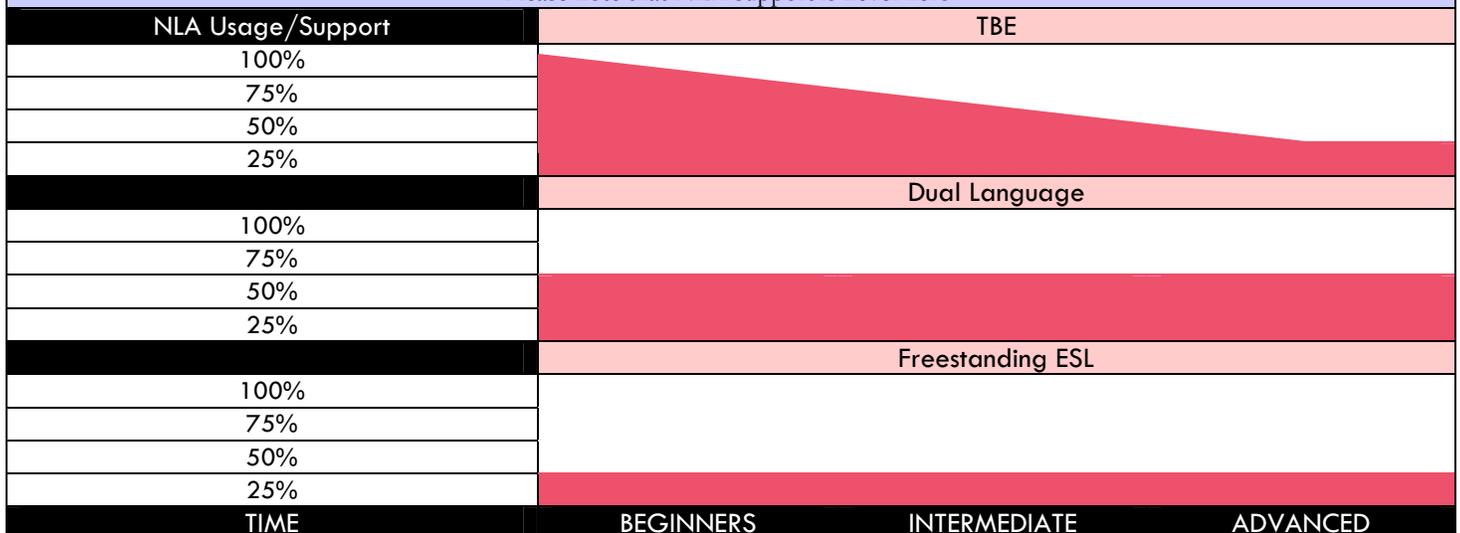
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	4				4
Intermediate(I)	1				1
Advanced (A)					0
Total	5	0	0	0	5

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
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)								
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)
Myra Nunez	Assistant Principal		
Adrenia Janes	Parent Coordinator		
Victor Abruezzese	ESL Teacher		
Wanda Torres	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
Arthur Fusco	Network Leader		
Marshal Tuckman	Other		
	Other		

Signatures

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