



ACADEMY FOR LANGUAGE AND TECHNOLOGY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 09X365

ADDRESS: 1700 MACOMBS ROAD, BRONX NY 10453

TELEPHONE: 718-731-0219

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x365 **SCHOOL NAME:** Academy for Language and Technology

SCHOOL ADDRESS: 1700 Macombs Road, Bronx N.Y. 10453

SCHOOL TELEPHONE: 718-731-0219 **FAX:** 718-731-2031

SCHOOL CONTACT PERSON: Arisleyda Ureña **EMAIL ADDRESS:** aurena@schools.ny.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tom Sullivan

PRINCIPAL: Arisleyda Ureña

UFT CHAPTER LEADER: Kenneth Couret

PARENTS' ASSOCIATION PRESIDENT: Luis Espinal

STUDENT REPRESENTATIVE:
(Required for high schools) Faustino Delacruz, Yancarlos Mejia

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** New Visions

SSO NETWORK LEADER: Chad Vignola

SUPERINTENDENT: Elena Papaliberios

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
Tom Sullivan, AP Arisleyda A. Ureña, Principal	*Principal or Designee	
Kenneth Couret	*UFT Chapter Chairperson or Designee	
Luis Espinal	*PA/PTA President or Designated Co-President	
Luz Reyes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Debra Mendoza, Parent Coordinator	DC 37 Representative, if applicable	
Faustino Delacruz, Student Yancarlos Mejia, Student	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janice Alejandro, Teacher	Member/ Teacher	
Tamara Rivera, Teacher	Member/ Teacher	
Alma Fuentes, Parent	Member/ Parent	
Nirka Jimenez, Parent	Member/ Parent	
	Member/	
	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.

VISION

Academy for Language and Technology (A.L.T.) provides a nurturing environment where learning, creativity and freethinking are strongly encouraged. Its close-knit network of parents, community members, and faculty offer each student a supportive foundation from which he or she can develop as an individual and scholar. Students will emerge from A.L.T. as confident learners, responsible citizens, and empowered leaders. All students will be literate, numerate, and proficient in the use of technology. They will become critical thinkers and risk takers who have built the solid civic competence necessary to make positive impacts in their communities.

MISSION STATEMENT

A.L.T. nurtures inquiry learning, character development, and community building. Our focus is to prepare students to compete in the global economy. Advanced learning methods, technology, and a professional environment offer A.L.T. students the opportunity to engage in higher levels of real world learning. Community, leadership, and activism inform A.L.T.'s school culture and cultivate the growth of articulate, responsible citizens.

HISTORY

A.L.T. opened in the Fall of 2007 with 110 ninth graders and will add one grade each year until reaching 432 students in four grades. A.L.T. serves a population of English Language Learners (ELLs) from Spanish-speaking backgrounds. Our innovative, extended-day program admits Spanish-speaking ELLs, most of whom are recent immigrants. We offer a transitional program which prepares our students to become fully bi-literate in both English and Spanish through project-based, interdisciplinary learning using the latest technology. At A.L.T., 98% of our 9th graders have earned 15-17 credits in the 9th grade, and almost all of our first-year students earned promotion to the 10th grade.

ACADEMIC PROGRAM

We prepare our students for academic and professional success through our technology-rich, project-based curriculum led by teams of teacher/learners who plan together. Our interdisciplinary thematic curriculum reflects our core values of *inquiry learning*, the commitment to life-long learning, *character development*, and the ability to consciously use creative imagination to achieve personal and educational goals, and *community building*, strengthening family and community partnerships to support students' overall development. Our core values are further manifested in our school environment. Students are professionally attired in uniforms and attend small classes emphasizing both academic and character development.

During our extended day program, students take rigorous courses in math, science, history, English, Spanish, art, health, physical education, and computers. Additionally, A.L.T. offers academic intervention services in math and a special literacy institute in English.

ENRICHMENT

A.L.T. students participate in several enrichment initiatives. A.L.T.'s commitment to the Healthy Schools Program ensures that our students have access to nourishing food, regular exercise, and a healthy school environment. Students participate in Building with Books, a nonprofit organization that empowers students to make a difference in their own communities and communities abroad, through regular community service projects and the opportunity to build schools in third-world countries. Students also participate in after-school activities such as intramural sports, newspaper, and student government.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:		Academy for Language and Technology					
District:		9	DBN:	09X365	School BEDS Code:	320900011365	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0			94.0	94.3
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0			79.2	78.3
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		0.0	60.0	90.8
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		-	0	31
Grade 9	0	110	90	Recent Immigrants - Total Number:			
Grade 10	0	0	107	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	69	88
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	0	110	197				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	35
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	3
Number all others	0	0	0	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	102	78	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	96	Number of Teachers	0	8	17

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	0	3	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	3	2	% fully licensed & permanently assigned to this school	0.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	0.0
				% more than 5 years teaching anywhere	0.0	12.5	23.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	0.0	38.0	65.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	80.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	0.0	0.0	0.0				
Hispanic or Latino	0.0	100.0	100.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0				
White	0.0	0.0	0.0				
Male	0.0	57.3	47.7				
Female	0.0	42.7	52.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
					√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	NR	Overall Evaluation:					√
Overall Score:	NR	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					√
School Environment:	NR	Quality Statement 2: Plan and Set Goals					√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					√
School Performance:	NR	Quality Statement 4: Align Capacity Building to Goals					√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					√
Student Progress:	NR						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student performance trends

As a school designed primarily for newcomer ELLs, Academy for Language and Technology serves high numbers of SIFE and Long-term ELLs. According to school records, over 30% of our students fall into the category of SIFE, and 15-20% fall into the category of Long-term ELL.

We also serve students who are not performing at grade level in literacy or numeracy. For example, the New York State 8th grade math examination and NYS Acuity periodic assessment program show that 80-85% of our students are at a 4th grade level in math. Their literacy levels in native Spanish, based on the results of the Spanish Lab-R, are similar. Over half of our students rank in levels 1 or 2 in Spanish.

Overall, our students struggle with literacy in Spanish and English. In particular, our research shows that our students struggle most with reading comprehension and writing skills. Because of this, our Inquiry Team action research focuses on Literacy, particularly writing, in both English and Spanish. It is the role of this team to 1) inform the school community of the current literacy trends among our lowest third (Target Population) and to 2) present solutions and best practices to situations that we encounter.

It is challenging for us to record and analyze data for many of our students because over 85% of our 9th graders arrive with no pre-existing data. The collection of this data begins with our in-house diagnostics. For those 9th graders that arrived this year with data, 30% scored 3 or above on the English test. Math tests are less conclusive. Of the 20% of students with data, one quarter scored higher than a 2 on the middle school math test.

Greatest accomplishments so far

ALT is currently in its third year. Looking back over our brief history, we can identify the following accomplishments:

1. Sustainability of an instructional program that complements the needs of our students:
 - a. We provide a self-contained, gender-specific Literacy Institute to all students to promote learning in reading and writing English.
 - b. Our daily schedule, divided into two days (A Days, which meets Mon-Tues-Wed; and B Days, Thurs-Fri), allows us to provide sitting time to students in ELA and ESL that exceeds mandates in CR Part 154.

- c. All students are given Native Language Arts (Spanish) support on a daily basis; NLA is also programmed into every program.
 - d. Math instruction is given longer than required.
 - e. AIS is incorporated into all subject areas, with an emphasis given to mathematics and ESL.
2. Teachers have been given several opportunities annually for professional development and training (such as QTEL workshops offered through the Office of English Language Learners). Our teachers also meet daily in Common Planning Time.

Significant aids or barriers to the school's continuous improvement

Our budget allocations strongly reflect our instructional goals and philosophies. For example, this year we secured funds to hire enough faculty to oversee our Literacy Institute and Native Language Arts (Spanish) courses. We also have hired a literacy Coach for strong teacher support and professional development. All of this is reflected in the literacy initiative at ALT.

We strongly believe that technology can help our students learn. As such, we have hired a technology specialist. We have also allocated funds to purchase Smartboards, LCD projectors, laptops, graphing calculators, and listening centers.

Our extended schedule and budget allocations have also allowed us to extend our academic offerings to students at ALT. Currently, in addition to the core subjects, students enjoy classes in art, health, physical education, Microsoft Application, and Japanese.

Due to their status as newly arrived immigrants, students at ALT tend to have a high mobility rate. They often come late in the year and leave earlier than expected. ALT is fully aware of this situation, and strives to lower the mobility of our students. School counselors and administration hold parent workshops to explain the benefits of consistent education;

ALT also supports overage students who lack academic skills and have not accumulated an appropriate number of required credits for their age. With our extended day school, after-school and summer school programs, we are able to provide students with ample opportunities to recuperate the credits they need for graduation.

The staff at ALT is a highly trained, energetic and motivated group of individuals who are keenly able to meet the challenges and demands of their profession. They have several opportunities to expand their knowledge of ELL issues, as well as acquire best practices from a variety of different perspectives.

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.

Instructional goals for 2009-2010

- **Inquiry-Based Learning:** By the end of the 2010 school year, 70% of all students at ALT (in grades 9, 10, and 11) will successfully complete a problem/project based learning (PBL) interdisciplinary portfolio based on a school-wide rubric following the protocol developed by the Buck Institute for Education and New York State Regents exams and standards in ELA, mathematics, history and science.
- **Character Development:** Throughout the 2009-2010 school year, school leaders and staff will support the core belief of character development by reducing the number of behavior incidents in the school to 10% of what was recorded during the 2008-2009 school year. In particular, the school will target and address incidents that occur during arrival and dismissal, during lunch time, and with regard to the use of the school uniform.
- **Academic Intervention:** Through specific and strategic academic interventions, all major content areas – ELA, Integrated Algebra, Global History and Living Environment – will improve Regents passing rates (65+) by 25% (as compared to passing rates of the Regents in June, 2009) for level 1 and 2 students and 2 to 3 students in the 9th, 10th and 11th grades. Specifically:
 - The overall passing rate (65+) for ELA will improve by 20%
 - The overall passing rate (65+) for Integrated Algebra will improve by 20%
 - The overall passing rate (65+) for Global History will improve by 20%
 - The overall passing rate (65+) for Living Environment will improve from by 20%
- **Technology Instruction**
 - In conjunction with the school-wide, web-based gradebook, TeacherEase, all major constituencies – school leaders, teachers, parents, students and staff – at ALT will utilize our new eChalk school web site, frequently and strategically, to increase communication and promote transparency and accountability. Monitored monthly, eChalk web site will produce data that, ideally, will show active participation (averaging 90%) for all school leaders, teachers, and students throughout the year. 50% of parents will access the site at least 4 times a year.
 - In addition, 100% of teachers will use ARIS to create groups and analyze data to complement their practice for
 - tracking students' academic progress. Also, 15% of parents will be trained on using ARIS to monitor their children's academic progress.

School-wide Data: Throughout the 2009-2010 school year, 100% of ALT faculty will collect and analyze data via participation in Grade Level and departmental Inquiry Work and DYO periodic

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>In spring, 2009, two ALT faculty successfully completed a four-day (24 hours) training offered by the Buck Institute for Education through our support organization, New Visions for Public Schools. The information they received was turn-keyed in an overnight, 8-hour Professional Development Retreat in spring, 2009.</p> <p>Every week, approximately one to two hours of Professional Development time will be allocated for teachers to work together on their PBL units. This will happen during Common Planning Time periods and after-school PD sessions.</p> <p>Funds will be allocated to provide one team leader in each grade, as well as outside consultants to focus on developing school-wide systems of protocol (NYU).</p> <p>Throughout the process, every faculty member will meet individually once a week with their Team Leader in a Lesson Clinic to discuss their progress with their PBL unit. Through this conversation, they will identify needs and receive individual support if necessary.</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>During the weekly Cabinet Meeting, Principal and Team Leaders will review PD schedules and agendas to ensure that one or more hours have been allocated to teachers to work together on their PBL units.</p> <p>Team Leaders will meet with each of their teachers weekly to discuss progress with regard to the PBL process, data analysis, student work, and next steps. Information gleaned in these meetings will be turn-keyed to principal during weekly Cabinet Meetings.</p> <p>In December, teachers will report findings (data, etc.) to Grade Teams regarding their individual PBL unit first semester. This will inform grade-level portfolio projects and planning for the spring semester.</p> <p>SMART goals will be used throughout the process to monitor progress and mark success. Grade Teams will make and monitor SMART goals as a team. Teachers will make and monitor SMART goals in the first semester regarding their individual PBL unit. Students will also make and monitor SMART goals. Next, in the second semester, teachers and students will continue to monitor and revise SMART goals.</p> <p>At the end of April, Team Leaders will submit a report and reflection of the team-wide, interdisciplinary PBL experience, including data showing success. These reports will be used in 2011 to set, monitor and accomplish SMART goals.</p>

Subject/Area (where relevant): Character Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Throughout the 2009-2010 school year, school leaders and staff will support the core belief of character development by reducing the number of behavior incidents in the school to 10% of what was recorded during the 2008-2009 school year. In particular, the school will target and address incidents that occur during arrival and dismissal, during lunch time, and with regard to the use of the school uniform.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Throughout the 2009-2010 school year, the following tools will be used by school aides, Safety Dean, and School Counselor to monitor behavior incidents. Tools for collecting data will include the following:</p> <ul style="list-style-type: none"> ■ Dean’s data analysis report on weekly incidents ■ School counselor weekly report ■ School safety aide and dean report on uniform violation data ■ School implementation of CHAMPS <p>Members of the school’s administration, counseling, and dean’s office will meet weekly to discuss school-wide issues and responses.</p> <p>Each month students and teachers will meet in Town Hall meetings to discuss grade level issues related to safety and behavior issues.</p> <p>Conflict resolution teams will be created for each class in each grade. These teams will meet once a week</p> <p>When needed, students will receive counseling services in both independent and group sessions.</p> <p>School faculty will participate in professional development in the C.H.A.M.P.S. program for character development.</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>A member of the faculty has been chosen to serve as Safety Dean for the 2009-2010 school year. In lieu of his responsibilities as Safety Dean, this teacher will receive a reduced teaching load. He will also be given a “Safety Room” to conduct private matters related to this position.</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>School aides, Safety Dean, School Counselor, and others will meet during weekly meetings.</p> <p>Establishment of systems throughout the school year (student support panel, LSU-teachers, police liaisons)</p> <p>Progress will be tracked and statistics reported to faculty at Common Planning meetings and to parents at meetings of the Parents Association.</p>

Subject/Area (where relevant): Academic Intervention

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Through specific and strategic academic interventions, all major content areas— ELA, Integrated Algebra, Global History and Living Environment—will improve Regents passing rates (65+) by 25% (as compared to passing rates of the Regents in June, 2009) for level 1 and 2 students and 2 to 3 students in the 9th, 10th and 11th grades.</p> <p>Specifically:</p> <ul style="list-style-type: none"> ■ The overall passing rate (65+) for ELA will improve by 20% ■ The overall passing rate (65+) for Integrated Algebra will improve by 20% ■ The overall passing rate (65+) for Global History will improve by 20% <p>The overall passing rate (65+) for Living Environment will improve from by 20%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Six times a year, all content area teachers will design, implement, and analyze results from the school’s in-house periodic (DYO) assessments, aligned with the New York State Regents exams and standards. The first of these assessments will be a re-worked diagnostic exam; predictive exams will also be used at intervals prior to administering the Regents. Results from these exams will be collated with previous Regents scores. Once data has been analyzed, students and teachers will establish SMART goals to achieve greater success.</p> <p>Data from the DYO assessments will be submitted to Team Leaders and school administration six times a year. These results will be used to strategically place students into:</p> <ul style="list-style-type: none"> ■ Daily class groupings in content classes ■ After school tutorials ■ Saturday Academies ■ Individual meetings with teachers, counselors, and other staff. <p>While the June Regents remain the focus of this goal, all target students will be given opportunities in August and in January to take those Regents exams that they still need to pass. Before these exams, all students will be required to fulfill a minimum of six hours of Regents preparation, either during the day in regularly scheduled intervention periods, after school, or on Saturday.</p> <p>Grade team leaders will facilitate grade-level and department-level Inquiry Work focusing on target populations from these subgroups, either in literacy and mathematics. Inquiry Teams will meet at least twice a month to monitor the progress of these students, and to implement strategies for helping these students succeed. Inquiry Teams will also monitor SMART goals with students from target subgroups which will be flagged on ARIS.</p> <p>Portfolio reviews will be conducted three times each marking period. A school-wide rubric will be created to monitor whether portfolios are preparing the students for Regents readiness. Portfolios will also be checked to see if students in target subgroups and teachers are setting and accomplishing their SMART goals.</p> <p>Learning Walks will be conducted with all staff and teachers at least two times each semester. These Learning Walks will follow the Quality Review walk-through template. Results from these Learning Walks will be discussed in Team Leader meetings, during individual Lesson Clinics, and in monthly meetings with the entire staff.</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>Approximately \$30,000 of funds from Title I and tax levy, have been allocated for after school tutorials and Saturday Academy, which will focus on test preparation. All target students will be mandated to attend.</p> <p>Inquiry work will be done at the grade level and the department level focusing on literacy and numeracy of targeted students. Inquiry Work will take place twice a month during regularly scheduled Common Planning Time to proceed with the process of identifying target populations and helping them succeed on Regents.</p> <p>Additional math teachers will be hired to support numeracy initiatives at all grade levels.</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>Six times a year, all content area teachers will administer DYO assessments, based on New York state standards and Regents exams. Results from this exam will be collated with previous Regents scores to measure school-wide progress.</p> <p>Students and teachers will create SMART goals to monitor student achievement. These goals will be revisited three times a semester to monitor progress.</p> <p>Data from the DYO assessments will be reported to Team Leaders and school administration following a calendar created by Team Leaders and grade teams. From these results, strategic student groupings in daily classes, after school tutorials, and Saturday Academies will be reconsidered and, if necessary, revised. Individual meetings with teachers, counselors, and other staff will be scheduled accordingly.</p> <p>All target students will be given opportunities in August and in January to take those Regents exams that they still need to pass. Results of these Regents will be collected and analyzed immediately after the exam with the goal of producing an item analysis to inform instruction and goal-setting.</p> <p>Formal Inquiry Work will take place least twice a month to monitor the progress of these students, and to share best practice for these students' academic achievement. Inquiry Teams will monitor SMART goals with target students three times each marking period during Common Planning meetings.</p> <p>AIS logs and data will be submitted to team leaders for monitoring teacher progress on target populations. Team Leaders will further monitor progress by checking regularly on ARIS and Teacher Ease.</p>

Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In conjunction with the school-wide, web-based gradebook, TeacherEase, all major constituencies—school leaders, teachers, parents, students and staff—at ALT will utilize our new eChalk school web site, frequently and strategically, to increase communication and promote transparency and accountability. Monitored monthly, eChalk web site will produce data that, ideally, will show active participation (averaging 90%) for all school leaders, teachers, and students throughout the year. 50% of parents will access the site at least 4 times a year.</p>
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	<p>In addition, 100% of teachers will use ARIS to create groups and analyze data to complement their practice for tracking students' academic progress. Also, 15% of parents will be trained on using ARIS to monitor their children's academic progress.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional development will reflect recommendations made by eChalk. That is, teachers will be given at least one to two hours a week during Common Planning Time or in after school PD sessions to develop their web pages in eChalk. They will collaborate, teach one another, and share ideas during these forums. Three teachers will be assigned administrative duties regarding eChalk. These teachers will attend at least 3 professional development days offered by eChalk throughout the year. (The focus of these sessions will be hands-on training, with small group, individualized instruction. Teachers who attend these sessions will turnkey information to all teachers and staff in upcoming PD sessions.)</p> <p>Team leaders will have administrative access to eChalk, TeacherEase, and ARIS, and they will discuss progress with each teacher during weekly, individual Lesson Clinics.</p> <p>Data collection and monitoring will occur during weekly Team Leader meetings, at which time web site content will be monitored and discussed. Additionally, once a month school leaders will access data via the eChalk web site to check on frequency of usage and will do the same in ARIS. Findings will be shared to teachers and staff at least once a month.</p> <p>Parental Involvement will be encouraged via the monthly newsletters, which will emphasize how and why parents would want to access the web site. To train parents, at least 2 workshops dedicated to eChalk will be conducted in the first semester of the year. SLT and PA will also be involved with these workshops; members of these teams will discuss further ways of getting parents onto the site. Computers with Internet access will be made available to all parents during Parent-Teacher conferences, Back to School nights, etc. Parents will be supported in their efforts to access the web site and understand its content by the Parent Coordinator and guests from the Office of Accountability.</p> <p>Student Interaction with the web site will occur primarily during their regular technology periods. However, each teacher, regardless of content, will be encouraged to let students work via eChalk during all class periods, as teachers will be encouraged to post class syllabi, homework, helpful links and videos to class content, etc., on the web site.</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>A school-wide subscription to eChalk was purchased this year at the approximate renewal cost of \$3,000.</p> <p>Two days of professional development was purchased for three teachers at the cost of \$500 per day, totaling \$1,000</p> <p>Smartboard certification classes will be purchased for 10 teachers and 5 students</p> <p>All ALT students will be given at least five minutes during their regularly scheduled technology periods to check their school email. Additional time with the computers will occur with other teachers. All ALT students will leave with at least one to two credits in technology this year.</p>

	<p>A specific schedule with time allocation will be created by the technology school aides to allow all students to have access to laptops with Internet connections at all times, via request from teachers. However, each teacher will also be assigned specific times to have access to laptop carts, at which time they will be expected to share this resource with students.</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>Team Leaders and school administration will address the frequency, use, and content of the web site during the weekly Team Leader meetings.</p> <p>Twice in the first semester parents will be provided with workshops on how to use the web site.</p> <p>Monthly staff meetings will be used to report data findings from TeacherEase and eChalk to teachers. Teachers will then report these findings to their classes. Staff meetings will also be used to brainstorm ways of making this tool more effective for teachers and students.</p> <p>Monthly PA and SLT meetings will report data to parents. This time will also be used to brainstorm ways of making this tool more effective.</p> <p>Monthly newsletters will be sent out with information regarding the web site and its usefulness.</p> <p>At the end of each semester, a data report will be put together by the three teachers assigned to eChalk, and the Team Leaders. Copies of this report will be given to all faculty, posted on the web site and on bulletin boards in the school, and distributed in the Parent Newsletter. Ideally, these reports will show that 90% of students, teachers and school leaders are actively using the web site; and that 50% of all parents have accessed the web site at least four times a year.</p>

Indicators of Interim Progress and/or Accomplishment

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

As mentioned above, DYO assessment data will be collected six times a year. This data will be gathered by Team Leaders and disseminated to the principal and entire school via the Team Leaders.

Checkpoints (listed in CEP goal #1) will be used to monitor teacher development in collecting, analyzing, and using data to ensure student progress.

Inquiry Team work will happen twice a month, approximately four hours total.

Every teacher will meet weekly with the Team Leaders in regularly scheduled Lesson Clinics. During these meetings, teachers will discuss the contents of the data binder with the Team Leader. The Team Leader will pass on any vital information from these meetings to the school principal during regularly scheduled weekly Team Leader meetings.

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	45	50	30	10	5			
10	80	50	45	45	5			
11	45	35	50	35				
12								

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

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

Part B. Description of Academic Intervention Services

<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>Because of our extended-day schedule, all students in 9th and 10th grades spend thirty additional minutes each week during the regular school day with certified ELA instructors. All 9th and 10th grade students attend special literacy institute classes two to three times each week. These classes are divided by gender and by English language proficiency. Students attend small group (15-18 students) sessions which target English reading and writing skills and strategies. All ELL students receive beyond the state mandated number of minutes weekly in ESL classes with certified ESL instructors.</p>
<p>Mathematics:</p>	<p>Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, all students in 9th and 10th grades spend thirty additional minutes each week during the regular school day with math instructors. An additional math teacher has been hired in order to provide additional periods of math instruction in 9th grade. The 10th grade group of students who are at-risk receive an additional math period of math class twice a week. The 11th grade students at risk receive small group math intervention twice a week.</p>
<p>Science:</p>	<p>Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, all students in 9th - 11th grades spend thirty additional minutes each week during school hours with science instructors.</p>
<p>Social Studies:</p>	<p>Because of our extended-day schedule, all students spend thirty additional minutes each week during school hours with social studies instructors.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students target for academic intervention services receive individual, group counseling and class intervention. Counselors may get referrals from teachers, school staff, and class observations about specific student needs. We promote student success, provide preventive services, and identify and respond to students' needs addressing academic, career, and personal/social development. A.L.T. school counselors provide direct services to our students and families, individual student planning services, and preventive and responsive services. Our counseling curriculum:</p> <ol style="list-style-type: none"> 1) Implements developmentally appropriate and prevention-oriented group activities to meet students needs and support school goal 2) Provides leadership and collaborates with others educators to ensure student's academic success 3) Provides individual and group counseling to students with identified concerns and needs 4) Implements effective referrals and follow-up processes 5) Participates in professional developmental activities to improve knowledge and skills. 6) Fosters early awareness and exposure to colleges and careers.

At-risk Services Provided by the School Psychologist:	NA
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.

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 to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Descriptions

Type of Program: ___ Bilingual ___ ESL X Both **Number of LEP (ELL) Students Served in 2009-2010:** 298

I. Instructional Program

- Programming students has been affected by NYSESLAT results; currently most newcomers receive over 150% of the required ESL sitting time according to the Chancellor's regulations. In addition, all students, ELL or otherwise, sit for at least .5 credit of ELA each semester. Furthermore, our classes are self-contained, and student groupings have been created according to English proficiency. In particular, our Literacy Institute, which works in conjunction with our Physical Education, provides us with an opportunity to separate our students by gender. In these classes, students are broken in to homogenous groups by level, and provided with specific, scaffolded instruction.
- Our school is an extended-day school, with an additional period (Period 9) given to all students. NLA is also required for all students, as reading and writing fundamentals are first taught in Spanish. We use Problem Based Learning (PBL) in our instructional planning, and material is presented through thematic units. Teachers use interdisciplinary planning to meet the needs of students in literacy, numeracy, and content area support. Authentic assessment is encouraged rather than traditional testing. Portfolios are used in most classes.
- What are the implications for the school's LAP and instruction? How is the native language used? NLA is a fundamental component of ALT language allocation. Every student comes from a Spanish background, and each student is required to take one credit of Spanish every semester, grades 9 through 12. It is believed that students will better understand academic material in English if they have first been exposed to it in Spanish. Content area, literacy and numeracy are all represented in the NLA curriculum. Furthermore, all content area teachers are bilingual; and using the Transitional bilingual approach, they vary the amount of English they use in their classrooms according to the English proficiency level of the students. Currently only one of our four self-contained classrooms is studying in English, 50%-50%. All other classrooms are 75%-25%, with Spanish as the most prominent language.

Planning for ELLs

1. How is instruction delivered?

- a) All ESL classes are homogeneous (self-contained); students are distributed by English level, as determined by the LAB-R results and in-school diagnostics;
- b) All ESL courses are interdisciplinary, and scaffolding techniques are employed to make material accessible by students;
- c) All ESL courses are taught through inquiry-based (PBL) approaches to learning;
- d) All ESL courses are taught using thematic-based units;

- e) All ESL course material is supported first through NLA instruction;
- f) Technology plays an important part in all our instruction. Specifically, all students are provided with:
 1. Laptop computers with Internet access and various software applications
 2. SmartBoards (in every classroom)
 3. Listening centers

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels?

All students at ALT are given at least one period (47 minutes) of ESL a day; many students are given double that time (102 minutes) per day. Every student receives .5 credit of ELA each semester as well. Content area support is provided in all language classes: NLA, ESL, and ELA.

3. How do you differentiate instruction for ELL subgroups?

Our plan for SIFE includes the work done in our data/inquiry team. We also provide specific support through our Literacy Institute, a one-period block (47 minutes) wherein students are separated by gender and English proficiency, and taught in smaller groups. Core curriculum libraries have also been purchased in English for ELA and ESL classes.

Several after-school programs are offered to long-term ELLs and SIFE students. These programs focus on pre-literacy skills, and reading and writing in the content areas.

4. Describe your plan for continuing transitional support (2 years) for students reaching proficiency on the NYSESLAT.

As a high school dedicated to fostering bilingualism, all students will continue to receive NLA courses along with ELA. Students who have reached proficiency on the NYSESLAT will continue to have at least one period (47 minutes) of ESL a day for two years after they have passed the NYSESLAT.

5. What is done to prepare the ELLs for the Regents?

Teachers at ALT use New York State Standards and performance indicators to spiral their instruction to prepare their learners to take the Regents exams. This occurs in all content areas and literacy courses. Teachers scaffold using up-to-date teaching methodologies, including the use of Smartboards and other contemporary technology, to prepare their learners for the Regents. All ELLs are provided with after-school courses that help them to prepare for the Regents.

VII: Resources and Support

1. What instructional materials are used to support the learning of ELLs?

- a. Technology: all students have ready access to laptop computers, software, Internet, etc., as well as personal memory drives;
- b. Textbooks: *Voices in Literature*, NYSESLAT test books, several readings from content area texts; Thompson & Heinle's *Reading for Today* series; *Hot Topics*, and *Insights for Today* from the CNN series.
- c. Read 100 Book Challenge: Leveled reading libraries in all classrooms for silent reading in English and Spanish;
- d. Core curriculum libraries in English are available in all classrooms;
- e. Dictionaries (bilingual and monolingual) in all classrooms;
- f. *Senda Literarias* by Aida Walqui

II. Parent and Community Development:

TOTALS: 10							

- * The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
- Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
- ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
- *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

ESL Program Type: _X_ Free-Standing _X_ Self-Contained _ Pull-out
 Indicate Proficiency Level: _ Beginning _X_ Intermediate _ Advanced

School District: 09

School Building: Academy for Language and Technology

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00-8:47	ELA	ELA	ESL	Chemistry	Chemistry
2	8:48-9:35	Chemistry	Chemistry	ELA	Health	Health
3	9:36-10:23	NLA	NLA	Lunch	Int. Algebra Prep/Geometry	Int. Algebra Prep/Geometry
4	10:24-11:11	Lunch	Lunch	Microsoft Excel	Lunch	Lunch
5	11:12-11:59	ESL	ESL	Chemistry	ELA	ELA
6	12:00- 12:47	Int. Algebra Prep/Geometry	Int. Algebra Prep/Geometry	Global 3	Global 3	Global 3
7	12:48-1:35	Microsoft Excel	Microsoft Excel	Int. Algebra Prep/Geometry	Global 3	Global 3
8	1:36-2:24	Global 3	Global 3		Literacy Institute	Literacy Institute
	2:25-3:13				GYM	GYM

9		ESL	ESL			
10						

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

ESL Program Type: Free-Standing Self-Contained Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 09

School Building: Academy for Language and Technology

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00-8:47	Chemistry	Chemistry	Microsoft Excel	Geometry	Geometry
2	8:48-9:35	ELA	ELA	Global 3	Chemistry	Chemistry
3	9:36-10:23	ELA	ELA	Lunch	ELA	ELA
4	10:24-11:11	Lunch	Lunch	ESL	Lunch	Lunch
5	11:12-11:59	Microsoft Excel	Microsoft Excel	ELA	Global 3	Global 3
6	12:00- 12:47	ESL	ESL	Geometry	Global 3	Global 3
7	12:48-1:35	Global 3	Global 3	Chemistry	Health	Health

8	1:36-2:24	NLA	NLA		Literacy Institute	Literacy Institute
9	2:25-3:13	Geometry	Geometry		Gym	Gym
10						

SAMPLE STUDENT SCHEDULE 2009-2010 Transitional-Bilingual

ESL Program Type: Transitional Bilingual Self-Contained

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 09

School Building: Academy for Language and Technology

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00-8:47	ESL	Algebra	Algebra	NLA	NLA
2	8:48-9:35	Algebra	Microsoft Application	Global 1	Art	Art
3	9:36-10:23	Lunch	Lunch	Living Environment	Lunch	Lnch
4	10:24-11:11	Algebra	Global 1	Lunch	Algebra	Algebra
5	11:12-11:59	Living Environment	ESL	NLA	Algebra	Algebra
6	12:00- 12:47	Global 1	Algebra	ESL	Global 1	Global 1

7	12:48-1:35	Microsoft Application	Algebra	Microsoft Application	ESL	ESL
8	1:36-2:24	Math Literacy Institute	ESL Literacy Institute		ESL	ESL
9	2:25-3:13	Gym	Gym		Living Environment	Living Environment
10						

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): 9-11 **Number of Students to be Served:** 306 **LEP:** NA **Non-LEP**

Number of Teacher: 23 **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.

An enrichment program available for all ELLs will be conducted from November, 2009 to January, 2010. This program will meet twice weekly from 3:30 pm to 5:30 pm, and on Saturdays from 9 – 11:30 am. It will involve students, parents, and select faculty. The program will meet from 8 to 9

sessions, for 9th, 10th and 11th grades respectively. Curricula will be theme-based and interdisciplinary; it will also involve science and art labs, and other hands-on activities. Projected goal for student involvement will be 50%. Student achievement will be monitored and measured via our in-house DY0 assessments, with a 5 to 10 percent increase in student scores over the time the program is in session. Growth will also be measured via student portfolios, which will be compiled and presented at the end of the enrichment program. Throughout the process, students will engage in inquiry-based learning with a PBL component and focus. All events will be conducted in English with Spanish support.

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.

Teachers at ALT are certified in Wilson pre-reading programs and have extensive experience with QTEL, ExC-ELL, and RIGOR. New teachers will participate in further events for Professional Development with these programs and others like it. We have trained teachers in School Attuned, and we provide regular opportunities for development in classroom management through the CHAMPS program and other outside consultants.

Form TIII – A (1)(b)

School: 09x365 BEDS Code: 320900011365

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	65% 4,061.20	Enrichment Program for 9 th , 10 th , and 11 th grade students scheduled for 96.7 hours at per session rate (41.98/hour) according to collective bargaining agreement.
Purchased services - High quality staff and curriculum development contracts.	15% 937.20	Literacy Coach, Mr. Wasden, will work with teachers and administrators one day a week on the development of curricula for the program. He will also provide enrichment
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	20% 1,249.60	Leveled Books: Content-based (history, science and math) non-fiction
Educational Software (Object Code 199)		
Travel	0	

Other	0	
TOTAL	\$6,248	

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.

NA...We only have to translate English to Spanish and do it in-house

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.

NA

Part B: Strategies and Activities:

We translate everything we give to parents, and there is always someone in the school that can translate for a teacher that does not speak Spanish.

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.

NA

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.

NA

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>.

NA

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	323,072	8,035	332,007
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,231		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		90	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,154		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		891	
6. Enter the anticipated 10% set-aside for Professional Development:	26,152		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		447	

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

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

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

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

involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Parents and families of Academy for Language and Technology will have the opportunities to participate in the Parents Association, the School Leadership Team, parent educational activities that relate to building strong home/school partnerships, family celebrations, and field project based trips, family workshops which promote an understanding of performance standards, Regents Examination, NYC DOE promotion criteria and NYS Graduation requirements.

Academy for Language and Technology will build strong parental involvement in order to make sure effective connection and to support a partnership among the school parents, and community to improve student academic achievement, through the following:

- ❖ The State's academic content standards
- ❖ The State's student academic achievement standards
- ❖ The state's and local academic assessments including alternate assessments.
- ❖ The requirements of Title I, Part A
- ❖ How to monitor their child's progress
- ❖ How to work with educators.
- ❖ Support parents in their role as the first teacher through workshops and activities, development in order to help parents comply with the Chancellor's Regulations.
- ❖ Conduct monthly Parent Association meetings.
- ❖ Provide activities and workshops which promote home/school community partnership.
- ❖ Increase the level of awareness of grade level expectations through information workshops and training.
- ❖ Distributing notices, letters, invitations to celebration and school meetings in the language spoken by the parents.

Sample Template for School Parental Involvement Policy:

I. General Expectations

Academy for Language and Technology agrees to implement the following statutory requirements:

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

- ❖ The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- ❖ The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- ❖ Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Academy for Language and Technology High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent teacher conferences are held twice annually.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
- Student report cards are distributed 6 times a year and student promotions in doubt letters are sent home a minimum of twice a year.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
- involve parents in planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- Volunteering in my child's classroom
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;

- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- ❖ Do my homework every day and ask for help when I need to.
- ❖ Read at least 30 minutes every day outside of school time.
- ❖ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day:
 - Attend School regularly, be prompt and prepared to learn
 - Complete all homework assignments
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See pages 6-11

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

Our extended-day schedule provides students with an extra thirty minutes weekly in all content classes and meets state requirements for ESL time allotment. Our Saturday programs and summer sessions are developed in response to specific student needs with regard to state standards. Students take academically challenging courses such as Chemistry, which includes applied learning in the form of labs. In addition, because our ESL and Literacy classes are included in our regular program, we have no pull-out program so that students spend their entire days in instructed learning. In our third year, we started to offer AP courses, career days, college advisors visits for our students to learn more about different colleges, college trips, guest speakers (from the Chancellor to the Bronx Borough President, Dr. Noguera), upgrade of the Smartboards, computer programming classes, etc.

3. Instruction by highly qualified staff.

All of our teachers are teaching in-license.

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

A.L.T. tailors professional development to our regular educational program. Professional development opportunities include Common Planning Time three times weekly, weekly meetings with grade teams and mentors, and outside professional development sessions such as QTEL (Quality Teaching for English Learners).

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

Open house for teacher recruitment, attendance to NYC DOE recruitment fairs, TFA contact, accessibility to our school at all times

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

Our Parent Coordinator facilitates parent involvement by sending calendars and letters regularly to parents and scheduling and delivering parent workshops.

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

NA

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

All teachers are involved in developing and analyzing the academic progress of our students

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

Our curriculum addresses this area. We plan interdisciplinary thematic unit incorporating Problem Based Learning (PBL)

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

Our partnership with the Office of Youth Development supports us with peer intervention services, and our Pupil Personnel Team provides crisis intervention services. Finally, our student government collects donations for families in need to help with the cost of uniforms and participates in community outreach in the form of coat drives, can drives, and so on.

**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)¹ 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

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

– **English Language Learners**

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

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

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

These findings were reviewed and discussed by cabinet members, including our Literacy Coach, Data Specialists, Inquiry Team members and Literacy Coach. These findings were discussed according to their relevancy to our school, particularly as we reviewed Curriculum Maps and ELA materials that have been purchased and/or implemented in our school. The results of that review are listed below.

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

Applicable Not Applicable

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

ALT is a school designed for English Language Learners. As such, our ELA curriculum and programming choices are designed to support the unique needs of students whose native language is not English. We carefully select thematic units, texts, and classroom instruction that best supports the needs of these learners. We also adhere strongly to New York state standards for ELA. These standards inform every unit plan and lesson, and are also reflected in the tests and authentic assessments that are conducted with our students. Cognitive demand, also referred to as Rigor, is also a key component in our instructional approach. To help students with reading, we have purchased both core curriculum libraries in English and the Read 100 Book Challenge (in English and Spanish). These libraries are used to increase independent reading skills and overall literacy in both languages among our students. All faculty members are strongly encouraged to use authentic assessments such as presentations, portfolios, publications, performances and projects.

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 very design of our new school has been influenced by findings like this one. As a school created solely for bilingual students, we addressed the needs of Spanish-speaking ELLs in each decision that we make. Our teachers are highly trained in supporting the needs of ELLs; professional development is on-going in mandatory, daily Common Planning Time Meetings. New teachers are given additional support through mentoring and coaching. Parents are also supported through rigorous workshops and counseling provided by the School Counselor(s) and Parent Coordinator. Students also receive many of these services.

State ELA standards and in-depth critical thinking skills are emphasized in our Curriculum maps and thematic units. They are also emphasized in our testing and other forms of assessment.

Technology also plays an important role in our support of ELLs. We have SmartBoards in every classroom and laptops for every student. Listening Centers, graphing calculators, Airliners and other forms of technology are also made available daily for our staff and faculty to use in their instruction.

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.

Our math team reviewed these findings with the administration.

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

Applicable Not Applicable

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

We are currently teaching the Integrated Algebra curriculum in our high school; therefore, the findings from New York City Math A and B [8-12] were not deemed appropriate for the needs in our school.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

These findings were reviewed and discussed by cabinet members, including our Literacy Coach, Data Specialists, Inquiry Team members and Literacy Coach. These findings were discussed according to their relevancy to our school, particularly as we reviewed Curriculum Maps and our instructional approach in ELA classes. The results of that review are listed below.

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

Applicable Not Applicable

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

Teachers and coaches have attested on several occasions to the ideas presented in these findings, particularly those findings that address the issues of student engagement and learning in the classroom. Test results and student productivity have increased when teachers engage their students on several levels and in different groupings in the classroom, rather than leaving them to the isolation of their desks. Students and parents are also made familiar to the concepts of group work, participation, and overall academic accountability.

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.

Student engagement is a primary focus of instruction at ALT. Our walk-throughs, Learning Walks, and formal observations frequently focus on this. We also strongly encourage group work and pair work. Teachers are given several opportunities yearly to participate in Professional Development based on Vygotsky's theories of sociocultural development, such as QTEL. Independent seatwork is strongly discouraged. This is reflected in our self-contained classrooms, the type of seating arrangements we create in the classroom, and the actual furniture that we purchase

as well. Teacher-created rubrics often contain these elements to reflect the importance we give to these ideas. Classroom behavior and participation are also emphasized to reflect our adherence to these ideas.

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 (SOM²)* 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.

These findings were reviewed and discussed by math teachers and administration.

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

Applicable Not Applicable

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

Test results and student productivity in math have increased when teachers engage their students on several levels and in different groupings in the classroom, rather than leaving them to the isolation of their desks. Students and parents are also made familiar to the concepts of group work, participation, and overall academic accountability. We have also seen an increase of math productivity among the students when technology is used in the classroom. Graphing calculators, Smartboards, and laptops are used to promote learning.

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.

² 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.

Student engagement is a primary focus of instruction in math classes at ALT. Our walk-throughs, Learning Walks, and formal observations frequently focus on this. We also strongly encourage group work and pair work. Teachers are given several opportunities yearly to participate in Professional Development based on Vygotsky's theories of sociocultural development, such as QTEL. Independent seatwork is strongly discouraged. This is reflected in our self-contained classrooms, the type of seating arrangements we create in the classroom, and the actual furniture that we purchase as well. Teacher-created rubrics often contain these elements to reflect the importance we give to these ideas. Classroom behavior and participation are also emphasized to reflect our adherence to these ideas.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Teacher retention and recruitment have been a primary focus at ALT for the two years the school has been in existence. For this, a Teacher retention and recruitment committee was formed with cabinet members and select faculty, students, and parents.

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

Applicable Not Applicable

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

Last year we only lost one teacher due to personal reasons. This year, we expect to retain our entire teaching faculty. We also hired more teachers with experience this year. Daily training and support is provided to teachers from administration, coaches, mentors (in-school and hired consultants; many teachers are provided with support from their alternative programs such as Teach for America and Teaching Fellows, etc.).

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

These findings were reviewed and discussed by cabinet members, including our Literacy Coach, Data Specialists, Inquiry Team members and Literacy Coach. These findings were discussed according to their relevancy to our school. The results of that review are listed below.

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?

All of our teachers teach in compliance with their certification. Furthermore, all of our teachers are offered professional development opportunities such as QTEL several times throughout the year. They also meet daily in Common Planning Time to discuss ways of improving their pedagogy to meet the needs and challenges of an all-ELL population.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

These findings were reviewed and discussed by cabinet members, including our Literacy Coach, Data Specialists, Inquiry Team members and Literacy Coach. These findings were discussed according to their relevancy to our school. The results of that review are listed below.

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?

All of our teachers take an active role in accumulating and analyzing data for our student body, all of whom are ELLs or former ELLs. Teachers are given direct access into the Language Background Surveys. Results of the LAB-R and NYSESLAT are published and presented to all faculty members at least once a semester. Breakdown of laboratories (classrooms) are determined largely in part by the English levels of the students; therefore, every teacher knows the basic proficiency level of every student in the school.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

These findings were reviewed and discussed by cabinet members, including our Literacy Coach, Data Specialists, Inquiry Team members and Literacy Coach. These findings were discussed according to their relevancy to our school. The results of that review are listed below.

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?

We currently have 2 students with an IEP for SETTS and are receiving services by a highly qualified teacher

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

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

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

Please respond to the following questions for Key Finding 7:

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

These findings were reviewed and discussed by cabinet members, including our Literacy Coach, Data Specialists, Inquiry Team members and Literacy Coach. These findings were discussed according to their relevancy to our school. The results of that review are listed below.

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?

We currently have 2 students with an IEP for SETTS and are receiving services by a highly qualified teacher

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 5 students in temporary housing

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

As always, we meet with the parent to give guidance and support. That way, students know where to go (parent coordinator, guidance, secretary) if they are in need of food, clothing, transportation, etc. If sick, the school clinic will provide health services.