



**THE BRONX AEROSPACE HIGH SCHOOL**

**01 MOOO CEP 2009-10 FINAL**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 11/BRONX/11X545**  
**ADDRESS: 800 EAST GUN HILL ROAD/BRONX, NY 10467**  
**TELEPHONE: 718-696-6010**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11x545      **SCHOOL NAME:** The Bronx Aerospace High School

**SCHOOL ADDRESS:** 800 East Gun Hill Road/ Bronx, NY 10467

**SCHOOL TELEPHONE:** 718-696-6010      **FAX:** 718-696-6030

**SCHOOL CONTACT PERSON:** Barbara Kirkweg      **EMAIL ADDRESS:** bkirkwe@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ann Purnell

**PRINCIPAL:** Barbara Kirkweg

**UFT CHAPTER LEADER:** Georgina Appiah

**PARENTS' ASSOCIATION PRESIDENT:** Co-Chairs: Daisy Benjamin and Ann Purnell

**STUDENT REPRESENTATIVE:**  
(Required for high schools)      Pebbles Slade

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 11      **SSO NAME:** ESO 5

**SSO NETWORK LEADER:** Christina Jimenez

**SUPERINTENDENT:** Unger

**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
<b>Barbara Kirkweg</b>	*Principal or Designee	
Georgina Appiah	*UFT Chapter Chairperson or Designee	
Ann Purnell	*PA/PTA President or Designated Co-President	
Daisy Benjamin	Title I Parent Representative (suggested, for Title I schools)	
<b>Chanda Joseph</b>	DC 37 Representative, if applicable	
Ana Rivera Crystal Martinez	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Henry Azcona	Member/Parent	
Tamara Walker	Member/Teacher	
Enzo Morello	Member/Student	
Peggy Reyes	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.**

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The Bronx Aerospace High Schools is a unique community, committed to preparing students to achieve educational and personal success in the 21<sup>st</sup> century. Our mission is to motivate our students toward academic excellence through high expectations. We provide the scaffolding to reach our high standards through a caring, safe and nurturing environment, completely conducive to teaching and learning. We will meet each student where they are academically, accept them for who they are personally, and lead them to success.

As English Language Learners, and Special Needs students becomes a larger segment of our population, we have chosen to develop processes to focus on the achievement of our special populations. To ensure we do not neglect the needs of our high achievers, we have created freshmen and sophomore honors programs. We hope to buttress the rigor of the programs by acquiring the International Baccalaureate (IB) Diploma Program as soon as possible. We have enlisted the aid of the Chief, Schools Officer in our effort to realize this goal.

Our holistic approach to address each student's needs goes far beyond the classroom. The Bronx Aerospace High School,(BAHS) support team consists of four full-time guidance counselors, (one for each grade level), one full-time social worker, a full-time college advisor, a part-time psychologist, a full-time parent coordinator, and a host of part-time college advisors and student mentors, including recent graduates who work with us during summer vacations to help prepare incoming freshmen for the BAHS experience. The support team also includes our Parent Association and School Leadership Team. Superb attendance of these teams is facilitated by weekend meetings.

Our school promotes student achievement through the following creed: high expectations; no excuses. Students, teachers and parents all have responsibilities which lead to our common goal: Student achievement. We have developed a humanities curriculum with a focus on improving literacy, which is second to none. The curriculum has received a copyright, and continues to provide amazing results. Previously, our academic goals were 100% passing on regents, 100% graduation, and 100% college acceptance. We have had excellent results in all three categories for our four graduating classes. We have consistently had stellar results on the regents' exams. Our graduation rate has exceeded 90% each year since we began; the 2009 graduation rate was 93.9%. All of our kids get into at least one college. The problem: they don't all stay there for four years. This reality has evolved into a new goal: To concentrate on our entire student body which includes high achievers, bottom third in the city; English Language Learners, and Special Needs kids. All need to be successful in post high school work. .

If there is a downside to small schools, it is that the nurturing comes to an end at graduation. Many of our students do not want to leave our school because the school has become their home and our staff has become their family. We accept the responsibility of using all four years of high school to prepare college-ready graduates who are also ready to leave the home we have made for them at BAHS. Our freshmen and sophomore honors programs, ELL Orientation Center, 12-hour school day (where required) and year round Saturday School are just a few of the ways we create successful, confident, young adults. Our goal is to ensure our graduates are ready for the world of study and work.

## 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								
<b>School Name:</b>	Bronx Aerospace High School							
<b>District:</b>	11	<b>DBN:</b>	11X545	<b>School BEDS Code:</b>	321100011545			
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		88.3	91.4	89.1	
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		94.9	96.1	97.2	
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		78.3	74.7	77.7	
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		4	2	30	
Grade 9	120	122	136	<b>Recent Immigrants - Total Number:</b>				
Grade 10	112	107	118	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	87	99	66		5	7	21	
Grade 12	66	47	84	<b>Special Education Enrollment:</b>				
Ungraded	0	2	1	(As of October 31)	2006-07	2007-08	2008-09	
Total	385	377	405					
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	19	0	13	Principal Suspensions	22	43	48	
# in Collaborative Team Teaching (CTT) Classes	25	24	59	Superintendent Suspensions	16	23	19	
Number all others	12	34	4	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	N/A	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>				
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	22	33	76	Number of Teachers	20	26	26	

**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	3	11	Number of Administrators and Other Professionals	8	12	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	2	5	% fully licensed & permanently assigned to this school	100.0	88.5	88.5
				% more than 2 years teaching in this school	45.0	30.8	30.8
				% more than 5 years teaching anywhere	45.0	46.2	34.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.0	69.0	65.0
American Indian or Alaska Native	0.0	0.0	0.2		80.0	81.5	93.0
Black or African American	32.0	35.3	28.9				
Hispanic or Latino	65.2	62.1	66.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	1.9	2.2				
White	0.8	0.8	2.0				
<b>Male</b>	79.2	80.6	82.0				
<b>Female</b>	20.8	19.4	18.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
School Requiring Academic Progress (SRAP) – Year ____							

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

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

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>		NR			
<b>Overall Score:</b>	83.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	24.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						

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

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **Student Performance Trends**

- Student graduation rates remain consistently above 90%
  - We have maintained our high standards despite many internal and external challenges
  - A segment of our student population continues to require additional support in order to graduate within four years.
  - We have implemented strategies to address the needs of this group.
  - Every student in each grade is expected to attain 11 or more credits per year.
  - Professional Developments are now more focused on grade level meetings to ensure optimal student performance and standardized excellence in teaching.
  - Our progress report showed that the score for school environment survey decreased from school year 2007-2008 to school year 2008 to 2009.
- Administration has developed strategies to improve parent, teacher and student satisfaction survey.

### **Greatest Accomplishments**

- We have graduated at least above 90 percent of our students each year since we began.
- An ELL Orientation Center has been established to provide academic support for our ELL students
- A lead teacher for each grade has been implemented to work with teachers to raise student achievement.
- The parents have an office which adjoins the Principal's office.
- Guidance counseling has become more structured. We have a guidance counselor assigned to our ELL, special education and overage and under credited students.
- Our School has consistently received an A in the progress report.
- Our school received the "Well Developed" designation during our annual Quality Review.
- Administration and Teachers collaborate on teaching and learning for two hours weekly for Professional Development.
- School-Based Mentoring and Lead Teaching leads to teacher success.
- The Humanities curriculum is unified and ties together content between the various humanities departments.

### **Significant Aids/Barriers**

Our most significant barrier to continuous improvement is the time school leaders are required to spend on issues unrelated to educating children. Another barrier to success has been the placement of students in our school who are resistant to the rigid uniform requirements. Our most significant aid to continuous improvement is strong parent involvement and support of the vision of our school. Our parents are absolutely phenomenal!

## SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
<p><b>Goal:</b>  <b>Raise the level of ELL student achievement/credit accumulation 20% by the establishment of an English Language Learner Orientation Center (ELLOC)</b></p>	<p><b>Describe your goal.</b> We will establish an orientation center for our English Language Learner families. We will hire two staff members for the Center. One staff member will concentrate on student engagement; the other will focus on parent engagement. The ELLOC will provide support to the entire family. We believe that a familiar place for parents and students to come for support after school and on Saturdays will positively influence student achievement. The familial approach to teaching and learning will increase the number of ELL students who earn 11 or more credits, per year, by 20%.</p>
<p><b>Measurable Objective</b></p>	<p><b>Set the measurable target that will define whether you have met your goal.</b>                      The measurable goal is to have an additional twelve of our ELL students pass a minimum of six courses every marking period. This achievement will translate into six credits earned for each student, per semester and at least twelve credits for the year. An additional 12 students would raise our 11+ rate by 20%. We believe this is an achievable and worthwhile goal.</p>
<p><b>Action Plan</b></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b> We will advertise among our staff for people who want to help support our ELL families. The positions will be posted, interviews conducted, and two teachers selected. The Principal and cabinet will collaborate with the selected teachers to implement the EOC. The teachers will be paid per session for evening and Saturday hours, from the Title III allocation.</p>

<p><b>Evidence</b></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <p>Every two weeks, the ELL teachers will provide progress reports. The reports will provide data on the status of our ability to reach the goal. We will adjust as the data dictates to raise our ELL 11+ credit accumulation by 20%.</p>
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<p><b>Goal Number 2</b></p>	
<p><b>Goal: A 10 percent Increase in the number of special education students earning 11+ credits per year by self-funding a lead teacher for special education learning.</b></p>	<p><b>Describe your goal.</b> We will self –fund a lead teacher to develop strategies to enable an additional six special education students to earn eleven or more credits per year. A successful special education teacher will lead our special education department to help an additional six students earn a minimum of six credits each semester. This achievement by an additional six special education students will raise our special education 11+ percentage by ten per cent.</p>
<p><b>Measurable Objective</b></p>	<p><b>Set the measurable target that will define whether you have met your goal.</b>  The measurable target is that an additional six students will pass a minimum of six courses at the end of each marking period. This achievement will earn the additional six students, a minimum of six credits at the end of each semester. If students are successful in each semester, an additional six students will accumulate 12 credits at the end of the year, surpassing the goal.</p>
<p><b>Action Plan</b></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b> A special education teacher, with proven strategies for success will be taught the leadership skills to develop into a lead teacher. The position will be posted, interviews conducted, and a teacher selected. The Principal will work with the teacher to facilitate the desired results. The position will be self-funded from an applicable allocation.</p>

<b>Evidence</b>	<b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b>  Every two weeks, the special education teachers will provide progress reports. The reports will provide data on the status of our ability to reach the goal. We will adjust as the data dictates, to raise our Special Education 11+ credit accumulation by 10%.
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Student Achievement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Please see pages 12 to 14</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	28	44	14	25	38	0	0	0
10	6	22	15	27	26	0	0	1
11	10	26	39	38	29	0	0	2
12	5	5	6	17	15	0	0	0

**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><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Our ninth grade students attend a writing skills class during period 5 daily. Regents' prep class is also provided for 12<sup>th</sup> grade students who failed the Regents Exam in English on Saturdays. A make-up recovery class is provided to our 10<sup>th</sup> and 11<sup>th</sup> grade students after-school and on Saturdays. The at-risk ELL students attend tutoring and academic development at our ELL Orientation center every Monday and Wednesday from 3:00 pm to 5:00 pm</p>
<p><b>Mathematics:</b></p>	<p>Math tutoring, Math skills and Regents prep class are provided during school time, after school and on Saturdays. These will help students build understanding, skills, and confidence necessary to be successful in class and obtain a passing grade in Math Regents Exam. Tutoring is conducted in small groups or one-on-one.</p>
<p><b>Science:</b></p>	<p>Regents prep class and credit recovery class are provided after-school and on Saturdays to prepare students for the Regents examinations. One-on-one or small group tutoring is also provided during lunchtime and after school. We also provide a make-up credit recovery for Earth Science to a small group of students using Aventa Learning Program during school time.</p>
<p><b>Social Studies:</b></p>	<p>Regents prep class is held during the regular school day and on Saturdays to prepare students pass regents examinations. One-on-one or small group tutoring is also provided during lunchtime and after-school.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Four full-time Guidance Counselors, including two bilingual guidance counselors, work with students daily in our SAVE room and lunch periods. In addition, Counselors meet with parents on Saturdays, during school time and after school. They also send parents progress reports each marking period, meet with at-risk students regularly, document students' behavior and academic progress.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>N/A. Medical Retirement 9/2009</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Social Worker provides mandated counseling; guidance counselors provide all at-risk counseling.</p>

<b>At-risk Health-related Services:</b>	The hearing impaired teacher assists a student with academic material using sign language. This happens daily during class time.
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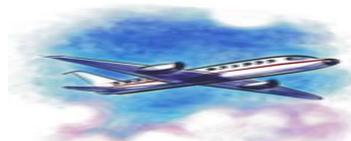
## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

NCLB/SED requirement for all schools

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

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### **Language Allocation Policy 11X545, Bronx Aerospace Academy High School**



**Bronx Aerospace High School  
800 East Gunhill Road  
Bronx, NY 10467  
718-696-6010  
Barbara Kirkweg, Principal**

Olga Mejía Glenn, Ph.D., Assistant Principal for ELLs  
Zulma Rivera, Assistant Principal Special Ed.  
Mariaanita Mandell, Assistant Principal Organization

### **Introduction to Bronx Aerospace Mission and Vision for ELLs**

#### **School Profile**

Located at East Gun Hill Road and recipient of Title I funds, Bronx Aerospace has 433 students, 91 of which (21.02%) are English Language Learners served through an ESL Program with Native Language support. Some classes have a Collaborative Team Teaching model. On grade level bases ELLs are distributed as follows: 65 in 9<sup>th</sup> grade, 13 in 10<sup>th</sup>, 6 in 11<sup>th</sup>, and 7 in 12<sup>th</sup> grade. Based on Years of service by sub group out of 91 ELLs they are distributed this way: 17 are SIFE, 18 newcomers, 25 Special Ed., 27 have been receiving services 4-6 years, 46 of them are Long-Term (completed 6 years).

Regarding Language profile, 80/91 ELLs are of Hispanic origin; 5 are French native speakers, and 6 students speak Slovak (2); Akkan (2), African (1) and Tagalo (2).

#### **Mission Statement**

The mission of this school is to provide for the success of our students. The students of today must be able to adapt to the rapidly changing technology and society that we live in. Using their interests, ranging from Aviation and Air Traffic Control Technologies to Leadership skills, Bronx Aerospace Academy High School will use all the resources available to prepare students. Technology will be

employed in all standard academic classes to provide our students with the experiences they need to be able to succeed in this technological world.

### **Vision Statement**

Our vision is to successfully utilize the necessary knowledge, skills, resources, and energy to challenge student achievement and to generate conditions in which all students achieve successful outcomes. Our efforts have always been directed at maximizing the educational opportunities of all students. We will strive to work effectively and collectively with the entire school by including teachers, administrators, guidance counselors, other professional support staff, parents, community-based organizations, as well as other public institutions that complete the educational process.

### **Design of Principle**

Our goal is to provide an equitable academic rigor of excellence to Limited English Proficiency students free of biases in a general education setting that will enable them to overcome language and cultural barriers to help them interact socially and competitively in a healthy manner as they acquire the necessary language communication skills they will need, to be successful and responsible productive citizens.

### **Part II: ELL Identification Process:**

#### **1-Initial identification**

- I. During Registration new arrivals fill out the Home Language Identification Survey (HILS) and Pupil personnel enters Language data.
- II. Informal Student Interview in Native Language and English by Guidance, AP ELL or ESL pedagogue.
- III. If student does not speak any language other than English, programmer is notified and child remains in mainstream classes.
- IV. If students NL is other than English, he/she is LAB-R tested within **10 days** of arrival, and placed in ESL/Bil support based on proficiency level (B, I, A) and on Parental Option (Parent choice letter).
- V. If students scores at or above proficiency, the student is not an ELL and he/she enters general education program.
- VI. Parents are notified about Entitlement, Continuation, or Non Entitlement.
- VII. HILS, Parent Choices and Letters of ENTITLEMENT sent home. Copies are kept on file and will be available.

#### **2-Parental involvement structures**

The principal, AP ELL, Guidance, the Dean, and other pedagogic and non-pedagogic personnel interface with ELL parents to address academic, attendance, and behavior issues of every child. Staff meets once a week in grade level meetings, subject area meetings, and PD sessions to review student needs and plan for differentiation accordingly, and interventions are communicated to parents during meetings or in written form. Parents participate in the lives of their children through PTA meetings, parent orientation meetings, child progress meetings (for the under credited students). Presently, the school is planning to offer ESL and other programs requested by parents, if we get enough participants on Saturdays or after school.

The school is creating a Bilingual Orientation Center to involve parents and students in homework, tutoring, academic development and college preparation.

The school's parent coordinator in coordination with the AP ELL arranges meetings and workshops to provide vital information about the school's ESL program and other language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The following list describes the different activities or information discussed or provided to parents as part of the program's implementation:

- a) Letters for Waiver of Transfer (program selection)
- b) Description of ELL Program (provision of the school's ELL program narrative that can be understood by parents)
- c) NYSESLAT Assessment Notification to Parents (parent accountability, NYSESLAT and Regents prep after-school/Saturday programs)
- d) Parents and Teachers Association's Representative (due process dissemination)
- e) Community Resources for Immigrants (inform parents about institutions within the community, and legal issues pertaining to immigrants)
- f) Community and School Language Programs for Adult LEPs
- g) Graduation Requirements (Regents Examinations, high school credits)
- h) Community Resources (college partnerships)
- i) Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance)
- j) Assessment Information (Regents, NYSESLAT, LAB-R, PSAT)
- k) Parental Accountability (attendance)
- l) School Accountability (proper placement, general education and ELL teacher training, compliance)
- m) Translation Resources for Parents that Do not Speak English (NYS and NYC DOE Websites)
- n) Access to Translated Documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
- o) Transition to College (dissemination of information to parents and students in different languages)
- p) Special Education Issues Related to ELL learners

### **3-Parent notifications**

Notifications are sent in English and Spanish given our majority Hispanic ELL population. Parents receive the Entitlement letter for new arrivals based on LAB-r scores, the Continuation of Entitlement Letters and Transitional Entitlement and Discontinuation of Services based on annual NYSESLAT scores. Parents of new arrivals are invited to attend parent orientation meetings to inform them about the different educational programs the City of New York offers (based on Video). The school just published a booklet for Parents of ELLs in English and Spanish, to inform parents about the ELL Program, ELL students rights and ways to help children progress.

### **4-Placement**

Students are placed in the ESL program based on scores obtained in the LAB-R (initial assessment) and the NYSESLAT (annual assessment) as per CR Part 154 mandates. Beginners receive 540 minutes of ESL, Intermediate ELLs receive 360 minutes of ESL, and Advanced receive 180 minutes of ESL. Beginner and Intermediate ELLs receive 45 minutes of NLA/FL support. Hispanic ELLs take the Spanish Regents.

Levels	Units of Instruction	Daily Number of Instructional Periods Based on 45 Minute Class Sessions	Daily Number of Minutes	Subjects
Beginner Level	3	3	135	ESL----- 135 min. NLA----- 45 min. Social Studies----- 135 min. Science ----- 135 min. Mathematics-----135 min. Total: <b>585 min.</b>
Intermediate Level	2	2	90	ESL ----- 90 min. NLA----- 45 min Social Studies----- 90 min. Science ----- 90 min. Mathematics-----90 min. Total: <b>405 min.</b>
Advanced Level	1	1	45	English Language Arts--- 45 min. Social Studies----- 45 min. Science ----- 45 min. Mathematics-----45 min. Total: <b>180 min.</b>

**5-Parent Survey trends**

Parents at Bronx Aerospace choose the ESL option.

## **6-Alignment of parental choice**

Given that the majority of our parents have chosen ESL, the school provides ESL services only. Parents are informed that there are bilingual programs in the city, especially for children at the beginner level. Nevertheless, since we are aware of the impact of the native language in the performance of ELL students, we provide Global Studies and History books in Spanish, as well as support through the NLA component. The Bilingual ELL AP teaches Global Studies and Humanities to ELLs in English, providing NLA support.

## **Part III: Demographics**

### **Programming and Scheduling:**

#### **1-Instruction delivery (a-organizational models and b-program models)**

Bronx Aerospace utilizes the Sheltered Academic Content Approach (SIOP model) to introduce standards-based, core curriculum utilizing ESL methodologies that make academic content accessible. As students increase proficiency in English, they are exposed to standards based content using materials are their reading level. Students are programmed based on proficiency level. ELLs participate in after school, Saturday, summer Regents Prep and English development. The school is now combining push in, team teaching and self-contained ESL. ELLs are programmed based on the credit accumulation requirements needed to graduate. Individual students have longer days to catch up with courses and credits needed.

#### **2-a-Mandates**

Students are placed in the ESL program based on scores obtained in the LAB-R (initial assessment) and the NYSESLAT (annual assessment) as per CR Part 154 mandates. Beginners receive 540 minutes of ESL, Intermediate ELLs receive 360 minutes of ESL, and Advanced receive 180 minutes of ESL. Beginner and Intermediate ELLs receive 45 minutes of NLA/FL support. Hispanic ELLs take the Spanish Regents. Special Ed ELLs are served based on IEP mandates.

#### **3-Content area delivery**

Since we have a humanities curriculum, ESL and NLA/FL teachers use authentic and abridged literature that goes along with the Social Studies and the English program. As students increase their proficiency they are exposed to same mainstream textbooks. Instruction is aligned to the New York City and New York State Learning and Performance Standards. This methodology of instruction implements a balanced literacy approach to second language acquisition by implementing a whole language experience that integrates different content area subjects as part of the humanities thematic learning approach and the scope and sequence of the curriculum. Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles.

In addition, lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture.

Content area textbooks are provided in available native languages to facilitate instruction, prevent students from falling behind academically in content area classes, and reinforce Regents Examination test-taking strategies in English and/or their native language.

The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing

modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English), especially for the beginner level.

An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school to develop an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.

**4-Differentiation of instruction for sub-groups:**

Assessment data will include instructional trends and methodologies used by New York State Certified ESL and General Education teachers with ELL students as a means to identify areas of strengths and weaknesses across different content areas and to plan future staff development interventions and collaborative team work to address the academic needs of the students and professional needs of teachers and other staff.

By using the Point of Entry Model, Balanced Literacy, and the Sheltered Academic Approach, the school differentiates instruction for the following subgroups: SIFE, < 3 years-newcomers, 4 to 6 years, LTEs 6 or > years), Special needs.

**5-Targeted interventions in content area**

The school follows Disciplinary and Academic Interventions as stipulated in the DOE Citywide Standards of Discipline and Intervention Measures. Before failing a student, teachers have to demonstrate they have provided five interventions such as make up work, diverse assessments, family contact to inform progress, differentiation of instruction. The school is creating a Bilingual Orientation Center to help students with homework, tutoring, social services, etc.

**Description of Academic Intervention Services**

<b>ELA:</b>	Our ninth grade students attend double period English each day to help improve their reading and writing skills. The English teachers provide one-on-one or small group tutoring daily during lunchtime and/or after school. Regents' prep class is also provided for students who failed the Regents Exam in English during regular school day, and on Saturdays.
<b>Mathematics:</b>	Math tutoring, Math skills and Regents prep class are provided during school time, after school and on Saturdays. These will help students build understanding, skills, and confidence necessary to be successful in class and obtain a passing grade in Math Regents Exam. Tutoring is conducted in

	small groups or one-on-one.
<b>Science:</b>	Regents prep class is held during the regular school day and on Saturdays to prepare students for the Regents examinations. One-on-one or small group tutoring is also provided during lunchtime and after school.
<b>Social Studies:</b>	Regents prep class is held during the regular school day and on Saturdays to prepare students pass regents examinations. One-on-one or small group tutoring is also provided during lunchtime and after-school.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counselors meet with parents on Saturdays, during school time and after school. Guidance counselors send parents progress reports each marking period. Counselors meet with at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologists provide counseling on an individual basis or in a small group (usually no more than three students) during school time or on Saturdays. Sessions address student goals in areas of academic and behavioral functioning that include interactions with staff and other students. The psychologists also provide crisis intervention, assess presence of physical abuse, and suicidality. They also meet with the parents and consult with teachers regularly during school time to make achievable and appropriate recommendations and plans for students.
<b>At-risk Services Provided by the Social Worker:</b>	The School Social Worker (a) provides one-on-one or group counseling during school time (b) supports students and teachers throughout the day and during crisis situations (c) meets with parents of at-risk students during school time or on Saturdays when necessary (d) provides workshops for staff on crisis intervention, and (e) develops, writes and implements IEP goals for counseling services.
<b>At-risk Health-related Services:</b>	The hearing impaired teacher assists a 10 <sup>th</sup> with academic material using sign language. This happens daily during class time.

### 6-Transitional support after testing out

After testing out former ELLs receive Regents Preparation support.

### 7-Programs for upcoming school years

In the future, and based upon budget availability, the school would like to pilot technology assisted differentiation programs such as Achieve 3,000, Wordbook, and English Easy, which target ELLs from Beginner to Advance, and also have Native Language Support in Spanish. We would also be interested in piloting EXCELL (Margarita Calderon), for academic language development.

## **8-Programs discontinued**

NA

## **9-ELLs equal access**

ELLs receive the same core, rigorous curriculum that the mainstream students receive.

## **10-Instructional materials:**

ESL follows the Humanities interdisciplinary Curriculum generated by the school. Besides, the ESL classrooms integrate Multicultural literature such as Multicultural Biographies (Globe Fearon); Multicultural Anthology Tapestry; Voices in Literature (Silver-Heinle & Heinle), Authentic literature and abridged literature (McDougal Littell and Globe Fearon's Masterworks collection). These materials have Before, During and After Reading Activities.

In Spanish we have Spanish for Communication (Gary Milgrom-Curriculum Press); Exploraciones en Literatura; NTC National Textbooks; Sendas Literarias (Pearson).

We need more materials tailored to Beginner and Intermediate ELLS.

## **11-NLA support**

Developed in previous sections. In addition, kids will attend plays at Teatro Repertorio Espanol. We need films, audio books in Spanish, French, and the rest of Native Languages we have in the school. The Bilingual ELL AP teaches Global Studies and Humanities to ELLs in English, using NL support

## **12-Supports in relation to age and grade levels**

## **13-Activities for newly enrolled before school year starts**

We will coordinate with Fordham College to implement a "Jump start" program. Over the summer, we have a Bridge Program where students receive an orientation to the school, life skills, math and social studies.

## **14-Language electives**

Students choose either Spanish or French. Our students pass the Spanish Regents with high scores.

## **Professional Development**

### **1-PD for ELL personnel**

- Language Allocation Policy
- Analyzing, comparing and contrasting NYSESLAT and ELA
- Off-site and on-site staff development workshops
- Sheltered Instruction Observation Protocol (SIOP) training for all Teachers
- ELL consultant visitations
- Staff will attend ESOL-TESOL conferences and workshops through BETAC and Office of ELLs.
- Staff will attend ESL seminars and institutes

- Create teacher study groups
- Inter-visitations
- Apply the latest technology
- Continuous student assessment and curriculum planning
- Cultural awareness and sensitivity staff training
- Civil rights awareness dissemination
- Establish schools networks to learn about best practices
- Maintain an open line with BOCES, BETAC, and VESID for instructional support
- Maintain an open Line with NYS Office of Bilingual Education Services

**2-Support to staff to transition from middle to HS/NA**

Students that come from Middle school participate in a two weeks Summer Bridge Program where they are introduced to the school policies, culture and values, as well as to Math, English and Social Studies classes.

**3-7.5 hrs Jose P training for ELL staff.**

School will coordinate with the office of ELLs to provide the 7.5 hrs Jose P training for ELL staff. The school will provide a Plan for the 10 hrs Special Ed staff development requested as per Compliance Calendar.

**Parental involvement**

**1-Description**

See Part II 2

**2-Partnerships**

The school partners with PENCIL

**3-Evaluating the needs of parents**

At the parent orientation meeting on Saturday September 19<sup>th</sup>, parents requested computer classes, ESL, and discussion of violence.

**4-Assessing parental involvement activities**

See Part II 2

**Part IV: Assessment Analysis:**

**1-Trends on LAB-R and NYSESLAT;**

	9	10	11	12	Total
Beginner	9	4	0	0	13
Intermediate	18	18	4	5	45
Advanced	10	17	2	1	30

Total tested	37	39	6	6	88
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NYSESLAT results reveal the following: 45/88 students tested are at the intermediate level, and 30/88 are advanced. 52 of the ELLs have remained at the same level over the last three years. 24 went up and 4 went down one proficiency level. 12 students only had one score.

## 2-Impact on instruction

Therefore, the school must target students who have remained at the same level for the last three years. Content area teachers must also look at these scores to help ELLs increase the language proficiency in the areas needed.

## 3-Analysis of test results in English, NL, Science, Social Studies by Grade Level

As shown in the worksheets attached, an analysis of ELLs performance shows that:

11/17 passed the Math A' ¼ passed the Math B (10<sup>th</sup>);

0/1 passed the Earth Science (10<sup>th</sup>);

8/8 passed the Living Environment (10<sup>th</sup>);

3/6 passed the Global Studies (10<sup>th</sup>);

3/6 passed the US History (11<sup>th</sup>);

2/4 passed the English Regents (ELA-11<sup>th</sup>); 5/5 passed the Spanish Regents (11<sup>th</sup>).

## 4-Dual Language-N/A

## 5-Evaluation of success of program

Evaluation and assessment of the program will consist of qualitative and quantitative data taking as point of reference previous academic student data (baseline) consisting of language proficiency levels, academic performance across different disciplines, and New York State standardized tests results of Regents Examinations). Other qualitative data will be derived from different assessment sources provided by teachers, parents, and ELL students. Assessment data will include instructional trends and methodologies used by New York State Certified ESL and General Education teachers with ELL students as a means to identify areas of strengths and weaknesses across different content areas and to plan future staff development interventions and collaborative team work to address the academic needs of the students and professional needs of teachers and other staff. During PD meetings, teachers discuss trends and patterns of the NYSESLAT and Regents exams and brainstorm instructional implications.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES 9–12 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

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

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>The school contacts tESO PAN 5</b>	School <b>11X545–Bronx Aerospace HS</b>
Principal <b>Barbara Kirkweg</b>	Assistant Principal <b>Olga Glenn</b>
Coach <b>Mr. Waithaka, Lead Teacher</b>	Coach
ESL Teacher <b>Mr. Crisan; Ms. Dean</b>	Guidance Counselor <b>Ms. Martinez</b>
Teacher/Subject Area <b>Mr. Cohen, English</b>	Parent <b>Mr. Henry Azcona</b>
Teacher/Subject Area <b>Ms. Rastad, English</b>	Parent Coordinator <b>Ms. Chandra Joseph</b>
Related Service Provider <b>Lourdes Carmona</b>	SAF <b>Joel DiBartolomeo</b>
Network Leader <b>Cristina Jimenez</b>	Other <b>Mr. Boyle, Social Studies</b>

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>405</b>	Total Number of ELLs	<b>91</b>	ELLs as Share of Total Student Population (%)	<b>22.47%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)					0
<b>Dual Language</b> (50%:50%)					0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>	65	13	6	7	91
<b>Push-In/Pull-Out</b>					0
<b>Total</b>	<b>65</b>	<b>13</b>	<b>6</b>	<b>7</b>	<b>91</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

<b>All ELLs</b>	<b>91</b>	<b>Newcomers (ELLs receiving service 0-3 years)</b>	<b>18</b>	<b>Special Education</b>	<b>25</b>
<b>SIFE</b>	<b>14</b>	<b>ELLs receiving service 4-6 years</b>	<b>27</b>	<b>Long-Term (completed 6 years)</b>	<b>46</b>

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18	4	3	27	10	6	46	0	16	91
<b>Total</b>	<b>18</b>	<b>4</b>	<b>3</b>	<b>27</b>	<b>10</b>	<b>6</b>	<b>46</b>	<b>0</b>	<b>16</b>	<b>91</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

#### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

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

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	36	35	5	5	81
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French	1	3	1	0	5
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other	1	2	1	2	6
<b>TOTAL</b>	<b>38</b>	<b>40</b>	<b>7</b>	<b>7</b>	<b>92</b>

## Programming and Scheduling Information

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

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

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

### Native Language Arts and Native Language Support

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

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

25%	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	9	4			13
Intermediate(I)	18	18	4	5	45
Advanced (A)	10	17	2	1	30
Total Tested	37	39	6	6	88

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	3	1	1	1
	I	4	6	1	2
	A	10	10	4	4
READING/WRITING	B	7	2	1	1
	I	18	16	4	4
	A	10	21	2	3

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Math A	17		11	
Math B	4		1	
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	8		8	
Physics				

Global History and Geography	6		3	
US History and Government	4		3	
Foreign Language	5		5	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

### NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

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

## Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olga Glenn	Assistant Principal		7/30/09
Ms. Joseph	Parent Coordinator		7/30/09

Ms. Crisan	ESL Teacher		7/30/09
Mr. Azcona	Parent		7/30/09
Mr. Boyle	Teacher/Subject Area		7/30/09
Mr. Rastad	Teacher/Subject Area		7/30/09
Mr. Waithaka	Coach		7/30/09
	Coach		07/30/09
Ms. Rosario	Guidance Counselor		7/30/09
Joel DiBartolomeo	School Achievement Facilitator		7/30/09
Cristina Jimenez	Network Leader		7/30/09
Ms. Dean, ESL Teacher	Other		7/30/09
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual  X  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2008-09:

91

(No more than 2 pages)

**VIII. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:**

Bronx Aerospace Academy's ELL program fosters English language development along with grade-level academic success. Bronx Aerospace High School employs certified ELL teachers and maintains freestanding ELL programs instructed in English. Sheltered Instruction Observation Protocol (SIOP) methodologies and strategies are used to help students learn language and content, as well as the skills needed for meeting the challenges of the New York State content and Regents tests. Reading strategies, writing skills, vocabulary, and grammar also are a particular focus of our instruction.

ELL instruction is scheduled for one to two periods each day. The duration and frequency are dependent upon the needs of the students, their level of language proficiency, and their ability to succeed in the mainstream classroom.

**A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).**

- a. Humanities are offered to our ELL population in order to improve their English proficiency. The Humanities course uses US history as a context for teaching literacy skills.
- b. The city-wide mandated mathematic curriculum is used to assist ELL's with achieving computational proficiency.
- c. Our Saturday Academy provides the ELL population with the opportunity to use the Rosetta Stone program for improving their English proficiency.
- d.

**B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.**

- a. Poetry and Drama Club
- b. Choir-Students engaged in singing lessons.

**IX. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.**

It is very important for parents to be involved in their child's education. Many opportunities and programs enable parents to become a part of their school and community. For instance, ELL parents can become more involved by attending the parents' association, volunteering in the school offices, attending class trips, participating in multicultural events and celebrations, or becoming a volunteer tutor for students.

**X. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.**

Tailored for new LEP students; New LEP students receive a diagnostic exam to determine their appropriate skill level in reading, writing, speaking and listening. They work one-on one or in small groups with the ESL instructor.

**XI. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.**

Teachers at Bronx Aerospace participate in staff development twice a week during departmental meetings and a two-hour professional development session. Departmental meetings are designed to place a strong emphasis on the State learning standards. The two-hour school wide professional development meeting focuses on academic language development strategies. For instance, teachers participate in Sheltered Instruction Observation Protocol (SIOP) full day training on October 6 and 7, 2008, in order to add to their repertoire of language strategies to be implemented in all classes. We also provide the following in order to facilitate staff development.

- NYSESLAT Staff Development
- ELA Staff Development
- West End Programs for ESL teachers

**XII. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.**

All ELLs are provided with Saturday school, where they are able to utilize the Rosetta Stone software to help develop proficiency in English.

**XIII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.**

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09**

**School Building:** Bronx Aerospace Academy High School **District** 11x 545

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					2

\* 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.

**Number of Teachers and Support Personnel for 2008-2009 (District Form)**

**A-5**

District: \_\_\_\_\_11 11x545\_\_\_Bronx Aerospace High School\_\_\_\_\_

Enter the number of FTE's in each school building in the Bilingual Education and ESL Programs in the appropriate column. FTE's for staff serving more than one building must reflect the portion of time spent in each building.

School Building	Number of Teachers 2008-2009		Number of Teaching Assistants or Paraprofessionals***	Sub-Total
	Appropriately Certified*	Inappropriately Certified or Uncertified Teachers**		

Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
1. Bronx Aerospace HS located in The Evander Childs Campus		2					2
2.							
3.							
<b>TOTALS</b>		2					Grand Total 2

Number of appropriately certified Bilingual Counselors:   2   Bilingual Social Workers:        Bilingual Clinical staff:   2  

\* 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.)

\*\* 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.

#### Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels 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 the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

**XIV.**

Bilingual Program Type:     \_\_\_ TBE           \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning   \_\_\_x\_ Intermediate   \_\_\_ Advanced

School District: \_\_\_\_\_ **11 x 545** \_\_\_\_\_                      School Building: **545** \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: To:	Subject (Specify) NLA	Subject (Specify) NLA	Subject (Specify) NLA	Subject (Specify) NLA	Subject (Specify) NLA
<b>2</b>	From: 8:51 am To: 9:35 am	Subject (Specify) ESL Level 3				
<b>3</b>	From: 9:38 am To: 10:22 am	Subject (Specify) ESL Level 3				
<b>4</b>	From: 10:25 am To: 11:09 am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>5</b>	From: 11:12 am To: 11:56 am	Subject (Specify) Global 1				
<b>6</b>	From: 11:59 am To: 12:43 pm	Subject (Specify) English I				
<b>7</b>	From: 12:46 pm	Subject (Specify) Ecology I	Subject (Specify) English I	Subject (Specify) English I	Subject (Specify) English I	Subject (Specify) English I

	To: 1:30 pm					
<b>8</b>	From: 1:33 pm To: 2:17 pm	Subject (Specify) Advisory				
<b>9</b>	From: 2:20 pm To: 3:05 pm	Subject (Specify) Algebra I				
<b>10</b>	From: 3:08 pm To: 3:53 pm	Subject (Specify) Algebra I				

\*For the LAP Worksheet, please see attachment.

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

**Form TIII – A (1)(a)**

Grade Level(s) 9-12 Number of Students to be Served: 76 LEP          Non-LEP

Number of Teachers 2 Other Staff (Specify) A/P with ELL experience

**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.**

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Overview of the School ELL Core Program: Bronx Aerospace Academy's ELL program fosters English language development along with grade-level academic success for a total of 91 ELL students, of (21.02%) of the total population. English Language Learners served through an ESL Program with Native Language support. Some classes have a Collaborative Team Teaching model. On a grade level bases ELLs are distributed as follows: 65 in 9<sup>th</sup> grade, 13 in 10<sup>th</sup>, 6 in 11<sup>th</sup>, and 7 in 12<sup>th</sup> grade. Based on Years of service by sub group out of 91 ELLs they are distributed this way: 17 are SIFE, 18 newcomers, 25 Special Ed., 27 have been receiving services 4-6 years, 46 of them are Long-Term (completed 6 years). Regarding Language profile, 80/91 ELLs are of Hispanic origin; 5 are French native speakers, and 6 students speak Slovak (2); Akkan (2) and Tagalo (2). Bronx Aerospace High School employed one assistant principal of ELLs, Special education AP and two certified ESL teachers who maintain freestanding ESL programs instructed in English. One Spanish certified teacher offers Spanish and NLA support. Sheltered Instruction Observation Protocol (SIOP) methodologies and strategies are used to help students learn language and content, as well as the skills needed for meeting the challenges of the New York State content and Regents tests. Reading strategies, writing skills, vocabulary, and grammar also are a particular focus of our instruction. ESL teachers support our Humanities Curriculum in order to develop academic language. For NL support, ELL students get the Global Studies textbook and the US History work books in Spanish. Also, because the AP ELL is Bilingual, she teaches a Global Studies Regents Skills class in English, where she uses the students' Native Language to support in small groups. ESL instruction is scheduled depending on the English proficiency level based on the NYSESLAT scores. We will purchase more books, audio and video, to better serve Beginners and Intermediate ELLs, as well as Getting Ready for the NYSESLAT and the ELA Regents books. ELLs will attend the Teatro Repertorio Español. Also, there is an after school Chinese Club.

**Title III Instructional Program: Rational**

Progress Report and NYSESLAT data reveals that ELLs need to improve reading and writing skills and to develop academic language in order to successfully pass the Regents and Graduate. With the Title III Supplementary Funds, Bronx Aerospace has created an ELL Orientation and Parent Outreach Center. Targeted ELLs that are long-term, under-credited, or at risk to fail receive academic support via tutoring, homework help, and content area support after school. Also, for parent outreach, the teacher contacts parents regarding attendance issues and at risk performance in order to involve parents in the education of their children. This supplementary support arises due to the need to develop academic language that is essential in order to perform at Regents level and State Standards. The school will purchase 5 Rosetta Stone licenses for language development to support ELL classroom instruction.

**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.**

---

Our school has a copyrighted humanities curriculum for all grades. Our standardized delivery of instruction is the SIOP/Workshop/ Point of Entry Model. All classroom teachers participate in targeted professional development two hours, each Friday throughout the school year. Core Professional Development.

Teachers at Bronx Aerospace participate in staff development twice a week during grade and departmental meetings and a two-hour professional development session. Departmental meetings are designed to place a strong emphasis on the State learning standards. The two-hour school wide professional development meeting focuses on academic language development strategies, data analysis, best practices. For instance, teachers participate in Sheltered Instruction Observation Protocol (SIOP), QTELL strategies, AFL strategies, Periodic Assessments, in order to add strategies

to their repertoire of language strategies to be implemented in all classes, and to use data to drive instruction. We also provide the following in order to facilitate staff development.

- NYSESLAT Staff Development (sent teacher to BETAC training and in April before test)
- ELA Staff Development (during grade, and department meetings)
- QTEL (when advertised in PROTTRAX)
- Data Analysis and Periodic Assessment (during grade, and department meetings, e.g 1-6-10, and 2-5-10 the Department of Assessment of the DOE is training our teachers on Periodic Assessments)

**Form TIII – A (1)(b)**

**School: The Bronx Aerospace High School      BEDS Code: 321100011545**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$10,000	200 hours of per session for ELL Orientation Center. 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	0	
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$1200	Translation of the ELL Parent Handbook
<b>Educational Software (Object Code 199)</b>	\$4800	Five Rosetta Stone licenses for language development software packages to support the ELL classroom instruction
<b>Travel</b>	0	
<b>Other</b>	0	

<b>TOTAL</b>	\$15,000	
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### **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.**

Approximately 70% of our student's parents need written translation and oral interpretation. We have determined this translation need by phone calls home, school meetings, and the Home Language Survey that parents complete at the beginning of the year. Also distributed is a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services and access to Chancellors Regulation A663 addressing Translations. This is available in nine languages. The students' geographical codes also exhibit our large Hispanic student population.

The school distributes the Parent's Preferred Language Survey, analyzes the Home Language Survey and the Bio blue cards. Also, we run the RLER Report to look at the Home Languages of our children.

- 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.**

70% of our children are of Hispanic origin and speak Spanish as a Native Language. Communications go home in English and Spanish. We also have children who speak French, Tagalog, and Akkan

Our school needs about 70% of the parents to have translation services. The Home Language Survey, PTA Meetings, and phone calls home to parents have helped us determine student and parent translational needs. Our school newsletters, phone calls, emails, and monthly meetings have also helped us determine this parental need for translation.

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

---

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

Our school contacted the office of translation and paid for a Handout for ELL Families in Spanish and English. Staff (AP ELL, Guidance and Spanish teachers) translates documents into Spanish.

Our oral and written translation services are already provided by parent volunteers, teachers, counselors, school administration and staff. We provide multi-lingual communications and interpreters during: Open Houses and Formal School Meetings, for Senior Meetings, Town Meetings, and during Student Evaluations.

Translated signs in the covered languages are posted in a conspicuous location near the entrance to the school that translation services are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

- 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.**

Our oral interpretation services are already provided by in-house interpreters: Parent Volunteers, Teachers, Counselors, School Administration and Staff. The school contacts the Translation Unit for interpretations when needed.

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

The school follows Chancellor's Regulations A-633 regarding parental notifications. Some are: Gender neutral language, translation of notifications. Our school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

We will fulfill Section VII of the Chancellor's Regulations regarding parental notification by providing parents with the Bill of Parents Rights and translators during major school meetings and events, by mailing home multi-lingual documents. We also provide in-house translators to assist teacher-parent communication during phone calls and meetings.

We also pass out Chancellor Regulations to the students at the beginning of the school year and ask them to share them with their parents at home. These Regulations are written in both Spanish and English, and we also distribute the Regulations during School Meetings and Student Evaluation Meetings. Our School's Safety Plan is already provided on OORS, which is an online safety website. A translation of this document is available via the Board of Education's website.

**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:	0	293,699	293,699
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	0	2,936	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	0	14,684	
6. Enter the anticipated 10% set-aside for Professional Development:	0	10,000	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	0	10,000	

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. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

In compliance with section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA), Bronx Aerospace High School lays out expectations for parental involvement that are sent in written form by mail and they are translated into the main languages spoken by the majority of the parents in the school. Parents are the third pillar in the educational process and their involvement in their child's education is essential to the academic success of the students. Some of the initiatives developed in consultation with parents and students are: Parent-Teacher Conferences, PTA Meetings, School Leadership Team, Informational meetings after school and Saturdays, daily phone calls regarding attendance, contact parents to inform them about academic performance.

In order to ensure parental involvement, many teachers also include in their syllabus a contract in which parents must check up on their student's progress and contact their student's teachers if they need assistance. Every second Saturday of the month, our school also holds Parent Association Meetings in which parents are informed about our school's current events, and they make important decisions that impact the school.

- a. Parents are involved in sitting on our hiring committee for teachers. Parents are also required to come to school when their children need disciplinary action taken. We hold Parent Training in gang violence, financial aid for seniors, and we hold workshops in helping them learn how to use the computer to help with the FAFSA online.
- b. Parents are notified about absences and lateness on a daily basis. Parents also conduct fundraisers to assist the senior activities. Parents participate in Open Houses, Award Ceremonies, Concerts, Graduations, Field Trips. Parents are also active members of the School Leadership Team (SLT). Parents will be invited to school for "Bring Your Parent to School Day."

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

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

**provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.**

Approximately 70% of our student's parents are of Hispanic origin (based on the Home Language Survey) and the school has tailored activities to effectively involved parents. We have created an ELL Orientation and Parent Outreach Center after school and on Saturdays. Students receive academic support, tutoring, and we contact parents to keep them abreast of their children's academic performance. School coordinates parent outreach involvement key constituencies. Guidance Counselors, teachers, Assistant Principals, the Principal herself, paraprofessionals, the parent coordinator and parent volunteers engage in parent outreach. Communications sent home are translated and oral interpretation is provided at parent teacher conferences and parent meetings. We have determined this translation need by phone calls home, school meetings, and the Home Language Survey that parents complete at the beginning of the year. Also distributed is a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services and access to Chancellors Regulation A663 addressing Translations. Our school newsletters, phone calls, emails, and monthly meetings have also helped us determine this parental need for translation and to more effectively reach out to parents. Our oral and written translation services are already provided by parent volunteers, teachers, counselors, school administration and staff. We provide multi-lingual communications and interpreters during: Open Houses and Formal School Meetings, for Senior Meetings, Town Meetings, and during Student Evaluations.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

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

- 1. Use program resources to help participating children meet the State standards.**

Provide opportunity for kids to receive instruction 7:30 a.m. to 7:30 p.m. daily; 10:00 – 4:00 Saturdays. Develop and implement ELL Orientation Center for students and parents.

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

Teacher will provide support to ELL parents and students after school and on Saturdays.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that: **Please see above**
- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

**4. Coordinate with and support the regular educational program;**

Please see above.

**5. Provide instruction by highly qualified teachers;**

Please see above.

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

Professional development conducted for teachers every Friday afternoon 2:00 – 4:00.

**7. Provide strategies to increase parental involvement;**

Parent Center and ELL Orientation Center operational.

**8. Coordinate and integrate Federal, State and local services and programs.**

All instruction is standards-based

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

All SURR schools must complete this appendix.

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

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

**1A. English Language Arts**

**Background**

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

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

### **ELA Alignment Issues:**

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

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

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

– **English Language Learners**

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

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

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

We have a very comprehensive Humanities Curriculum which has been copyrighted.

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

Applicable   x 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?

**Please see attached.**

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.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what

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

### **Specific Math Alignment Issues:**

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

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

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

All Regents courses taught at Bronx Aerospace are Standards-based.

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

Applicable   x 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?

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

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

Applicable X  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?

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. School Observation Protocol (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

Applicable   X 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?**

Technology use is an integral part of mathematics education. Work with a mathematics teacher in our Network to train our teachers on Smartboard.

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

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

### **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 turnover is not high at our school.

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

Applicable   x Not Applicable

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

Our school had three teachers leave through the open hire process. This is not a high turnover rate.

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.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

We hired an AP with ELL background; contracted for SIOP Professional Development for past two years.

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

Applicable   x 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?

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.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

Please see attached.

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

Applicable   x Not Applicable

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

Please see attached.

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.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

We hired an Assistant Principal for Special Education; developed/implemented a self-funded Special Education Lead Teacher position to help the AP build capacity among all special education teachers.

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

Applicable    x 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?**

Please see attached.

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.

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

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

Please respond to the following questions for Key Finding 7:

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

The AP Special Education teaches classes, knows the kids, and works closely with teachers to ensure they are aware of the IEP goals. Our Social Worker has agreed to work with teachers to write all behavioral goals.

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

Applicable   x 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?**

Please see attached.

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>

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

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

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

We consistently speak with children to ensure they feel safe at the location. We closely monitor attendance.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.