



JEFFREY M. RAPPORT SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: **75X754**
ADDRESS: **470 JACKSON AVENUE, BRONX, NY 10455**
TELEPHONE: **(718) 993-5581**
FAX: **718) 585-4624**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X754 **SCHOOL NAME:** Jeffrey M. Rapport School

SCHOOL ADDRESS: 470 Jackson Avenue, Bronx, New York 10455

SCHOOL TELEPHONE: 718-993-5581 **FAX:** 718-585-4624

SCHOOL CONTACT PERSON: Ellis E. Scope **EMAIL ADDRESS:** escope@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frank DeGennaro

PRINCIPAL: Ellis E. Scope

UFT CHAPTER LEADER: Jeffrey Farley

PARENTS' ASSOCIATION PRESIDENT: Constance Hodges

STUDENT REPRESENTATIVE:
(Required for high schools) Angel Lopez

Eboniece Escobar

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** District 75

SSO NETWORK LEADER: Ketler Louissaint

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Ellis E. Scope	*Principal or Designee	
Jeff Farley	*UFT Chapter Chairperson or Designee	
Constance Hodges	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Xiomara Estevez	DC 37 Representative, if applicable	
Angel Lopez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Eboniece Escobar		
	CBO Representative, if applicable	
Sara Byas	Member/ UFT Member	
Veronica Clark	Member/ UFT Member	
Debra Roper-Dowie	Member/ UFT Member	
Marjorie Dalrymple	Member/ UFT Member	
Frank DeGennaro	Member/ CSA Member	
Donna Ballard	Member/ Parent Member	
Ada Martinez	Member/ Parent Member	
Edrie Barry	Member/ Parent Member	
Sandra Harden	Member/ Parent 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.

The Jeffrey M. Rapport School (JMRS) serves students with moderate to severe disabilities ages 13.9 through 21 in special classes in a special school. The available staffing ratios are 12:1:1 and 8:1:1. The school prepares students in Alternate Assessment (AA) for work and the IEP diploma. Students in Standardized Assessment (SA) are prepared for the Regents diploma, and, under the safety net, the local diploma. The main building has been structured into three academies. There is an off-site in the North Bronx in a co-located building with seven classes of students in alternate assessment. An additional class is located in a local agency. Here students who are over-age and under-credited participate in a pre-GED program that provides a pathway towards a diploma for students. Thirteen classes are located off-site in community settings. Students enrolled in these classes learn work skills in an on-the-job setting.

Our students have a wide range of needs and to accommodate those needs, the school has been structured to offer a range of programmatic options from self-contained classes to fully departmentalized classes and also classes in the community. JMRS features several shop classes including auto mechanics, recycle-a-bicycle, plastics, wood shop and ADL. These shops are available to students in all three academies. There are full and part-time community based work experiences. Students move throughout this continuum of services in order to maximize academic and social outcomes.

As students in all our programs reach the age of 18, they are expected to participate in a part-time or full-time community-based internship program at one of our thirteen worksites, or in a part-time community or school-based internship experience. This transition to work/internship program is a significant strength of our school. Over time the school has built a well-developed continuum of internship opportunities for students age 18 and above. The internship opportunities range from part-time with high level of support in the school and the community to full-time with part-time coaching which is faded as skills continue to develop. The internships have developed as a result of the school's collaboration with community employers such as Lincoln Hospital, Manhattan College, Sodexo at Fordham University PS 10 for educational assistant training, and PS 188 for food service training. Four of the worksites are "transition sites". These sites are one year programs where students receive intensive training in job skills from AHRC. A number of former students have successfully secured competitive employment upon graduation. Our goals are to assist young people with getting a Regents' or local diploma and to increase the number of students with full or part time competitive employment. The ultimate goal is to secure competitive employment for the students upon graduation. Of the 84 students who graduated in June 2009 with IEP diplomas, 35 students, or 42% have secured competitive employment. Another 23 students or 28% are enrolled in a training program.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	J. M. Rapport School Career Development							
District:	75	DBN:	75X754	School BEDS Code:	307500012754			
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		57.7 / 71.5			
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		79.5		75.3	
Grade 4	0	0	0	Poverty Rate - % of Enrollment:				
Grade 5	1	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 6	2	0	0		63.0	68.2	0.0	
Grade 7	3	0	0	Students in Temporary Housing - Total Number:				
Grade 8	39	0	1	(As of June 30)	2006-07	2007-08	2008-09	
Grade 9	50	68	224		13	4	36	
Grade 10	23	32	37	Recent Immigrants - Total Number:				
Grade 11	7	8	32	(As of October 31)	2006-07	2007-08	2008-09	
Grade 12	68	10	91		3	5	16	
Ungraded	283	371	231	Special Education Enrollment:				
Total	476	489	616	(As of October 31)	2006-07	2007-08	2008-09	
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	476	489	616	Principal Suspensions	19	4	26	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	13	5	5	
Number all others	0	0	0	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	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	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	35	28	22	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	13	11	33	Number of Teachers	63	73	81	

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	48	104	106	Number of Administrators and Other Professionals	21	69	74
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	38	39
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	62	93	128	% fully licensed & permanently assigned to this school	100.0	98.6	100.0
				% more than 2 years teaching in this school	77.8	67.1	61.7
				% more than 5 years teaching anywhere	49.2	54.8	56.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		86.0	81.0	77.0
American Indian or Alaska Native	0.4	0.4	1.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.6	84.0	93.2
Black or African American	39.5	39.7	37.7				
Hispanic or Latino	58.2	57.1	58.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.2	1.0				
White	1.0	1.6	1.6				
Male	75.2	71.4	72.6				
Female	24.8	28.6	27.4				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation:		W	
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data		W	
School Environment: <i>(Comprises 15% of the Overall Score)</i>				Quality Statement 2: Plan and Set Goals		W	
School Performance: <i>(Comprises 30% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals		W	
Student Progress: <i>(Comprises 55% of the Overall Score)</i>				Quality Statement 4: Align Capacity Building to Goals		√	
Additional Credit:				Quality Statement 5: Monitor and Revise		W	
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our school has made great strides over the last 3 years. The rating on our Quality Review went from "undeveloped" in 2006/07 to "proficient" in 2007/08 and the school was rated "well-developed" during the review for the 2008/09 school year. The latest Quality Review set forth several areas for improvement. These were the need to continue to support the staff in extending their ability to differentiate instruction, linking classroom observation outcomes with teacher self-evaluation, and finally to continue the work of the Inquiry Teams, particularly to improve student attendance. The school community and School Leadership Team (SLT) are in agreement on the direction of these areas for improvement and these areas are folded in to our CEP.

The Learning Environment Survey (LES) that was conducted during the 2008-09 school year gave us a lot of food for thought. Parents expressed concerns about how the school supports the learning of the students and the frequency and types of communication from the school. In addition both parents and staff members expressed concerns about the safety and respect in the building. Both parents and teachers report that they are treated with respect by adults in the building but that students are not always respectful to adults or each other. Our school has embraced the PBIS approach. For the past three years we have implemented the universal phase of PBIS. This has had a significant effect on the incidents as reported in SWIS and OORS. The school has become safer.

When student attendance is compared with that of other schools, including similar schools in District 75, it becomes clear that the attendance of many of our students is below where it needs to be. During the 2008/2009 school year the overall attendance was 68%. A closer look at the data, including student, parent and staff interviews, indicates that there are multiple reasons for student lack of attendance that include lack of prior academic achievement, school refusal, mental illness, and distractions outside of school such as issues with housing, incarceration, and drug use. These impediments to regular school attendance must be overcome. Our school makes every effort to establish a welcoming environment where students are expected to be active participants in the learning that needs to take place to allow their dreams to come true. Attendance is an area where a lot has been achieved but there is still a long way to go.

The students in our school struggle with academic achievement. Approximately 60% of the students are in alternate assessment and pursue the IEP diploma. These students follow an adapted curriculum with a focus on state standards and employment skills. The teachers are developing a school wide standards based curriculum that uses High School social studies themes to guide and

frame instruction in all areas. During the spring 2009 administration of the NYSAA, well over 90% of the seniors in alternate assessment scored at level 3 or 4 in both reading and mathematics.

Forty percent of our students pursue a local or Regents diploma. When reviewing the student data for the diploma bound students from ARIS, ATS, Scantron, and student work, it becomes clear that over 98% of these students have significant delays in academics and are achieving below grade expectancy in English Language Arts and/or Mathematics. Students in standardized assessment struggle with credit accumulation and participation in Regents and RCTs is extremely limited. During the 2008-2009 school year only 58% of students scheduled for RCT testing actually took the exam despite vigorous outreach and support by teaching staff. Very few of the students passed the exams that they took. Scantron testing was used as pre-test and post-test to measure achievement in Math and ELA. A little more than a third of the eligible students participated in both the pretest and posttest for ELA and they increased their skills on average by more than 9 months. Almost a third of the students participated in pretests and posttests in math. These students increased their skills on average by 4 months.

In summary, there are significant barriers to increasing student achievement in this school and these include poor prior academic achievement, poor attendance, behaviors that make others feel unsafe, and lack of participation in academic activities. Though these are difficult obstacles to overcome, the entire educational community; including parents, community partners, staff members and the students themselves have dreams and aspirations. Through focused effort the school has had a huge impact on many but not enough of the students. Our challenge is to include more of our students in our programs so they too can increase their achievement and attendance. Our entire community has to continue the work to make school a safe and welcoming place so students and families feel comfortable about attending and participating. Finally, we must continue to expand our work and internship opportunities and linkages to work so our students who pursue the IEP diploma can gain valuable work experience and the experience of the students who pursue the general education diploma can be enriched by real life work.

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.

1. **100% of the teachers will participate in individual goal setting based on the Santa Cruz Professional Teaching Standards (PTS) by June 2010.** This goal was selected based on a recommendation in the latest Quality Review. In addition quality of teaching has a huge impact on student achievement and students in our school face many academic challenges. Teaching and learning is a priority in our school.
2. **By June 2010, the Learning Environment Survey will demonstrate a 10% reduction in parental reports of "unsatisfactory" and "very unsatisfactory" in the area of communication.** Parents gave the school a low rating on communication on the LES. The perception of the parents must be addressed, particularly since the school and the families need to work as a team to meet student needs.
3. **The attendance of students who are continuously enrolled from October 30th through June 30th will increase on average 3% over the prior year.** Student attendance is low. This must be addressed since students need to be in school to benefit from instruction.
4. **Students in standardized assessment who have at least 75% attendance and who are on the register from the entire period from October 31st through June 30th will accumulate 8 credits.** Students need to earn a total of 44 credits to earn a diploma. During the 2008-2009 school year approximately 80% of the students in standardized assessment were over-aged and under-credited. These students are at high risk for dropping out and not achieving a diploma. Credit accumulation and progress towards a local or Regents diploma is a priority for the school.
5. **By the end of June 2010, work opportunities for students will increase through the development of 6 new part time job sites. These sites will be for both alternate assessment and standardized students.** Our school serves students from age 13.9 to 21. Part of our work is to facilitate the transition to adulthood and the world of work. Students need lots of opportunities to learn work skills in real-life work situations. The part-time work sites give our students much needed exposure and practice with real world skills.

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): Teaching Practice

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of the teachers will participate in individual goal setting based on the Santa Cruz Professional Teaching Standards (PTS) by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The PTS will be presented at academy meetings in September and October 2009. Assistant Principals will meet with teachers one on one to establish goals by mid-October. By the end of October teachers will develop a plan to achieve the goals in collaboration with the coach or the assistant principals. Resources such as professional development, coaching, and model lessons will be provided throughout the year. The PTS goals that were established by the teacher will be referenced during pre-and post observation conferences. Goals will be recorded and tracked on a form throughout the school year. Teachers will meet bi-weekly to study strategies that lead to student learning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Assistant Principals will participate in D. 75 API institutes to receive ongoing Professional Development on the PTS. Meetings with the administrative team were held in the summer to review PTS and to develop forms and a plan. Progress will be evaluated at least monthly during administrative meetings.</p>

Indicators of Interim Progress and/or Accomplishment

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

**Review of forms with teachers' goals in January and June.
Evidence of work towards the goal during informal and formal observations.**

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the Learning Environment Survey will demonstrate a 10% reduction in parental reports of “unsatisfactory” and “very unsatisfactory” in the area of communication.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parents will receive monthly newsletters that contain information regarding curriculum, school events, holidays, instructional resources, and instructional issues. Contact information for PC, principal, assistant principal, and key staff members will be in every single newsletter. Faculty will be trained on strategies that facilitate parent involvement. Every single parent who comes to school will receive a brief overview of ARIS and will be assisted in going through the log-in procedure. The Parent Coordinator will collaborate with the Parent Association to plan and conduct activities based on a needs analysis. Opportunities will be created for parents to complete the LES during the entire survey period with a particular emphasis on Open School week.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>PC and administrative assistant will collaborate on the newsletter. Newsletter will go out in Spanish and English. ARIS will be used by staff members on a regular basis they will be able to assist families with accessing and interpreting the information. A parent advocate from FRIENDS, our community partner, will work with faculty members on developing strategies that facilitate parent involvement. During the survey period for the LES, there will be extensive advertising of the survey. Incentives and drawings will be held for students and families who have completed the survey.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly newsletters. Faculty training on Election Day and Brooklyn Queens Day. Increase in use of ARIS by parents. Participation of parents in survey activities. Results of 2009-2010 School Survey.</p>

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The attendance of students who are continuously enrolled from October 30th through June 30th will increase on average 3% over the prior year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students will participate in monthly activities to enhance school spirit and increase attendance. The work of the Inquiry Team will focus on increasing attendance. Students with low attendance will receive services, including home visits, from the building based CBO, UTH Turn, the attendance teacher, and community based services. The attendance committee will meet on a bi-weekly basis to plan building wide activities. Data will be used to examine trends and to design interventions. Services will include counseling, data-based interventions, home visits, referrals to community services, and credit recovery or vocational placement and training. Students will be active participants in student-centered planning to address and reduce the impact of impediments of attendance. Phone calls will be made to the homes of absent students on a daily basis. Home visits will be made to the homes of students who have been excessively absent.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>1 Full-time attendance teacher. 1 Pupil accounting secretary to record attendance and to generate reports. 1 committee with members from all constituencies in the school. Per session for Inquiry Team members. 2 representatives from UTH Turn, the CBO.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Portfolio of community services that can support students with direct services such as counseling, housing, and access to benefits programs. Monthly review of attendance reports. Progress notes from bi-weekly committee meetings. Logs of phone calls and home visits. Inquiry Team process and outcomes to be recorded in ARIS.</p>

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students in standardized assessment who have at least 75% attendance and who are on the register from the entire period from October 31st through June 30 will accumulate 8 credits.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>School year to be restructured into 4 10 week terms. Reports cards will be issued after each mini-term. Progress reports to be issued at midterm. Students will be able to earn ½ credits in the major subjects after each term. Credit recovery activities and AIS will be scheduled throughout the school day. PM school will be arranged, particularly for older students, During Advisory and counseling sessions students will work with an adult to review the data in ARIS. Staff will meet with administrator and in small groups to review student progress reports and to design interventions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>3 Full time counselors and 2 part time counselors will provide support with credit review. Teachers will use admin periods to see students individually and in small groups for independent study and credit recovery activities. Program chair will collaborate with staff at 35M to schedule students for courses and to follow up with credits.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student progress reports will be reviewed after 5 week intervals. Staff, students and families will track progress in ARIS minimally twice a year in January and in June.</p>

Subject/Area (where relevant): Work & Transition

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of June 2010, work opportunities for students will increase through the development of 6 new part time job sites. These sites will be for both alternate assessment and standardized students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Job Developer will go into the community to find at least 6 job sites. Sites will be evaluated to determine the amount of students who can effectively work there and whether the site can be full or part time. Sites will be visited by teachers and students who will be working there. Sites will be evaluated on a continual basis to determine if they serve the needs of the students and the needs of the program. Sites will be evaluated on a continual basis to determine if they offer the skills that will lead to competitive employment either in that site or in another site.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>One Job Developer and Assistant Principal to visit the sites during the school day A minimum of 6 community based work sites. Some per session pay for Job Developers for developing sites, coaching students, and supervising students if they are working after school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing review of students between Job Developer, Assistant Principal and community based supervisors in the sites. Monthly site visits by Job Developer and Assistant Principal to determine if placement is appropriate. Site progress reports sent out 2 times each year to see if placement is appropriate. Students will receive an IEP on an annual basis with goals that reflect their participation in a work program. Data on the number of eligible students will be gathered and reviewed at the end of February, 2010 and June, 2010.</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	153	153	88	80	30	28	30	40
10	130	130	59	62	10	10	10	10
11	91	91	45	43	8	8	8	10
12	226	226	58	58	10	5	10	10

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>SCANTRON- A computer based intervention service that provides students and educators with detailed and accurate assessments of student functioning. This intervention is provided during small group instruction and regularly scheduled A.I.S. periods.</p> <p>RCT and Regents PREP- This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams.</p> <p>Wilson Reading- Students with severe reading deficiencies are identified and assisted via this program. This program is offered throughout the course of regularly scheduled ELA classes during the school day.</p> <p>Achieve 3000- A web-based literacy program that provides students with literacy activities at their instructional level. This is provided during the school day.</p> <p>Credit Recovery/Tutoring- During AIS periods and summer school students will have the opportunity to receive small group tutoring and to complete projects to make up credits for course work that they have failed.</p>
Mathematics:	<p>SCANTRON- A computer based intervention service that provides students and educators with detailed and accurate assessments of student functioning. This intervention is provided during small group instruction and regularly scheduled A.I.S. periods.</p> <p>RCT and Regents PREP- This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams.</p> <p>Credit Recovery/Tutoring- During AIS periods and summer school students will have the opportunity to receive small group tutoring and to complete projects to make up credits for course work that they have failed.</p>
Science:	<p>RCT and Regents PREP- This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams.</p> <p>Science credit recovery- Students are offered the opportunity to recover credit that they have forfeited by lack of attendance or refusal to complete assigned coursework. Students participate in a discussion of transcript deficiencies with teachers, guidance counselors, and administrators to determine which course requirements will be met by attending AIS and summer school.</p>

<p>Social Studies:</p>	<p>RCT and Regents PREP- This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams. Social studies credit recovery- Students are offered the opportunity to recover credit that they have forfeited by lack of attendance or refusal to complete assigned coursework. Students participate in a discussion of transcript deficiencies with teachers, guidance counselors, and administrators to determine which course requirements will be met by attending AIS and summer school.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and group counseling. Conflict Resolution, Peer Mediation and Transcript counseling are also provided. These services are provided to students on an as-needed basis during the school day. Development of Functional Behavior Assessments and Behavior Intervention Plans.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Evaluations, referrals to drug programs, teen-pregnancy programs, academic/social-emotional testing. These services are offered at the behest of parents, students, teachers, counselors, and administrators. Development of Functional Behavior Assessments and Behavior Intervention Plans.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Child advocacy, outreach to parents, and serving as a liaison between the school and parents are provided by Social Workers. Social Workers connect directly with counselors, teachers, and administrators in order to best serve students. Development of Functional Behavior Assessments and Behavior Intervention Plans.</p>
<p>At-risk Health-related Services:</p>	<p>Condom distribution, health assessment. Referral to community agencies. Follow up with physicians. Support to parents and students about health needs and strategies to address them.</p>

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.

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 Special Education Number of Students to be served: 40

Number of Teachers: 4

Other Staff (Specify): 4 Paraprofessionals; 1 Administrator and 1 Guidance counselor

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.

754X's Language Instruction Program for LEP Students

The Jeffrey M. Rapport School for Career Development (JMRSCD)/754X serves 655 special needs students in grades 9 through 12, ages 13.9 to 21. Out of the total of 655, 186, approximately 28.4% are English Language Learners; 16 are standardized assessment students and the remaining number of 170 are enrolled in our alternate assessment program. We service 22 ninth graders, 22 tenth graders, 16 eleventh graders, and 26 twelfth graders. Our ELL population includes 50 students mandated for ESL per their IEP, 36 mandated for bilingual instruction, and 100 x-coded students.

Bilingual Program:

P754x bilingual program has three Spanish bilingual 12:1:1 class with certified bilingual teachers. The special education classifications of these students are LD, MR, ED and Autism. The student to staff ratio of our students is 12:1:1. Two of our bilingual classes are for students

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with MR, Autism and LD classifications and one is for students with LD classification.

All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Great Source", and "Exploring English", books on folktales, fiction and non-fiction.

Teachers also use the following materials and resources: teacher-made tests and materials, websites like ESLimages.com and edhelper.com, construction paper, easel pads, markers, tapes, pictures and photographs. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and standards-based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as "Nacho", "Lengua Materna" by Maribel Carballo de Vidal. In mathematics, we use "Matematicas 1" by Maria de la Paz Alvarez Scherer and Oscar A. Palmas Velasco and "Matematicas 2" by Maria del Pilar Martinez Tellez and Francisco Struck Chavez. We also use "Cuanto dinero?" by Hollie J. Endres. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. To comply with New York City's Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities.

English Language Arts: Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities. Content Area instruction within language instruction is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages.

For 9-12 ELLs, at the beginning and intermediate levels, content area is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review; and a minimum of two subjects taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experience, the Natural Approach, Total Physical Response (TPR), visual aids, cooperative learning and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support.

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Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

One of our bilingual classes participates in a half-day work program at Good Will Industries in Manhattan. A second bilingual class works at a local church one day a week assisting in a food pantry. The third bilingual class runs a thrift shop in the building. In addition, many of our academic classes feature an in-house work component that allows our ELL students to participate in one or more of the following: library, post office and cafeteria. All of our bilingual students participate in our physical education program and all are allowed to participate in an after school program run by the gym department on Tuesdays, Wednesdays and Thursdays from 3:10-5:10 PM.

ESL Program

We also provide a pull-out/push-in ESL Program to students at our off-sites and at our main site. Thirty-three students in our ESL program with IEP mandates for ESL only receive ESL services from a certified ESL teacher. Seventeen additional ESL students benefit from an Alternate Placement Paraprofessionals who speak students' native languages and English.

ESL Instruction: Students in our ESL program receive the number of units of ESL required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Cloze Procedures, modeling, role playing, repeating in chorus, visual aids, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs.

English Language Arts: Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The use of software and multimedia enhances and supports the development of English Literacy.

Our school features many shop classes where our ELL students participate. We have the following shop classes: Dance, Plastics, Woodworking, Auto Mechanics, Recycle a Bike, Cooking and Catering. Our ESL students also participate in other work related programs such as library, part time community-based work, school-based interns and cafeteria. They are also always eligible for participation in our full time, community-based worksite program when they turn 17 ½.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers and multi-sensory materials. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

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Supplemental Instructional After School Program

The Title III supplemental service program will take place after school on Tuesdays, Wednesdays and Thursdays from 3:10 – 5:10 and will run for 7 weeks commencing March 8, 2010 to May 3, 2010. The student to staff ratio of the students attending the program is 12:1:1. The program will address academic remediation by focusing on literacy (reading, writing, and comprehension), technology, and mathematics (consumer math) for alternate assessment students in grades 9, 10, 11, and 12. The grouping of students will be age and grade appropriate. Instruction will commence after school and will be delivered by certified ESL and bilingual teachers in four classes with a 10:1:1 ratio. Instruction would be delivered in English with supplemental help in Spanish whenever needed, provided by Spanish bilingual teachers and paraprofessionals.

There are many studies that have been done on the positive impact that technology has had in the ELL classroom. According to Ybarra (2003)¹ technology is a positive aid in supporting classroom instruction.

The courses being offered would supplement the academic content being taught during the school day. The after school courses will feature smaller group sizes to offer more individual attention (example 10:1:1). The two-hour session will be divided into two components: in the first 45 minutes to 1 hour, students will be instructed in literacy and the second hour will provide mathematics instruction. Students will receive additional support in literacy and mathematics using technology (computer software). Teachers will use technology (software) programs to provide student with additional assistance in reading and writing. Students will be exposed to real-life authentic learning experiences. An example of a unit will consist of a baking class where students will have opportunities to enrich mathematics skills by measuring, weighing and differentiating ingredients. The technology class is an excellent opportunity to enrich student's skills with computers and the internet. During the literacy block, students will develop their literacy skills by writing coherent resumes and cover letters using Microsoft Word and other applications. Culminating products from these classes will include, but are not limited to, creation of cover letters, resumes, and living expense budgets. Students will be able to develop these products and they will be able to replicate them when necessary. This will address one of the school's goals, which is to prepare students for work. The program will also address the ESL standard, Performance Indicators or AGLIs described below:

1. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
2. Use the process of prewriting, drafting, revising, peer editing, and proofreading (the "writing process") to produce well-constructed informational texts.
3. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information.
4. Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring

¹ <http://iteslj.org/Articles/Ybarra-Technology.html>

to details and features of text.

This program will be another step in work preparation for our students, the outcome of which will be students attending one of our 13 worksites. To gauge the success of the program, the teachers will design their own assessments. Teacher made assessments and teacher observation are two of our most important ways of evaluating student comprehension. By the time we do the Title III Program, Brigance and NYSAA will be completed as well.

The guidance counselor will be involved in the classroom instruction by working (30 minute blocks) directly with teachers and students to support students' social needs. The counselor will also support parents by meeting with them to answer inquiries.

Parental Involvement Program

Workshops will be provided to parents to support them with reading and understanding the language presented in the US naturalization exam. Teachers will also work with parents to advise them in the ways they can support their children with homework. The school intends to collaborate with the New York Language Center to develop and provide workshops in English literacy for parents. Workshops will be provided to parents once a week on Mondays, 3:10 to 5:10 for the seven-week program by the guidance counselor. The workshops will commence March 8, 2010 and will terminate May 3, 2010.

Information for the Title III Program will be disseminated via the official Title III letter located on the DOE website, which will be sent home with students in a language understood by parents. The letters will be followed up by several phone calls home by the teachers to invite the parents to our program. We will also schedule a parent orientation prior to the commencement on March 4, 2010 and will be provided by the parent coordinator during school hours. Parents will be invited to participate in their child's learning in all of the courses in the Title III Program. This should go a long way toward making the parents feel that they are being invited to a special event for them and for their young adults. Information will also be disseminated whenever parents come to the school for a meeting regarding their young adults' progress or if they come for an IEP meeting. Our Parent Coordinator will also be instrumental in inviting our parents to this special program.

Professional Development Program

The Title III PD section for the 2009-2010 Title III Program will entail a book study entitled, "New Ways of Teaching Culture" by A.E. Fantini. The four teachers, one counselor and four paraprofessionals involved in our Title III Program will read the book, dividing the chapters in the book and presenting them to each other in order to spark discussion and further study in the area of second language acquisition. The group will produce unit plans using suggestions and activities provided in the book, which they will disseminate among the entire school teaching staff.

Professional Development will take place on Mondays after school from 3:10 to 5:10 for 7 weeks.

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The Title III Professional Development will be supplemental to the PD that our bilingual/ESL teachers attend during the school year and will focus on applying strategies (language-culture exploration, sociolinguistic exploration, culture exploration, and intercultural exploration approaches) in the book to ELLs in monolingual, ESL and bilingual classes.

Form TIII – A (1) (b)

Title III LEP Program – School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$17,374.62	<p><u>Instructional Program (After School Instructional Learning Center)</u> 4 teachers/day x 3 days/week x 2 hrs./day x 7 weeks x \$49.89 = \$8381.52</p> <p>4 paras/day x 3 days per/week x 2 hrs./day x 7 weeks x \$28.98 = \$4868.64</p> <p>1 counselor for 2 days per week x 2 hrs per day x 7 weeks x \$53.63 = \$1,501.64</p> <p>1 administrator for 2 hrs./day x 3 days/week x 7 weeks x \$52.21 = \$2,192.82</p> <p>1 secretary for 2 hrs. per week x 7 weeks x \$30.74 = \$430.36</p>
	\$5,147.66	<p><u>Professional Development</u> 4 teachers x 7 sessions x 2 hrs/week x \$49.89 = \$2793.84</p> <p>4 paras x 7 sessions x 2 hrs./week x \$28.98 = \$1622.88</p> <p>1 administrator x 7 sessions x 2hrs. per week x 52.21 = \$730.94</p>

	\$750.82	Parent Workshop 1 counselor x 7 sessions x 2 hrs. per/week x \$53.63 = \$750.82
Supplies and materials	\$3566.98	Instructional Program <ul style="list-style-type: none"> • printing paper (\$29.98 for a box) • computers cartridges (approx. \$250) • 1 computer (\$900) • Rosetta Stone (Levels 1-5) -- \$699*2=\$1,398. • Headphones \$21 (20) -- \$420 Professional Development New Ways in Teaching Culture (10*\$27)=\$270 Parent Involvement Rosetta Stone Level 1 -- \$299
Transportation	\$2047.50	Parents 20 metro cards x 7 workshops \$4.50 (round-trip) = \$630 Students 30 metro cards x 21 instructional sessions x \$2.25 (one way) = \$1417.50
Other	\$392.42	Snacks for after school program Juice \$ 2.50 per bottle (60) = \$150 Cups and Napkins \$ 12.68 Fruit Cocktail \$6.99 ea (20) =\$139.80 Cookies \$14.99 (6) = \$89.94
TOTAL	\$29,280	

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 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.

School staff interviews students and their families on the day of admission. As part of this interview, the preferred language of the student and the family is determined. This information is recorded in ATS and the family is assisted with indicating it on the blue card used by the school.

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

Fifty-eight (58%) percent of the families have reported that English is the preferred language of communication. Forty-one 41% of the families have reported that Spanish is the preferred language. In addition, we have one family who communicate in Bengali, one in Urdu and one family that communicates in Mandingo and French. All families whose primary language is other than English were issued a copy of the Bill of Parent Rights and responsibilities. This includes a section on the entitlement to translation services. The language needs of the school's families were discussed at faculty conferences, School Leadership tam meetings and the PA Executive Board meetings. Signs at the entrance of the building and in the main office notify the students and their families of their rights to translation and interpretations services.

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 to language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school has a number of bilingual staff members—teachers and paraprofessionals and office personnel. At this time, school staff members meet most of our written translation needs. We do not have any staff members who speak Mandingo; however, we do have French-speaking staff members who are involved with translation needs. All written notices are issued in both Spanish and English.

2. Describe the oral presentation services the school provides, 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.

At this time, school staff members meet all the required oral interpretation services. In addition, there is a universal awareness of the existence of the translation and interpretation unit at the NYCDOE,

3. Describe how the school will fulfill Section VII of Chancellor's regulations A-663 regarding parental notification requirement for translation and interpretation services. Note: The full text of the 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>

Each student or family whose language is other than English has received the Bill of Parent Rights and Responsibilities. In addition, there are signs near the entrance to the building and in the main office making students and families aware of the availability of interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.
NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year_____
5. 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

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

NOT APPLICABLE TO SCHOOL

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 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: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

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 that Have Been Identified for School 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.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

² School Under Registration Review (SURR)
MAY 2009

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although 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)³ 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.

³ 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.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
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 arranged regular meetings to enable our staff to study the standards and to develop a curriculum that meets the needs of our diverse learners. We have a standing committee that develops a curriculum for our students that is aligned to State standards. We always take the instructional needs of our ELLs into account since they constitute a large segment of the school's population.

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

Applicable Not Applicable

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

It is a continual challenge to get instructional materials that are appropriate to ELLs and students with disabilities at the high school level. Our literacy coach works closely with the ESL and bilingual teachers to identify appropriate materials. Part of our Title III funds are spent to address curriculum planning and the identification of appropriate materials.

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.

Again this year we have established committees to study the curriculum and to identify appropriate instructional materials. Title III funds will be used to facilitate this process and to put a particular emphasis on the needs of ELL students. In addition we will free up staff to attend professional development on ELL issues that is sponsored by local universities, professional organizations and the NYCDOE.

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.

We constantly look at our instructional practices in mathematics with a critical lens. We are targeting mathematics outcomes in particular. The teachers use backwards design to target the "Big Ideas" in mathematics instruction. For students in standardized assessment this means working backwards from both State Standards and the content of Regents exams. For students in alternate assessment this means working back from the math knowledge that students are to have for work and maximum personal independence.

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

Applicable Not Applicable

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

We examine math instructional practices through supervisory visits or collegial intervisitations. We also deeply study the outcomes on Regents and RCT exams. These information sources indicate that mathematics instruction needs to be strengthened.

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.

Staff members in our school meet on a weekly basis to address instructional issues and instructional outcomes. District 75 makes math coaches available and these individuals assist in developing and improving the instructional practices in our school. The Department of Education assists in clarifying the State Standards. Our work in this area would be enhanced if Central made funding and resources available for Lesson Study.

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.

Supervisors do classroom observations. Teachers do intervisitations. Mentors support teachers both inside and outside the classroom. Coaches visit classrooms and assist teachers with reflecting on their practice.

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

Applicable Not Applicable

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

At this time in many of the classrooms differentiated instruction and high rates of time-on-task are in evidence. But there are classrooms where lecturing and direct instruction can be observed.

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.

Our teachers engage in reflective activities to examine instructional practices. This is the work of the school. District 75 provides much support in this area. The central DOE could assist by making resources and funding available for Lesson Study.

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* (SOM⁴) 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.

Supervisors do classroom observations. Teachers do intervisitations. Mentors support teachers both inside and outside the classroom. Coaches visit classrooms and assist teachers with reflecting on their practice.

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

Applicable Not Applicable

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

Technology is used to assess math knowledge but it could be used more to teach mathematics. Many of our students are ill-prepared for the high school math curriculum and AIS and small-group tutoring is used to increase students' knowledge and to increase time-on-task.

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.

Staff members will be scheduled for small group meetings where they can reflect on how to improve instructional practices to increase constructivist teaching and learning. The central DOE could assist by making resources and funding available for Lesson Study.

⁴ 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.

Review of BEDS data. Review of data on teacher turnover.

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

Applicable Not Applicable

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

The turnover of staff in our school is low. We spend time and resources on new teacher induction and professional development.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The teachers of ELLs met during the day and after school to evaluate existing resources and to discuss their needs in terms of curriculum and professional development.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Few teachers avail themselves of the opportunity to go to QTEL. ELL teachers have not shared the LAP with other staff members.

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.

Administrators will actively reach out to teachers and encourage them to attend QTEL. In addition opportunities will be created for the teachers of ELLs to share the LAP with other teachers in small groups to facilitate feedback and discussion.

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.

All students in our school have been classified as students with disabilities. The impact of disabilities on second language acquisition is an area where much research is needed. Students in our school are viewed as individuals and progress in academics, first, language and second language is evaluated with multiple measures, including IEPs and individual data sheets.

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

Applicable Not Applicable

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

Students in our school are viewed as individuals and testing data are gathered on a frequent schedule. All teachers are actively engaged in gathering and interpreting data from a wide variety of sources. The ESL teacher and bilingual teachers assist teachers of monolingual classes with planning appropriate instruction for ELLs.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We had no students in general education environments during the 2008-09 school year.

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

Applicable Not Applicable

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

We had no students in general education environments during the 2008-09 school year.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Our school only serves students with disabilities. All these students have IEPs. IEPs are reviewed for accuracy and completeness by an IEP Coordinator. These reviews are augmented with reviews by the administrative staff. IEPs can be difficult to write and conceptualize by staff. Our staff members frequently request support and assistance in this area.

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

An actual review of the IEP documents.

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.

This year we are in the process of addressing this with staff. Staff members have participated in professional development conducted by District 75, a webcast, and a SETRC trainer. Administrative support and oversight will be available throughout the year. The SETRC trainer will continue to work in small groups and one-to-one with staff members.

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

This appendix will not be required for 2009-10.
NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
25
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

**Language Allocation Policy 2009- 2010
P754- District 75**

**Local Instructional Superintendent- Ketler Louissaint
Principal- Dr. Ellis Scope
Parent Coordinator- Ms. Xiomara Estevez**

Language Allocation Policy Committee Members:

Ms. Belinda Amoako, Assistant Principal
Ms. Faryal Ayesha, ESL Teacher
Ms. Jovayra Cabrera, Bilingual Teacher
Ms. Sissy Reynoso, Bilingual Teacher
Ms. Elba Valarezo, Bilingual Teacher
Ms. Grace Kenny, Bilingual Counselor

School Demographics

P754x has both 12:1:1 and 8:1: 1 classes. Our bilingual program only has three Spanish speaking classes with 12:1:1 ratios. Two of these classes are for students with developmental disabilities and one is for students with learning disabilities. We also feature a pull-out program that serves the students who receive ESL services only. Out of the 655 students at 754x, 186 or 28.4% are ELL students. This includes our long term ELLs, x-coded students, ESL only students and bilingual students.

Four of our standardized assessment ELL students require ESL services. There are 3 students in grade 9 and one student in grade 10.

Here is a chart showing the alternate assessment students by grade level:

Grade Level	# of Students
9	19
10	21
11	16
12	26

Included in this amount are worksite students, many of whom are serviced by an alternate placement paraprofessional. Many of our worksites have bilingual paraprofessionals. The ethnic breakdown of students at P754x is as follows:

Ethnicity of Students	# of Students	Percentage of Students
Hispanic	389	60%
Black	237	36%
White	12	2%
Asian	8	1%
Native American	9	1%

All of the bilingual students at P754x speak Spanish. All of the ESL students at P754x speak Spanish with the exception of three who speak Bengali, Mandingo and Urdu whose IEPs indicate ESL only. The parent survey letters indicate that they prefer bilingual programming for their children. Most of the ELL

students at P754x are alternate assessment. They have been given the LAB-R and NYSESLAT tests in past years.

All of the ELL teachers in our school have received the bilingual extension, one teacher has permanent state certification and one other is certified in ESL. Newcomers (ELL students with 0-3 years of service) receive the mandated instructional minutes per CR Part 154. Our beginner level students receive 540 minutes of ESL; Intermediate level students receive 360 minutes. In addition, to access to all supplementary after-school programs (Title III and CHAMPS) provided by our school, these students also receive AIS in core content areas (i.e. Math and ELA). We do not presently have any advanced level students.

Parental Involvement

There are occasions when parents have requested that their child be removed from the bilingual program and given ESL only. Parents are informed about their possible options when they come in for meetings with the School Assessment Team and with the student's teachers. In looking at the Home Language Surveys there seems to be a trend toward placing students into the monolingual program if the student has been in the United States for a more lengthy period of time. If the student is a recent immigrant then there are many who prefer the bilingual program.

The programs offered at P754x are aligned with the programs that are requested by the parents.

Long-term and SIFE ELLs

The majority of bilingual and ESL students at P754x are long-term ELLs. P754x has 100 long-term ELL students. Students who are new to the country are placed into the bilingual classes as per their IEPs and they are also given work opportunities at our community-based worksites when they turn 18. Accommodations are made for additional support for all students who are new to the United States, and these students are encouraged to attend our Title III Program.

SIFE students are accommodated with the proper time of instruction by an appropriate teacher, whether monolingual, ESL or bilingual depending on what is decided at the CSE. SIFE students will benefit from an after school learning center and AIS which includes specialized reading programs such as Wilson and Achieve 3000. Students who come to our school from other countries are given the same benefits as our SIFE students.

Long-term ELL students in our bilingual and ESL programs are offered the same benefits that are given to their monolingual counterparts. All students are considered for appropriate work placement, whether full or part time. Part time work may be school based in their regular classrooms, allowing them to interact with monolingual counterparts in the building or it may allow the student to go outside of the building into the community to work at various hospitals, retail establishments or other businesses in the Bronx or Manhattan.

Full-time work placement is for students who have exhibited a high level of independence. These students work in community-based worksites where they have a teacher, a paraprofessional and 11 other students as well as a supervisor from the site itself. This experience allows the ELL student to work in an environment where they gain valuable work experiences that may lead to a full or part time job. Some of our long-term ELL students also attend our Transitional Sites where they gain additional training and job placement from AHRC. Students who have received an extension of services (students who have been receiving services for more than 3 years but less than 6 years) in addition IEP mandates receive AIS in content areas (i.e. Math and ELA) and are grouped in cooperative learning groups and paired with native English speakers for support additional support.

Our school provides services to x-coded students as specified their IEPs in addition to providing students with AIS services, inclusion in all after-school programs and resource packets (which contains a picture dictionary, a list of ELL websites to enhance listening, speaking, reading and writing) to support students. They are also referred to neighborhood family and adult literacy centers for further support. These students also participate in NYSESLAT administration.

Bilingual Program

All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Great Source", "Exploring English", books on folktales, fiction and non-fiction. She also uses the following materials and resources: teacher-made tests and materials, websites like ESLimages.com and edhelper.com, construction paper, easel pads, markers, tapes, pictures and photographs. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

ELL students in both bilingual and ESL are instructed using Thematic Units. Our school has selected the theme of "New York City—An International City" for this school year and teachers are utilizing this theme throughout the curriculum in all of their classes. Much of the learning is project-based, especially in the Work Force Academy where students with severe learning disabilities end each unit with a culminating project. Teachers use hands-on activities in the regular classrooms as well as in one of the many shop classes that the bilingual/ESL students attend.

The students in our bilingual programs are grouped heterogeneously and teachers work with them in small groups utilizing the workshop model of teaching. All bilingual groups are self contained because there are only three bilingual classes servicing two distinct populations of students. The students also benefit from going to shops and to gym with their monolingual peers. The ESL teacher pulls out students in smaller groups for a better teacher to student ratio. All instruction is differentiated to suit each individual student based on the reading and mathematics level of the student. Students are grouped in their individual classrooms by their teachers based on these levels. Differentiation is also done based on the maturity level of the students and the learning style of the student.

If our school gets a bilingual student who does not speak Spanish, we obtain a paraprofessional who speaks that language and they travel with the student to all of his/her classes. This alternate placement paraprofessional has to speak both the student's native language and English to help transition that student into English. The student receives the requisite number of ESL instructional units from our certified ESL teacher as per CR Part 154.

In our bilingual classes, instruction is differentiated based on the students' proficiency level in English. The vast majority of our students are operating at the beginning level of English. Teachers differentiate based on this level, with more advanced students often helping out their less knowledgeable peers when they work in small groups. There is also some tutoring that goes on between the monolingual students and the bilingual students. Students from monolingual classes who are proficient in English as well as Spanish have gone into the bilingual classes to help with reading instruction as part of a buddy system. Paraprofessionals are instrumental in helping the teachers with the students who are less proficient in English.

During the typical school day, our bilingual classes all have the following subjects for 49 minutes each: English Language Arts, Native Language Arts, Career Education and Mathematics. All of these classes are beginning ELL classes that are taught by certified bilingual teachers using the 60:40 Spanish/English

ratio. In addition, classes generally have two shop classes of 49 minutes each and one gym class of 49 minutes which are taught by English speaking teachers using ESL methodology.

Students have transferred from transitional bilingual classes to monolingual classes where they receive ESL services only. They benefit from a paraprofessional who speaks their native language. As was previously mentioned, all TBE students are given every opportunity for work whether at a part time or full time level. Part time work can be in the school or in the community. This experience is generally offered to students who may need additional support that is provided by a teacher and paraprofessional who is with them for most of the time. There have been great successes through the years with bilingual students who work their way up from part time work into a full time, community-based work experience. These students have exhibited a high level of independence and an ability to work without assistance.

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

Our students who require alternate placement, generally worksite students, are placed in a classroom with a bilingual paraprofessional.

Native Language Arts (NLA)

All students in bilingual classes receive a *minimum* of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and standards-based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as "El Mundo En Que Vivimos", "Coleccion Mejicana", "Nacho", "Lengua Materna" and "Lectura en Español". For instruction in mathematics, we use, "Matematicas 1" by Maria de la Paz Alvarez Schere and Oscar A. Palmas Velasco and "Matematicas 2" by Maria del Pilar Martinez Tellez and Francisco Struck Chavez. The NLA reading levels for students ranges from K-4. The use of bilingual software and multimedia enhances supports the development of native language skills. Materials must be adapted for the students in their native language in the same way that they are adapted if they are in English.

Since the students generally feel more comfortable in their native language, the teachers must be especially cognizant with instruction in English for the majority of the student's day. Teachers use the student's native language during NLA class. Students in bilingual classes also receive the requisite number of ESL instructional units per CR Part 154. To comply with the New York City's Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities.

ESL

Our ESL teacher uses "Scholastic Professional Books" for writing and the "Specific Skills Series" by Barnell Loft. English language instruction activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi-sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools.

Our ESL teacher pulls out students and works with them in small groups. The ESL teacher goes to our various worksites and also works at both our main site and our offsite to deliver these services to our ELL students.

Since many of our students are at the “beginner” level of proficiency, they are mandated to receive three instructional units (540 minutes per week) of ESL instruction as per CR Part 154. Our intermediate level students are mandated to receive two instructional units (360 minutes) of ESL per week. Our worksite students receive ESL instruction in addition to English language immersion at the worksite.

Additionally, students receive instruction in English through their shops, ADL and gym classes. They are also encouraged to participate in our after school gym program or in the Title III Program. We have no bilingual or ESL vacancies at P754x. As of today we have three high school bilingual teachers with special education licenses and one licensed ESL teacher.

Academic language is developed through content area instruction in both ESL and bilingual classes. Students achieving a level of “proficient” on the NYSESLAT are entitled to a minimum of one year of support service and up to a maximum of two years and receive it at out school. Students are provided with individual resource packets that consist of content area dictionaries, access to multi-media, alternate placement paraprofessionals along with trained content area teachers specifically trained in ELL instructional strategies. They continue to receive support services (ESL, Title III, guidance, AIS, counseling) for a minimum of one year after the year they achieve a level of proficiency.

Students may be moved from a bilingual program and into an “ESL only” program following a change on their IEPs. Students become immersed in English when they participate in our worksite program. Many of these worksite students have attained a level of English language proficiency that enables them to transition out of a traditional bilingual setting, and into an ESL only setting. They continue to attain a higher level of English language proficiency at these worksites.

All teachers at 754x plan collaboratively during common administrative periods by working on a school-wide curriculum project. This planning period allows them to exchange ideas about how to best service our ELL students. The school-wide project will result in a four year curriculum with specific themes to be used in all of our classes, including those with ELL students. Planning can be done in small groups or on a one to one basis between the teachers. Teachers align instruction to the student’s IEP and they also include CALLA methodology. The content area teachers share their current themes and topics with the ESL teacher who prepares lessons based on those themes and topics. The lessons emphasize specific skills and linguistic markers to increase students’ language proficiency across the content areas.

Year	# Taking	# ELLs	% Taking
2004	12	29	41%
2005	11	41	27%
2006	9	31	29%
2007	89	81	91%
2008	88	123	72%
2009	94	104	90%

Our ELL instructional program is standards based, structured to meet the needs of our student’s IEPs. Our program utilizes technology along with visual and audio aids to support instruction. The bilingual/alternate placement paraprofessionals provide ongoing instructional support throughout the school day. Best practices in teaching and learning content area instruction is stressed through the use of word walls as well as index and picture cards. Maps, charts and graphs are used to give visual representation to reinforce key content area vocabulary and facilitate language acquisition.

MAY 2009

Materials that are used for ELL instruction are: authentic text, technology, audio aids (CD and cassette players), charts, maps, graphs, current event magazines through Scholastic and ELL specific newspapers. This is in addition to the more traditional books, magazines, newspapers and internet websites that are utilized in the monolingual classroom.

NYSESLAT

Over the years, there has been a dramatic increase in the amount and percentage of students who take the NYSESLAT. There was an increase 18% from 2008 to 2009 of the number of ELL students who took the NYSESLAT.

The vast majority of students taking the 2009 NYSESLAT Test scored in the beginning level. Out of 94 students who took the test, none scored in the advanced level. Seventy-one students scored at the beginning level and twenty-three scored at the intermediate level. There are sixteen standardized ELL students in our program; two scored at the beginners level and two at the intermediate level. Two of those students are 9th graders; 1 is a 10th grader and 1 is an 11th grader.

One standardized assessment student took the Math RCT, however, they failed this assessment. They will be taking other RCT assessments in June 2010. Standardized students often perform better on the NYSESLAT than on content area standardized tests. On the contrary, the alternate assessment students who take the NYSAA typically perform significantly better on the NYSAA than they do on the NYSESLAT.

We are seeing more students earn scores in the intermediate and advanced levels but the vast majority of our students continue to score in the beginning level. This may be due to the disabilities of the students who are taking the tests. The majority of the students are NYSAA students who do not usually take standardized exams.

Teachers will be utilizing the data that they receive through the NYSESLAT to drive instruction in the classroom. Students in our program require more instruction geared toward the skills required in order to improve in the reading and writing modalities on the NYSESLAT.

Students achieving a level of “proficient” on the NYSESLAT are entitled to a minimum of one year of support service and up to a maximum of two years. This support may consist of continued ESL services, AIS, Title III afterschool programs or counseling. Students who reach the level of proficiency on the NYSESLAT are provided with individual resource packets that consist of content area dictionaries, access to multi-media, Alternate Placement Paras along with trained content area teachers specifically trained in ELL instructional strategies. The ELL teacher meets with the students and classroom teachers to address any specific questions or concerns that arise from our students.

There are only 4 ELL students in our standardized program. These students are being prepared for all standardized tests in their classrooms. They receive the standard instruction along with academic intervention services in all areas. In reading, these students receive several different reading programs such as Wilson, Achieve 3000 and Read 180, all programs that teach reading at the various levels that we have in the standardized program. The majority of our standardized students wind up taking the RCT exams.

If a student reaches a “proficient” level on the NYSESLAT, a conference is held with his/her parents and options are presented. The IEP is generally reconvened and ELL services are reconsidered. Those students will continue to receive some kind of service (ESL only, AIS, counseling or Title III) for a minimum of one and a maximum of two years.

MAY 2009

Professional Development

Certified teachers and paraprofessionals will be sent to ELL workshops that are offered through the Department of Education and through the district office. Teachers at the middle and high school levels work collaboratively with the ESL teacher. Paraprofessionals participate alongside the teachers when our school offers any kind of Professional Development.

For professional development on Election Day, ELL teachers participated in workshops on NYSAA and on Transition and Work Study. The NYSAA workshop prepared them for the coming alternate assessments while the Transition and Work Study workshop gave them information on how to best prepare their bilingual students for inclusion in community-based work experiences. In addition to this training, ELL teachers work closely with our ELA coach on matters such as writing curriculum and teaching reading. They adapt what they learn for their ELL students, utilizing resources and strategies provided by our ELL Teacher.

Our school-based professional development will entail discussions with the assistant principal about issues involving our ELL students. Five times during the school year, one of the assistant principals meets with all teachers of ELL students. Parental involvement for parents of ELLs will be discussed at one of those sessions. Several professional development sessions address proper student placement at worksites. This is done at least 3 times throughout the school year.

Dr. Ellis Scope, Principal

Date

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 75	School P754X
Principal Dr. E. Scope	Assistant Principal Ms. B.Amoako
Coach Ms.M.Polesnelli	Coach Ms.A.Kriveloff
Teacher/Subject Area Ms. E. Valarezo Bil-Sp Ed	Guidance Counselor M.G.Kenny
Teacher/Subject Area Ms.S.Reynoso Bil-Sp Ed	Parent Ms.C.Hodges
Teacher/Subject Area Ms.F.Ayesha ESL	Parent Coordinator Ms.X.Estevez
Related Service Provider Mr.A.Ocassio	SAF Ms.Sheryl Watkins
Network Leader Mr.K.Louissaint	Other -

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	91

C. School Demographics

Total Number of Students in School	655	Total Number of ELLs	186	ELLs as Share of Total Student Population (%)	28.40%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	12	8	6	10	36
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In	0	0	0	0	0
Total	12	8	6	10	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	186	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	186
SIFE	14	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	100

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	2	10	0	2	5	0	0	17	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	15	0	5	10	0	4	16	0
Total	0	2	25	0	7	15	0	4	33	0

Number of ELLs in a TBE program who are in alternate placement: 36

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	8	11	7	10	36
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	8	11	7	10	36

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ___ Number of third language speakers: ___

Ethnic breakdown of EPs (Number)

African-American: ___ Asian: ___ Hispanic/Latino: ___
 Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	14	9	8	16	47
Chinese					0
Russian					0
Bengali		1			1
Urdu			1		1
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other		1			1
TOTAL	14	11	9	16	50

Programming and Scheduling Information

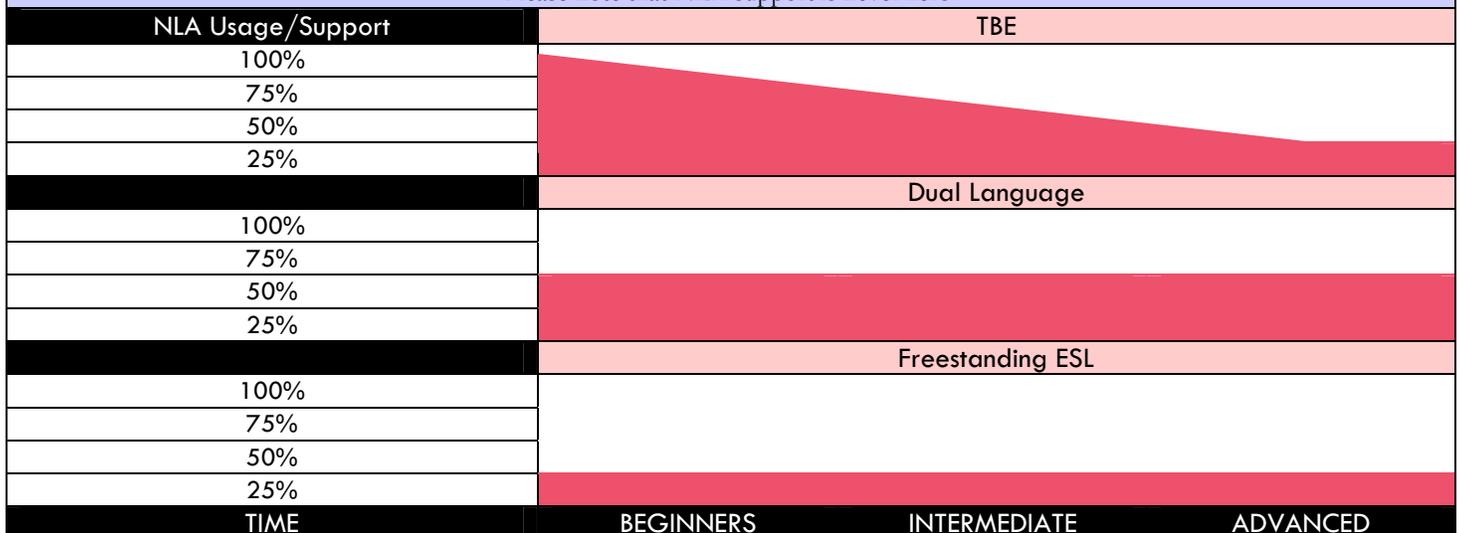
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	17	33	16	5	71
Intermediate(I)	10	2	4	7	23
Advanced (A)	0	0	0	0	0
Total	27	35	20	12	94

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	19	29	11	7
	I	8	6	9	5
	A	0	0	0	0
	P	0	0	0	0
READING/WRITING	B	16	28	13	9
	I	10	7	8	3
	A	0	0	0	0
	P	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A	1	0	0	0
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	24	12	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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)
Ms.B.Amoako	Assistant Principal		
Ms.X.Estevez	Parent Coordinator		
Ms.F.Ayesha	ESL Teacher		
Ms.C.Hodges	Parent		
Ms. E. Valarezo	Teacher/Subject Area		
Ms.E.Reynoso	Teacher/Subject Area		
Ms.A.Kriveloff	Coach		
Ms.M.Polesnelli	Coach		
Ms.G.Kenny	Guidance Counselor		
Ms.S.Watkins	School Achievement Facilitator		
Mr.K.Louissaint	Network Leader		
	Other		
-	Other		

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