



# GROVER CLEVELAND HIGH SCHOOL

## 2010-11 (CEP)

### SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

**SCHOOL:** 24Q485  
**ADDRESS:** 2127 HIMROD STREET, RIDGEWOOD, NY 11385  
**TELEPHONE:** 718.381.9600  
**FAX:** 718.417.8457



**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 24Q485 **SCHOOL NAME:** Grover Cleveland High School

**DISTRICT:** 24 **SSO NAME/NETWORK #:** ICILSO - CFN13

**SCHOOL ADDRESS:** 2127 Himrod Street, Ridgewood NY 11385

**SCHOOL TELEPHONE:** 718.381.9600 **FAX:** 718.417.8457

**SCHOOL CONTACT PERSON:** Dom Scarola **EMAIL ADDRESS:** dscarol@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

Brian Gavin

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Dom Scarola

**PRINCIPAL**

Brian Gavin

**UFT CHAPTER LEADER**

**PARENTS' ASSOCIATION  
PRESIDENT**

Kathy Carlson

**STUDENT REPRESENTATIVE(S)**  
*(Required for high schools)*

Alexandra Mormon  
Geline Canayon

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24 **CHILDREN FIRST NETWORK (CFN):** Children First Network #201

**NETWORK LEADER:** Gerry Beirne

**SUPERINTENDENT:** Juan Mendez

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

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

Name	Position and Constituent Group Represented	Signature
<b>Dominick Scarola</b>	*Principal or Designee	
<b>Brian Gavin</b>	*UFT Chapter Chairperson or Designee	
<b>Kathy Carlson</b>	*PA/PTA President or Designated Co-President	
<b>Ruth Hernandez</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Rose Maria LaMalfa</b>	DC 37 Representative, if applicable	
<b>Geline Canayon Alexandra Mormon</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Debra D'Angelo</b>	Member/Parent	
<b>Nancy Miranda</b>	Member/Parent	
<b>Lydia Martinez</b>	Member/Parent	
<b>Stephanie Orengo</b>	Member/Teacher	

\* Core (mandatory) SLT members.

**SUBCOMMITTEE MEMBERS**

<b>Greg Ambrosini</b>	Member/APO
<b>Michelle Maniscalco</b>	Member/Secretary (non-voting)

**SECTION III: SCHOOL PROFILE****Part A. Narrative Description**

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

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**Mission Statement**

We believe that all students can achieve high goals. We take pride in inspiring students to grow academically, socially, and morally. Our mission has a three-pronged approach to shaping each student into a well-rounded individual. It is our belief that educators should help young people to develop high moral character, be academically prepared, and become socially adjusted. We help students work towards their fullest potential by creating an environment that meets all their needs.

**Children's Mission Statement**

As students, we are committed to taking an active role in our education and to developing the personal skills that prepare us for the future.

**Parent Mission Statement**

As parents, we are committed to making education a priority by supporting our children and teachers through active participation in the educational process at school.

**What is distinctive about your school?**

- Sense of community, with a traditional and caring environment with a long neighborhood history
- All school constituents work well together towards one goal – student success
- Only five principals in 80 years reinforces stability in school and the community
- Print rich environment that continually celebrates student achievement and work
- Safe and secure environment with an active and patrolling staff
- Unified and diverse student and staff population
- Many staff members are Cleveland graduates
- Large and highly functional ESL and bilingual Spanish program
- 50% of our population are current or former ELL students
- Student academic, social and emotional needs are addressed in a collaborative approach
- Willingness and courage to change and to implement statistically sound teaching approaches and methodologies based on student data and needs without being “told” to do so
- Our vision resource room, one of few in the city
- Email accounts for all our staff not just teachers
- Anti-Defamation League Campaign
- Gym class that certifies students as life guards
- Large contingent of student employees through LEARN Program
- Host of Annual Citywide Science Olympiad
- NY Times Scholarship /Posse Scholarship/Seinfeld Scholarship winners yearly
- Over six million dollars in scholarships offered yearly
- Very large and active Key Club which does community service
- A successful NAF (National Academy Foundation) AoIT program which enables students to graduate with an Oracle license.

- We have partnered with the Division of School Support and Instruction to create an SLC (Smaller Learning Community). Our Ninth-Grade Academy is a school within a school. It is housed in its own wing on the second floor, has a separate entrance and its own administration. Our academy supports ninth-graders with a dedicated counselor, a ninth grade dean and interdisciplinary teams of teachers who work with the same students throughout the school year. These interdisciplinary teams focus on creating a welcoming atmosphere with high expectations plus intensive academic and social support for students.
- To address the continuing restrictive nature of NCLB, our school has reorganized to allow for all staff members to meet regularly to address the needs of our students. This year our collaborative teacher inquiry teams are meeting weekly to review and analyze our student's deficits in meeting graduation requirements. This structural change will stay in place and the collaborative inquiry teams will continue to meet to review instructional practices.
- We have one of the top bridge engineering programs in the city. In the past two years our team has won the NYC Regional Bridge Building Competition and has gone on to the national competition.
- We have a distinguished research program where students do long-term research projects in the sciences and social sciences. We have close partnerships with WISE, Youth Venture, Harlem Children Society, the Queens Zoo, and others. Last year three projects were chosen as WISE semifinalists and Queens Borough Leaders. In 2008, four students won \$1000 grants to implement recommendations made in their projects.

**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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20<sup>th</sup> edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Grover Cleveland High School								
<b>District:</b>		24	DBN:	24Q485	School BEDS Code:			3424 0001 1485		
DEMOGRAPHICS										
Grades Served:		Pre-K		3		7		11	✓	
		K		4		8		12	✓	
		1		5		9	✓	Ungraded	✓	
		2		6		10	✓			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>						
<i>As of October 31</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K		0	0	0				79.2	80.2	TBD
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 3		0	0	0				93.3	92.2	TBD
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7		0	0	0				43.2	41.4	47.1
Grade 8		0	0	0						
Grade 9		959	815	772	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		944	828	821	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11		474	517	506				7	47	TBD
Grade 12		535	586	528						
Ungraded		34	25	37	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Total		2946	2771	2664				166	175	69
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes		143	141	125	<i>Principal Suspensions</i>			335	292	TBD
# in Collaborative Team Teaching (CTT) Classes		28	29	27	<i>Superintendent Suspensions</i>			46	51	TBD
Number all others		142	148	143						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
		<i>(As of October 31)</i>						2007-08	2008-09	2009-10
					CTE Program Participants			N/A	459	317
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					Early College HS Program Participants			0	0	0
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes		370	356	302	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs		0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# receiving ESL services only		230	250	275	Number of Teachers			152	153	TBD

**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?

**What the school does well (from our 2009-10 QR)**

- The school offers a wide range of course offerings to address learning needs and interest of students which positively impacts academic achievement.
- All stakeholders work cooperatively to maintain a safe and clam learning environment where students feel nurtured, supported and encouraged to improve their academic performance and behavior.
- The principal and assistant principals work closely with teachers to regularly gather and analyze student data from multiple sources which is effectively used to understand performance trends and inform instructional and organizational decisions.
- The Principal's positive leadership promotes his clear vision for continued school improvement which is shared with all stakeholders and keeps the focus on student learning.
- The school's resources are pointedly used to support student success as all staff members share and discuss student information as participants on teacher teams.
- School leaders work cohesively in examining data to measure progress towards long term goals which provides the foundation for their continued processes of evaluation and modifications to ensure continued success for all.
- The school conveys high expectations of all students which gives parents and students confidence and assurances that the school focus is consistently on achievement.

**Areas for improvement (from our 2009-10 QR)**

- Deepen school-wide usage of differentiated instruction to ensure consistency in meeting the learning needs of all students.
- Extend the developing rigorous practice of goal setting to include clear differentiated student goals that are understood and owned by all children.
- Ensure the continued growth of collaborative inquiry as a means of professional development through clear alignment and connections with overall teacher PD plans and linkages with the impact on student achievement.

A trends analyses was conducted of our school’s Overall Accountability Status spanning the last five years from the 2006-07 through 2010-11 for Math and English. The analysis shows that for Secondary-Level Mathematics, each year our student Performance Indices demonstrated an upward trend in most sub-groups. The performance of students in the “All Students (increased 22), Hispanics (increased 20), LEP (increased 38) and Economically Disadvantaged (increased 19)” subgroups has gone up substantially over the last five years.

Math Accountability	2010-11	2009-10	2008-09	2007-08	2006-07
All students	158.66	149	147	No data posted	136
Hispanic	152.51	141	139	No data posted	132
Limited English Proficient	145.63	137	140	No data posted	107

Economically Disadvantaged	158.66	149	147	No data posted	139
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A trends analysis for Secondary-Level English indicates that the Economically Disadvantaged subgroup demonstrated continuous growth in their performance index. The performance of students in the “All Students (increased 30), Hispanics (increased 25.66), LEP (increased 89.5) and Economically Disadvantaged (increased 30)” subgroups has gone up substantially over the last five years.

ELA Accountability	2010-11	2009-10	2008-09	2007-08	2006-07
All students	165.01	152	153	No data posted	135
Hispanic	160.34	144	145	130	134
Limited English Proficient	152.50	111	129	121	63
Economically Disadvantaged	165.01	152	147	141	135

Due to an ever increasing Effective Annual Measurable Objective (EAMO) target, our school did not make AYP in several sub-groups this past year. An intensive assessment of the current (L) graduating cohort has been done and all teachers/assistant principals are working in collaborative teams to address those students who are deficient in meeting the state standards. Safe Harbor was made in all sub-group areas except SWDs.

In order to continue the upward trend, the following will continue to be improved: scope and sequence, planning calendars, formative and summative assessments, benchmark assessments and item analysis review. All cohort students who have not met state standards will be given targeted assistance through tutoring and extra cklases.

### **2010-11 Quality Review (conducted October 24, 25and 26<sup>th</sup>)**

#### **What the school does well (from our 2010-11 QR)**

- School leaders align its resources and make organizational decisions to support the school’s instructional goals.
- Relationships among staff and students is respectful and orderly and results in an orderly and secure environment that supports the social, emotional and academic growth of students.
- School leaders have structures in place to evaluate regularly the quality of curriculum and instruction to build alignment and coherence to optimize student learning.
- Teachers use data to inform the development of class and student goals to inform their instructional practices.
- The principal’s positive leadership supports the vision of continuous improvement towards meeting students’ academic and social emotional development.
- The principal and assistant principals use a comprehensive range of data effectively to identify school strengths and areas of need in order to plan effective instructional programs that maximize student performance.

#### **What the school needs to improve (from our 2010-11 QR)**

- Revise the curriculum for students repeating a course so that academic tasks are engaging and rigorous and meets their special needs.
- Deepen differentiated instruction in all classes across all subjects so that lesson planning reflects purposeful grouping to ensure that students are challenged consistently thus maximizing learning outcomes.
- Expand the work of teacher teams to analysis of student work to adjust instructional decisions at the team and classroom level.
- Refine the feedback to teachers based on student data, student work products and classroom observations that support the instructional goals of active engagement and rigorous lessons.

#### **Goals:**

- As we move to a Small Learning Community, our ninth grade students will be housed in a Ninth Grade Academy (NGA). Our expectation is that there will be a 5% increase in the promotion rate of students in the NGA to the 10th grade next year.
- 75% of teachers will use student data to monitor and revise curriculum based on the learning needs of their students.
- 75% of teachers will use Learning Goals throughout the curriculum. Learning goals will be introduced for the term’s (year’s) coursework and for each curriculum unit. Students will be assessed utilizing benchmark and unit assessments and parents and students will be given these assessments six times per term with clear communication of next steps.

- 90% of teachers will be involved in collaborative inquiry relating to student achievement. Professional development will be aligned with teacher pedagogic needs through based on teacher observation.

**Departmental Needs Assessment:****1. What student performance trends can you identify?****ELA**

There has been a steady increase in performance on the English Regents. Last year, 75 % of the Ramp-up students who took the English Regents score 65% or above.

January 2010 marked an increase in student results from the previous year. In January 2009, 234 students were tested. 81.2 % earned 65 % or above on the English Regents. This year, 301 students took the test and 83.72 % earned 65 % and above. This 2.7 % increase occurred as the number of students taking the test increased. The steady increase in regents results are due to the following factors:

1. Increase parental contact via phone calls and progress reports.
2. Continued modeling of Regents tasks has yield increased mastery.
3. Ramp-up juniors taking the exam continue to be given extra time of instruction via the 90 minute block of time.
4. Professional development has been more sharply designed to focus on building teacher capacity to differentiate instruction to address the needs of all students.
5. Teachers have imbedded learning goals within their classes. Thus, the expectations of student performance was shared and students got an understanding of where they were in the courses and what they needed to do to master topics that were challenging.

- Students are able to incorporate discussions of literary analysis form fluidly
- Students are employing the use of multiple choice strategies more
- Students are aware of class goals and know what the expectations of the courses are
- Students are producing more creative assignments due to teachers “thinking- outside the box”

**Math**

- There is no significant difference between the outcome of the most two recent Integrated Algebra Regents Examinations: For the June 2009 results, 71% of the students scored a 55 or better, and 47% scored a 65 or better. For the January 2010 outcome, 72 % scored at or above a 55, and 47% scored at or above a 65.
- Among the graduation cohort students of 2007, 2008, and 2009; 87.9%, and 86.6%, 89.6% respectively, passed the exiting Mathematics Regents Examination within four years.
- The most recent (2008-2009) School Accountability report indicates that we have only met adequate yearly progress in the following subgroups: White and Asian or Native Hawaiian/ other Pacific

**Social Studies**

- Increased scholarship and Regents passing percentages due to smaller class size for struggling and ESL students
- Positive results from regents Prep classes
- Increased enthusiasm by students on classroom instruction
- Improved language and speech skills for ESL students Increased scholarship and Regents passing percentages due to smaller class size for struggling and ESL students
- Positive results from regents Prep classes
- Increased enthusiasm by students on classroom instruction
- Improved language and speech skills for ESL students
- Small class size provides teacher with a better opportunity to address every student in the class, conduct better assessments and effectively differentiate instruction
- Regents prep classes concentrate on the strategies necessary to succeed on the exam. Provides a focus on basic skills and better familiarizes the students with the exam
- Tutoring provides extra help for students who do not understand specific concepts or need a more detailed explanation and need more personalized attention.
- All of these factors have contributed to student success.

**Science**

- Bilingual students have difficulties in science even when taught in their native language. There appears to be a disconnect among real world application and the material in the curriculum. There is little interest in goals or completion of class material.
- Non-bilingual students ‘get it’ better than their bilingual counterparts in the same class.

- Students are doing less at home (homework, projects, etc). This requires more review time in class resulting in less instruction of new material.
- Lack of Critical thinking abilities across all subjects
- Teachers now understand that additional lab material has to be included in class work. Most teachers now offer in excess of 40 labs (27 required) or 1800 minutes compared to 1200 required. Many offer over 2,000 minutes.
- Students seem happy with a '65' and won't exert themselves for higher grades
- The Science Olympiad, Bridge Building and Envirothon teams are working with the 'middle of the road' students with excellent results. These students want to do these activities as part of a team rather than for their own academic gain. Students meet during 0 (zero) period and consistently have 100% attendance. Teachers have an easier time reaching these students.
- Students are finding it more and more difficult to complete tests and quizzes in time allotted
- Technology (NAF-AoIT) have now built a strong community and are taking courses and opportunities more seriously. However, the interest in summer internships appears to be down with most preferring the weekend college classes that are offered instead of the internships.
- Students appear to be having greater difficulty in understanding common usage words such as increase/decrease, abundant, clockwise/counterclockwise, diminish and similar mortar words. This is true in all classes not just ESL and freshmen. This may lead to difficulty in completing exams/assignments on time.
- Students find it difficult to stay on task in laboratory situations and tend to waste time. All setups and experiments are modeled by teachers, but students fail to grasp what is needed.

### **Instructional Support**

- Two thirds of incoming ninth grade special class population is alternate assessment.
- A higher percentage of students who are list notice have Integrated Co-teaching or Special Education Teacher Support Services as an IEP recommendation.
- Percentage of Students with Disabilities (SWD's) is increasing. Current percentage equals 10.6.

### **ESL/FL**

- Students with multiple weekly in class access to the Achieve program yield higher lexile gains
- Infusing technology in the language classes promotes greater communicative proficiency
- There is a need to increase the ratio of student to laptop in order to have more students exposed to the Achieve program and see gains in reading level
- The possibility to increase academic language through the ESL classes

### **Achieve Now Academy**

- Increased student – teacher ratio fosters improves academic and goal achieving success rates
- Program structure/discipline Improves student attendance, behavior, and potential for success

### **H & PE**

- The introduction of student goals and the review of those goals every three weeks through the course of the semester.
- The introduction of teacher teams to help address our 4 year graduation rate and improve areas that the school did poorly on the state report card.
- Constantly tweaking the recovery of class time so students can make up work and pass classes in a timely fashion.

### **Security**

- Recidivism rates

**Departmental Needs Assessment:****2. What have been the greatest accomplishments over the last couple of years?****ELA**

- Increased passing scores on English Regents
- Increased passing scores of student whose reading levels were 1's and 2's in the ninth grade
- Increase in the number of students taking the English Regents
- The greatest accomplishment in English is seeing an increase in student performance for the students who actually sit for the exam.
- The 2% increase of the January 2010 exam along with the increase of students taking the exam is note worthy.

**Math**

- The greatest accomplishment over the last couple of years, in mathematics, is incorporating class learning goals, with personalized feedback for each student. Students can now articulate their strength and weakness and are provided with the means for improvement.

**Social Studies**

- Implementation of GESL Program for ninth and tenth grade students
- Participation and advancement in the Lincoln Douglas Debate
- Blue Star Status with WiSE Financial Literacy
- Restructuring of Global Studies curriculum
- Creation of uniform curriculum for all Social Studies classes
- Use of Benchmark and Unit assessments

**Science**

- Development of our technology (AoIT) program
- Inclusion in the REACH awards program (AP exams)
- Use of technology in the classrooms (LCD projectors, SMART boards, lap tops, Test generators, Edugame, use of electronic grade books, etc)
- Science Research Program
- Freshman Houses
- Science Olympiad and International Bridge Building Competition
- Student work exhibited throughout the building

**Instructional Support**

- NYC RCOS report as of 6/2/2010 indicated a total cohort of 33 SWD's. Student passing rate (level 2 to 4) on the ELA Regents was 57.5%. A 23.5% increase from October, 2009. Math Regents passing rate for SWD's was 60%. A 21.6% increase from October, 2009.
- Teacher/Related Service Provider (personal) goals continue to align with department goals that parallel school goal. Staff, regardless of experience, continues to grow professionally.
- Student individual goal setting takes place in all ISS classes and will continue to be expanded and fine-tuned.

**Achieve Now Academy**

- Increasing student participation and attendance
- Students ability to return to day-school program and meet all challenges

**ESL/FL**

- The implementation of the Go My Access writing program in the GSELL program as well as the Advanced levels of ESL ( L7 and L9)
- Goal setting in all ESL/FL classes
- Overall increase in scholarship
- An increase in attendance to our ESL/FL Title III Saturday Tutoring Program

**H & PE**

- We had nine teams make the city wide playoffs. Two of our teams were division champions. Over two hundred and fifty students participated on our twenty six sports teams. Over seventy students participate in all three seasons.

- Seventy six percent of our students were tested in all the parts of the fitness gram.
- Students received the state mandated HIV/AIDS LESSONS

**Security**

- Providing a safe and secure environment where meaningful teaching and learning can take place, working as a team and providing the principal with the best information possible in order to assist him in making informed decisions
- Anti-Gang initiatives

**Organization**

- Improvement of safety and security
- Increased graduation rate
- Appearance of the building- cleanliness, upkeep
- Attracting and keeping qualified and motivated teachers

**Departmental Needs Assessment:****3. *What are the most significant aids or barriers to the school's continuous improvement?*****ELA**

- Lack of attendance for many of our students remains a concern. The students who are attending school are getting the services they need. The students who failed the ELA Regents are placed in a special class to build skills. If they come to school, they will pass the Regents. Many of our "not tested" students in the cohort are not tested because they do not come to school. There needs to be more parental responsibility in this matter.

**Math**

- Poor attendance continues to be our most significant barrier.

**Social Studies**

- More professional development opportunities provided - aid
- Assignment of buddy teacher to newly hired teachers - aid
- Increase use of technology in the classrooms - aid
- Freshman House/Strategies blocked classes - aid
- Improving attendance - barrier
- Parental involvement - barrier

**Science****Aids—**

- Smartboards
- VTEA monies to support all science/tech programs
- Inclusion of AoIT in high school directory (even though should be screened and not unscreened)
- Stable, experienced teaching staff
- Laboratory specialist
- Dedicated guidance counselor or AoIT
- Change in organization of CTE office which is better supporting CTE programs in schools
- Select group of teachers that make up the 'team' and are willing to go the extra mile often without compensation

**Barriers—**

- Lack of student interest in anything
- Lack of involvement by parents
- Large classes in science
- Lack of a second lab specialist for physical sciences

**Instructional Support**

- Aids: ISS staff works well in teams to plan curriculum and instruction. Each team member demonstrates a high level of professional dedication that supports students in academic, social and emotional development. A very robust but supportive system holds staff accountable for student achievement and students, accountable for their success. Extensive use of various data systems to monitor student progress and to track and provide mandated services is evident. Flexibility of staff to respond to student needs.
- Barriers: Reduction of central/district support personnel. Unpredictability of student behaviors and attendance. (Flexibility of staff as an aid offsets student unpredictability.) Fiscal crisis that results in a reduction in funding of needed staff and elimination of much needed supports such as one person to provide transition services.

**Achieve Now Academy**

- Appropriate Funding, Qualified Teacher Candidates
- Insufficient funding
- Larger Issue: Competing with numerous social "ills", destructive cultural behaviors, the "System" failure to address fundamental problems

**ESL/FL**

- The economic and social status of our students. Many are forced to work terrible hours and forced to cut classes to support their families.

- Lack of parental involvement and students serving as parents to their siblings.
- Funds availability to purchase more technology

**H&PE**

- The Principal's relentless work ethic is a plus. His knowledge of the importance of physical education and health is a positive for the students and staff of our school.
- Our biggest negative is getting students to attend school on a regular basis. Subject specific tests such as the Fitness Gram and Vision Screening are negatively affected by LTA's and students that attend sporadically

**Security**

- NYCDOE bureaucracy, unrealistic goal setting by the NYCDOE, NYCDOE power vacuum at the regional level
- Individuals making important decisions on educational policy who have never ACTUALLY worked inside of a NYC high school
- A lack of meaningful parental involvement
- The corporate model that is used for school administration beginning at Tweed
- Students who don't understand the big picture as far their life choices and how it affects their future
- The breakdown of the traditional family model

**Organization**

- Lack of parental involvement is a barrier
- Negative community stigma is a barrier
- Use of technology by teachers, students and staff is an aid to continuous improvement

**COHORT ACCOUNTABILITY COMPARISON**

School Accountability	2010-11			2009-10			2008-09			2007-08			2006-07		
Student Group	English 2006			English 2005			English 2004			English 2003			English 2002		
	Cohort	Performance Index	Safe Harbor												
All Students	583	165.01	157	654	152	158	643	153	151	572	no data		556	135	142
Students with Disabilities	33	109.09	122	61	113	102*	56	91	20*	12	no data		20	na	na
American Indian/Alaskan Native	1	na	na	0	na	na	1	na	na	3	no data		1	na	na
Asian or Pacific Islander	51	176.47	na	49	188	na	45	196	na	42	181		50	160	na
Black (not Hispanic)	18	177.78	na	24	na	na	20	na	na	20	no data		21	na	na
Hispanic	358	160.34	150	415	144	151	414	145	137	330	130	141	328	134	137
White	153	169.93	162	165	158	163	154	165	na	174	159		156	131	146
Limited English Proficient	160	152.50	120	160	111	136	147	129	129	143	121	77	91	63	102
Economically Disadvantaged	583	165.01	157	654	152	152	284	147	147	280	141	142	200	135	146
Multiracial	2	na	na	1	na	na	9	na	na	3	no data		na	na	na

Student Group	Math 2006			Math 2005			Math 2004			Math 2003			Math 2002		
	Cohort	Performance Index	Safe Harbor												
All Students	583	158.66	154	654	149	152	643	147	155	no data	made AYP		556	136	134
Students with Disabilities	33	90.91	101	61	90	84*	56	71	20*	no data	made AYP		20	na	na
American Indian/Alaskan Native	1	na	na	0	na	na	1	na	na	no data	made AYP		1	na	na
Asian or Pacific Islander	51	188.24	na	49	188	na	45	191	na	no data	made AYP		50	166	na
Black (not Hispanic)	18	150.00	na	24	na	na	20	na	na	no data	made AYP		21	na	na
Hispanic	358	152.51	147	415	141	145	414	139	145	no data	made AYP		328	132	129
White	153	163.40	na	165	158	na	154	160	na	no data	made AYP		156	138	na
Limited English Proficient	160	145.63	143	160	137	146	147	140	150	no data	made AYP		91	107	124
Economically Disadvantaged	583	158.66	154	654	149	152	284	147	153	no data	made AYP		200	139	na
Multiracial	2	na	na	1	na	na	9	na	na	no data	made AYP		na	na	na

**CURRENT GRADUATION RATE DATA:**

Cohort	Started High School	Graduation Year	Grad Rate	Adjusted data
I	2003	2007	61.84%	No
J	2004	2008	55.83%	No
K	2005	2009	55.75%	Yes
L	2006	2010	61.04%	Yes

**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 2010-11 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.

<p align="center"><b>2010-11 Annual Goal</b></p>	<p align="center"><b>Description (Rationale for the selection of the goal)</b></p>
<p>Goal 1: By June 2011, there will be a 5% increase in the promotion rate of our incoming ninth grade students through our Ninth Grade Academy efforts. The 5% increase will be based on data analyses between 2010-11 incoming ninth graders compared to 2009-10 incoming ninth graders.</p>	<ul style="list-style-type: none"> <li>• Based on an analysis of data from the 2008/09 NYC Progress Report, it was determined that in <b>English and Mathematics</b>, credit accumulation for our on track ninth grade students is lower than our current Peer Horizon. Therefore, through this goal instructional resources will be redirected to improve credit accumulation at the ninth grade level and improve promotion rate.</li> <li>• Upon analyzing data from NYS 2008/09 Accountability and Overview Report and the 2008-09 NYC Progress Report. There is a need to focus on students in our targeted subgroups that are not graduating in four years. Therefore, school-wide initiatives and AIS to address student needs that will result in an improved promotion rate.</li> </ul>
<p>Goal 2: By June 2011, teams of teachers, administrators, counselors and support staff will use <b>inquiry data, common planning and the sharing of best practices</b> in all subject areas as measured by a 2% increase on the overall school scholarship report. This 2% increase will be measured by a data analyses of the final scholarship report from June 2011 compared to June 2010.</p>	<p>Upon analyzing data from NYS 2008/09 Accountability and Overview Report and the 2008-09 NYC Progress Report. There is a need to focus on students in all subgroups that are not graduating in four years. Therefore, school-wide initiatives and AIS to address student needs that will result in an improved school scholarship and promotion.</p>
<p>Goal 3: By August 2011, the <b>graduation rate</b> for the M cohort will demonstrate a 1% increase as measured by the 2010/11 NYC Progress Report. This will continue the trend of a graduation rate above 60%. The grad rate for 2009-10 was 61%. The 1% increase will be evident when June/August 2011 graduation data is compared to June/August 2010 graduation data.</p>	<p>Upon analyzing data from NYS 2009-10 Accountability and Overview Report and the 2009-10 NYC Progress Report. There is a need to focus on students in our targeted subgroups that are not graduating in four years. Therefore, school-wide initiatives and AIS to address student needs that will result in a graduation rate above 60%.</p>

**SECTION VI: ACTION PLAN(S)**

**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.*

**2010-11 CEP ACTION PLAN – GOAL 1**

<p><b>Subject/Area</b></p>	<p><b>Ninth Grade Students</b></p>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1: By June 2011, there will be a 5% increase in the promotion rate of our incoming ninth grade students through our Ninth Grade Academy efforts. The 5% increase will be based on data analyses between 2010-11 incoming ninth graders compared to 2009-10 incoming ninth graders.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>✓ Data will be made easily accessible to all staff members             <ul style="list-style-type: none"> <li>✓ Daedelus software allows all teachers current student data including credit accumulation, current and prior report cards, interim progress reports, 8<sup>th</sup> grade assessment scores, ELL status (if applicable), SPE status (if applicable), testing modifications (if applicable), IEPs (if applicable), attendance data, etc</li> <li>✓ ARIS data software</li> </ul> </li> <li>✓ All ninth grade students will part of a SLC; teachers will work in teams to address student needs</li> <li>✓ Scholarship data will be monitored to determine interim assessments and pacing calendar adjustments aligned with student needs</li> </ul> <p><b>Target population:</b> Ninth grade students  <b>Responsible Staff:</b> Principal, AP Supervision, NGA AP coordinator, teacher coordinator, NGA dean, NGA counselor, NGA teachers</p> <ul style="list-style-type: none"> <li>✓ <b>Implementation timeline:</b> School year with ongoing periodic reviews</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Budget dollars have been set aside for Daedelus software and professional development</li> <li>✓ Teacher teams will meet to discuss student needs, curriculum and pacing calendars for all core classes</li> <li>✓ Data files will be reviewed regularly (six marking periods per term)</li> <li>✓ Intervisitation and Team Meetings will be used across the curriculum areas</li> <li>✓ Formative and summative assessments will be used by all subject areas</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval of periodic review:</b> Six marking periods per term  <b>Instrument(s) of measure:</b></p> <ul style="list-style-type: none"> <li>✓ Agendas/minutes for PD and weekly NGA teacher meetings will reflect a focus on effective intervention strategies</li> <li>✓ Formal and informal observation. Review of interim assessments, after each administration to check for improvement in targeted groups - formative assessment in September, interim assessment in January and a summative assessment in June.</li> </ul> <p><b>Projected gains:</b> A measurable gain of 5% increase in the promotion rate for our new ninth grade students</p>

**2010-11 CEP ACTION PLAN – GOAL 2**

<p><b>Subject/Area</b></p>	
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2: By June 2011, teams of teachers, administrators, counselors and support staff will use inquiry data, common planning and the sharing of best practices in all subject areas as measured by a 2% increase on the overall school scholarship report. This 2% increase will be measured by a data analyses of the final scholarship report from June 2011 compared to June 2010.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>✓ Data will be made easily accessible to all staff members             <ul style="list-style-type: none"> <li>✓ Daedelus software allows all teachers current student data including credit accumulation, current and prior report cards, interim progress reports, 8<sup>th</sup> grade assessment scores, ELL status (if applicable), SPE status (if applicable), testing modifications (if applicable), IEPs (if applicable), attendance data, etc</li> <li>✓ ARIS data software</li> </ul> </li> <li>✓ Scholarship data will be monitored to determine interim assessments and pacing calendar adjustments aligned with student needs</li> <li>✓ Our teacher teams collaborate to address and support student literacy, numeracy, and well being to improve student progress. This school has made an organizational decision to change teacher schedules to accommodate teacher team meetings once a week. Schedules have been modified and space allotted for collaborative team meetings. Each team is accountable for their students’ progress and for attaining the school’s instructional goals.</li> </ul> <p><b>Target population:</b> All students <b>Responsible Staff:</b> All staff <b>Implementation timeline:</b> School year with periodic reviews</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Budget dollars have been set aside for Daedelus software and professional development</li> <li>✓ Teacher teams will meet to discuss student needs, curriculum and pacing calendars for all core classes</li> <li>✓ Data files will be reviewed regularly (six marking periods per term)</li> <li>✓ Intervisitation and Team Meetings will be used across the curriculum areas</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval of periodic review:</b> Six marking periods per term <b>Instrument(s) of measure:</b></p> <ul style="list-style-type: none"> <li>✓ Agendas/minutes for PD will reflect a focus on effective intervention strategies</li> <li>✓ Formal and informal observation. Review of formative and summative assessments to check for improvement in targeted groups</li> </ul> <p><b>Projected gains:</b> A measurable gain of 2% increase on the overall school scholarship report.</p>

Subject/Area	Cohort M
<p><b>Annual Goal</b>  Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3: By August 2011, the graduation rate for the M cohort will demonstrate a 1% increase as measured by the 2010/11 NYC Progress Report. This will continue the trend of a graduation rate above 60%. The grad rate for 2009-10 was 61%. The 1% increase will be evident when June/August 2011 graduation data is compared to June/August 2010 graduation data.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>✓ Each Teacher Team area will disaggregate students in Cohort (M) by Regents results and based on sub-group</li> <li>✓ Teacher Teams will identify students in need of specific AIS based on need</li> <li>✓ Teacher Teams investigate a small representative group of struggling students—the Target Population. They identify these students through a process of quantitative and qualitative data analysis.</li> <li>✓ Inquiry Teams develop and implement instructional strategies to accelerate the learning of the Target Population in a particular sub-skill.</li> <li>✓ Teacher Teams share their work with their school community and lead changes that result in improvement in instructional practices for all students.</li> </ul> <p><b>Responsible Staff member:</b> AP supervisions for ELA, Math, Social Studies, Science, ESL, Guidance, Twelve Teacher Teams  <b>Target population:</b> Current graduating Cohort (M)  <b>Implementation timelines:</b> Students Scholarship will be reviewed each marking period.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Teacher Teams and Assistant Principals will meet every week to review data driven decision making</li> <li>✓ Monday’s bell schedule will be revised to accommodate Teacher Team meetings</li> <li>✓ Students will be programmed in appropriate subject classes; tagged for tutoring</li> <li>✓ Extended Day, Regents Prep, One-Room Schoolhouse will be used to enable students to acquire credits necessary for graduation</li> <li>✓ Additional targeted Regents Prep tutoring/classes will be provided based on student need</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval of periodic review:</b> Six marking periods per term  <b>Instrument(s) of measure:</b></p> <ul style="list-style-type: none"> <li>✓ Periodic review of student scholarship</li> <li>✓ Subject class teacher feedback as to student needs</li> <li>✓ Passing necessary classes needed for graduation</li> </ul> <p><b>Projected gains:</b> Increase in graduation rate from 61% to 62%</p>

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

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS**

**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: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 9: Title I, Part A – Support for Students in Temporary Housing (STH)**

**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	350	350	350	350	59	0	3	2
10	65	75	75	85	58		0	
11	50	50	30	125	23		1	
12	125	125	125	125	22		0	

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>10<sup>th</sup> and 11<sup>th</sup> students receive ELA AIS through double period Ramp Up instruction during the students’ school day. Small group and one on one tutoring are provided during the school day as well as after school and on weekends. Ninth grade students are blocked programmed and have 73 minutes of instruction daily.</p>
<p><b>Mathematics:</b></p>	<p>At risk students receive Math AIS through double period math instruction during the students’ school day. Small group and one-on-one tutoring is provided during the school day as well as after school and on weekends. Ninth grade students are blocked programmed and have 73 minutes of instruction daily.</p>
<p><b>Science:</b></p>	<p>Small group and one-on-one tutoring is provided during the school day as well as after school and on weekends. Ninth grade students are blocked programmed and have 73 minutes of instruction daily.</p>
<p><b>Social Studies:</b></p>	<p>Students receive Social Studies AIS through strategies instruction during the students’ school day. These classes are designed to instruct on the Global Studies curriculum while strengthening the students’ comprehension and vocabulary recognition. Small group and one-on-one tutoring is provided during the school day as well as after school. Ninth grade students are blocked programmed and have 73 minutes of instruction daily.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><u>Ninth graders:</u> Town hall meetings are provided, classroom visitations, classroom presentations, assemblies with guest speakers and small group advisories. ANA is available for hold over ninth graders. Guidance sessions are done on a regular basis. Attendance outreach via phone master and letters. Ninth grade students are blocked programmed and have 73 minutes of instruction daily.</p> <p><u>Tenth graders:</u> Town hall meetings are provided, small group counseling, incentive programs and reward and posted recognition through our Tenth Grade Achievement program for struggling 10 graders. ANA is available for hold over 10<sup>th</sup> graders. Attendance outreach via phone master and letters.</p> <p><u>Eleventh graders:</u> Town hall meetings are provided, ongoing guidance sessions. Attendance outreach via phone master and letters.</p> <p><u>Twelfth graders:</u> Senior assemblies, town hall meetings, post secondary planning, guidance sessions. Attendance outreach via phone master and letters. Recovery Credit Program through APEX Learning.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>40 minute one-on-one counseling, once a week, SBST.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>40 minute one-on-one counseling, once a week, SBST.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>On an as needed basis, the school nurse meets with students with health related needs (warning signs) that are at risk of not meeting state standards in order to provide counseling relating to the student’s physical condition that results in increased student time on task.</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 (2008-2009) LAP narrative to this CEP.

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LAP Policy attached

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION***Requirement under Chancellor's Regulations – for all schools*

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

**Part A: Needs Assessment Findings**

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

Having such an abundant ELL population, with Spanish being the dominant language of our ELLs, we have taken steps necessary to provide school based information for Spanish speaking parents, both orally and written.

**The data used:** home language surveys, blue emergency cards, counselor feedback, ARIS, ATS, ELL/bilingual student caseload information, parent conference/interviews.

**Methodologies used:** electronic document translation services, bilingual staff members (i.e. Parent Coordinator, bilingual counselors, bilingual teachers, bilingual school aides, bilingual paraprofessionals,) outside translation services equipped with headsets, microphones and translators for assemblies, phone translation services.

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

Having such an abundant ELL population, with Spanish being the dominant language of our ELLs, we have taken steps necessary to provide school based information for Spanish speaking parents, both orally and written. Letters and flyers for parents are translated using the Translation@schools.nyc.gov provider. Translators are provided at Parent Association meetings, as well as parent conferences and workshops.

**Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Written translation provided: All documents created by the school for the parents information are sent to an outside services for translation. We receive the translated documents back within one week or sooner. With proper preparation, this gives us more than ample time to distribute translated information to parents. Documents created outside the building are not accepted for translation by the outside service, therefore we recreate the document in Spanish by way of translators within the building, usually through the foreign languages department.
3. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
4. Oral translation provided: Oral translations are provided on a regular basis via bilingual staff members (i.e. Parent Coordinator, bilingual counselors, bilingual teachers, bilingual school aides, bilingual paraprofessionals.) On occasion we are able to provide simultaneous oral translations through a translation service with microphone and headsets. We also provide written instruction for staff members on how to use the Translation and Interpretation Unit's free over-the-phone interpretation services as needed.
5. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to fulfill CR A-663, language access requirements, the school displays posters welcoming parents in nine languages and directing them to a staff member for interpretation assistance. It also includes information for the Parent Coordinator and District Family Advocate. This is hung by the entrance of the school.

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

All Title I schools must complete this appendix.

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	\$989,220.00	\$989,220.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$9,892.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		Not required	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		Not required	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **94.3%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In order to address our need to achieve 100% high quality teachers, we are providing professional development for the non-high quality teacher.

- We have informed the teachers in question that they are considered “not highly qualified” and all are aware of their status.
- We have given them information regarding courses and other options to complete their status.
- Some teaching fellows and are already working toward certification.
- In CTE areas the NYC and NY State licenses are not always congruent.

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

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

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

#### Title I Parent Involvement Policy and Parent-School Compact for 24Q485

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore GCHS, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. GCHSs policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. GCHS will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

GCHS Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. `Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the GCHS Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, GCHS will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**GCHS will further encourage school-level parental involvement by:**

- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- Supporting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Albarosa Abdellatif on January 14, 2010. This Parent Involvement Policy was updated on January 14, 2010. The final version of this document will be distributed to the school community on January 20, 2010 and will be available on file in the Parent Coordinator's office.

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

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

### 24Q485 School-Parent Compact

GCHS, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. GCHS staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

#### Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening a Title I Parent Annual Meeting for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- Planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents; and
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
  1. Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  2. Respond to surveys, feedback forms and notices when requested;
  3. Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  4. Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  5. Take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  6. Share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;

- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn
- Graduate in four years
- Attain a passing grade in all of their classes and aim for mastery by earning a minimum of 75% on all Regents.
- Work towards a Regents Diploma and aspire to earn an Advanced Regents Diploma
- Attend school at a rate of 90% minimum or have less than 15 absences per year.
- Create a productive post-secondary school plan
- Conduct myself in an appropriate manner, as per the DOE Code of Discipline, and be respectful of their teachers, fellow students and the surrounding community

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - a. See **SECTION IV: NEEDS ASSESSMENT - PAGE 13.**
  
2. School-wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
  - A smaller learning community, Ninth Grade Academy (NGA) has been created for our ninth grade students. All 9<sup>th</sup> graders are blocked programmed to help them assimilate to a large high school. All of their classes are in an isolated part of the building which limits their movement throughout the day. Ninth grade teachers all have common planning periods that allow them to plan together. Students are programmed heterogeneously and have all of their core subjects, ELA, Math, Science and Social Studies in extended periods (73 minutes). The NGA includes all bilingual, ESL, Resource Room and CTT ninth graders.
  - ELA teachers involved with the 9<sup>th</sup> and 10<sup>th</sup> grade classes have all been trained in the America's Choice Writer's Workshop Literacy program. This training along with ongoing professional development helps to make our ELA Regents results surpass the entering ELA levels of our student population.
  - Struggling students (lowest third) are programmed for double periods of Ramp-Up to Literacy for 10<sup>th</sup> and 11<sup>th</sup> graders. Students remain in double period (reduced sized) classes through the 11<sup>th</sup> grade and then sit for the ELA Regents.
  - Social Studies classes also have adaptations for students with the most need. Struggling students have reduced class sizes for Global Studies. Social Studies classes are differentiated for bilingual and ESL classes as well.
  - Foreign Language classes are differentiated based on a student's background. Native speakers are in more advanced classes than non-native speakers.
  - ELL student needs are addressed in a myriad of ways. Class size is reduced for all beginning and intermediate ELL's. Teachers have been trained in QTEL and Achieve 3000. Achieve 3000 enables the teachers to differentiate all of their classes based on a student's individual needs. Wireless computers are utilized for students to access the Achieve 3000 software twice a week.
  - Fifty classrooms have SMART boards. These boards have increased the interactivity of many classes with both students and teachers utilizing the SMART technology.
  
3. Instruction by highly qualified staff.

- Majority (94%) of staff is highly qualified.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards.
    - High-quality and ongoing professional development for teachers is ongoing throughout the school year.
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.

To attract highly qualified teachers, GCHS has a relationship with St. John's University and Queens College as training for pre-service teachers. Personnel committees interview qualified candidates from the above schools and make recommendations to the principal.

6. Strategies to increase parental involvement through means such as family literacy services.
  - a. Form a multilingual Communications Committee in the PTA to contact parents about PTA meetings, Parent-Teacher Conferences, Title I Parent Class opportunities
  - b. Utilize Translation Services for all parent notices and PTA mailings and newsletters
  - c. Expand Saturday Academy to include ELL classes for parents and computer classes for parents
  - d. Include monthly updates on Academy's Title I SWP on the Parent Page of the school website.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - APs meet with teacher teams regularly to plan periodic assessment as a pre-test, conduct an item analysis to identify student strengths and weaknesses, and adjust curriculum delivery through subject pacing calendars.
  - Through professional development, faculty will review formative assessment activities, as well as summative assessments, which they will then select to use in their classes. The Principal and Assistant Principals will provide feedback to the faculty on assessment activities. Teachers are also provided with two programs, Daedalus and ARIS, to track student achievement and guide instructional practices
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - Tutoring is available in all subject areas during and after the school day. All students receive six report cards each term; three are progress reports which indicate student performance and level of mastery and three are graded report cards.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school will carefully monitor the Federal, State, and local services and programs, including programs supported under NCLB in order to ensure that all students including students in our targeted subgroups have equity and access to all programs, services and materials. In so doing Title I funds will be maximized and there will be no duplication of services.

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

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

<b>NCLB/SED Status:</b>	<b>Restructuring Advanced Comprehensive</b>	<b>SURR<sup>1</sup> Phase/Group (If applicable):</b>	<b>N/A</b>
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**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  - **See needs assessment p. 14**
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.

The following steps will be implemented to improve the AYP in English and strengthen the AYP in Math:

- Curriculum alignment in ELA for the students designated as ELL
- Double or triple period blocks of instruction for ELL students in ESL
- Transitional class to support ELL students who pass the NYSESLAT
- Extended time for Math students scoring at performance level 1
- Double period English class for all students in Grade 9 (all students), 10 & 11 who score at Level 1& 2
- Tutoring is scheduled during school, after school and on Saturdays
- PM school – Recovery Credit program
- Achieve Now credit accumulation program to support under credited students
- Computer Assisted Instruction in all subjects
- Credit Recovery/Independent Studies

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

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

The Professional Development funded by the 10 percent of the Title I funds will be provided in the classrooms and through workshops on Best Practices, Differentiated Instruction, Understanding By Design, Classroom Management and Literacy Across the Curriculum by ICI ELL Specialist

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

Currently there are no teachers that require mentoring. However, the following describes our actions for mentoring new teachers:

New teachers are provided with mentors. In addition, all new teachers are assigned buddy teachers in their subject areas. UFT Teacher Center, Literacy and Mathematics Coaches will work and support all new teachers.

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

We will do the following to notify parents about the school's identification for school improvement:

- The school will send to all parents a notification regarding the school's identification for school improvement.
- Parents and students will receive information and SES books in their language with the assistance of the Parent Coordinator. In addition, SES vendors will set up sessions for students and parents in the cafeteria and they will be available during the Parent Teacher Conferences.
- We will conduct workshops with parents to explain the process.

**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)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to 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:

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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.

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

ESL: At Grover Cleveland we have a very complete, structured, standard driven, self-contained ESL program. Our program not only complies with all State mandates but goes beyond the requirements to ensure the success of our ESL population. Our school is very aware of the needs of this very fragile population and our staff is very dedicated in their support.

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?

ESL: In addition to our complete program of beginner, intermediate and advanced classes, at Grover Cleveland we have embarked in various data driven, standard based initiatives that support our commitment to ELLs. Our school is the pilot site for a team teaching ESL/ Social Studies content area double period class. We also piloted, continued and are in the process of expanding the Achieve 3000 program for ELLs: Infusing modern technology has given us a myriad of tools to foster individual learning. Our ELLs (English Language Learners) have been participating in the new Achieve 3000 computer-aided reading comprehension program during and after school. This program provides individualized instruction tailored to each student's reading level and customized writing exercises and listening comprehension support, all in an online environment. Data analysis has helped us to identify our long term ELL population in need of additional support. We provide tutoring services during the school day, after-school and Saturdays. Teachers receive in-house professional development and are also encouraged and scheduled for off-site professional development: e.g. QTEL, BETAC etc.

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.

ESL: Although this is not applicable to our school, we are always in need of additional funding that will allow us to enhance our program services.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer

retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

**Specific Math Alignment Issues:**

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Math: We will use an item analysis of the students’ Regents Examination to assess and measure conceptual understanding, procedural fluency, and problem solving. We use Classroom observations to assess whether this finding (1B) is relevant to our school. The classroom observation reports will indicate whether or not the students are able to 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.

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?

Math: According to the findings:

*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.*

The reason that the Math A and Math B instructional materials were aligned with the 1999 standards but not the 2005 standards is because the 1999 standards are still in effect until 2010. According to NYSED (<http://www.emsc.nysed.gov/ciai/cores.htm>):

*The first state level administration of the Integrated Algebra Regents Exam will be in June 2008, Geometry will be administered in June 2009, and Algebra 2 and Trigonometry will be administered in June 2010. During this transitional period and until the last administration of Math B (June 2010), the commencement level portion of both the NYS Mathematics Core Curriculum (Revised March 2005) and Mathematics Resource Guide with Core Curriculum (1999) are in effect.*

The new Integrated Algebra and the New Geometry instructional materials are aligned with the 2005 standards. The depth of what we teach is fully aligned with the state standards; this is evident in the AMAPS curricula that we use.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

- **Professional development** is the cornerstone of equipping teachers with the strategies to vary instruction. Though each lesson does have direct instruction; sometimes in the form of a mini-lesson, most lessons gives students an opportunity to explore, discover and share with their peers.

- **Best practices** are shared by teachers amongst their peers. This type of sharing occurs at every monthly department meeting, as well as on profession development days. Not only do teachers explain what they do to maintain a student centered classroom, but they bring artifacts from student work that show collaboration.
- **Observations** by Assistant Principal encourage student centered learning. If instruction indicated too much teacher domination, it is noted as a suggestion for improvement. Reciprocally, if a teacher promotes a student centered environment, it is indicated as a commendation.
- **Inter-visitation among colleagues within the English Department is suggested and promoted. Teacher frequently visit each other in order to see a specific skill executed. Intervisitation by nature encourages student centered lessons rather than lectures.**

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?

- The scores on the English Regents suggest that our students are meeting the state requirement to pass the Regents on an average of 80%. This data indicate that the methods we have been using of using teacher directed instruction as well as cooperative learning has been effective. Our dilemma of reaching a 100% passing is imbedded in many social factors that influence student success. One major factor is student attendance. Our research has indicated that the students who fail the English Regents and or their English classes often fail because of lack of attendance. Because students are absent, they miss the instruction needed to equip them with the skills necessary to pass the English Regents.

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.

- Attendance has been a school-wide goal. Teachers and staff are making extra outreach to absentee students. Letters are sent home, progress reports are mailed home, phone call are made by teachers and staff indicating frequent absences. In the event that all efforts on the part of the school fail, outside agencies are involved in order to protect the child and lend support to parents. This is an area that I see a greater need.

**2B – Mathematics Instruction**

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

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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.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Math: Classroom visits and the formal observation reports will assess whether there is high academically focused class time or whether the students are engaged. The use of technology in mathematics can be assessed by the use of the computer lab and also by the use of the Smart boards in the classroom.

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?

Math: High academically focused class time is observed in our classrooms and is evident in the classroom observation reports. For the past four years student engagement has been the focus of most of our professional development workshops. Classroom observation reports will assess whether the students are engaged. The increase of the use of technology in mathematics can be seen by the use of the computer lab with the Geometer's Sketchpad, Apex learning virtual school, and the MathView software.

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

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A trends analysis was conducted based on the State School Report Card over the past four years. It was determined that GCHS has a very stable teaching staff.

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?

**As of October 31, 2008:**

% fully licensed and permanently assigned to this school	100%
% more than two years teaching in this school	75.4%
% more than five years teaching anywhere	56.7%
% Masters Degree or higher	78.0%
% core classes taught by” highly qualified” teachers (NCLB/SED definition)	90.6%

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

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

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

ESL: Our school is committed to providing our teachers all available opportunities for professional development. Many of our teachers have attended Base 1, 2 QTEL as well as many BETAC and ICI workshops. However, we do find that there have been a number of instances where we have registered staff for professional development, through Protrax, only to find the workshops cancelled, conflicting with other workshops/r testing dates or in some cases not available. In addition, it would be most important that QTEL training and others not be scheduled just during the teacher’s vacation times. This would broaden the pool of teachers consistently

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?

ESL\ Bilingual/ Native Language teachers will receive ongoing professional development that will provide them with opportunities to develop and share ideas in order to enhance our current curriculum. Teachers will receive professional development through monthly department meetings, faculty conferences, study groups and LAP task force meetings. Also, teachers will attend QTEL workshops, the NYSABE conference, ICI workshops, College Board training sessions, BETAC conferences, and other professional organization meetings; they will turnkey the professional development to the school staff during in-house professional development workshops. Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. Teachers will work to create an interdisciplinary curriculum encompassing content area instruction with ESL / Bilingual strategies and activities. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, turnkey teachers, ESL/Bilingual Coordinator and ESL/Bilingual/ Native Language teachers and other outside sources.

Teachers will be provided with 4 sessions of professional development after school.

- Two two-hour session: Curriculum writing and modification.
- One two-hour session: Best practices and Differentiated Instruction
- One two-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT/ ELA Regents.
- Three two-hour professional development sessions will be devoted to technology based instructional strategies to develop and enhance ELL students' skills that will prepare them for the demands of a high tech global society.

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

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Support is needed in the area of scheduling and communicating the availability of workshops and seminars more effectively; more funding for in-house professional development from outside ESL developers.

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

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

NYSESLAT yearly scores are analyzed, by modality, and instructional decisions are made to support findings. We are now in the progress of disseminating the information to all teachers of ELLs. In addition, we are looking to provide teachers with complete academic profiles that will be beneficial to the different disciplines

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

Applicable  Not Applicable

We are currently working on more suitable, tailored made data reports to be made available to all disciplines.

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

We need to disseminate data to all disciplines and by teacher.

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.

There is a need to have consistently accurate data coming from ATS and to have NYSESLAT scores available on a timely basis for the beginning of each school year.

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We offer a wide range of instructional programs for students with IEPs. These include Special Classes, Special Education Teacher Support Services (SETSS), and Collaborative Team Teaching (CTT), Related Services Only (i.e. Counseling, Speech and Language) and based on student needs, any combination of the above such as Special Class with Related Services or General Education with SETSS and Related Services. In addition, Classes with Paraprofessional Support contain students with and without IEPs. General Education participation is highly encouraged for all students. Special Class students, at a minimum participate in GE Physical Education, Art, Music and ESL classes. Students with IEPs in work study classes participate with peers without disabilities on work sites and at the School of Cooperative Technology as part of their school program and as per their IEPs. All teachers of students with IEPs are given a hard

or electronic copy of their students' IEPs. Their roles and/or responsibilities as per IEPs are informed by our Assistant Principal of Instructional Support Services and/or her designee, our IEP Teacher. How a student best learns is described in each student's IEP and is utilized by pedagogical staff. Teachers and other staff such related service providers who have direct student contact participate in IEP conferences. Testing accommodations for students who have are disseminated to all teaching staff along with their responsibilities and how to provide such accommodations formally in writing at the beginning of each term and updates are provided through out each term. Behavioral support plans are distributed to all staff that has direct contact with the applicable student who has such a plan. It is expected, formally informed and accepted for all constituents to adhere to the plan in effect.

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?

Supports of Evidence: Current and past school policy; written documentation in the form of letters and/or memorandums; Minutes of faculty minutes; Staff handbook. 2005-2006 Annual School Report Supplement: 6.4 % of all students were part-time special education which is lower than similar schools at 7.1% and higher than city schools at 5.8% and equal to the percentage of full time special education at our school.

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. **NA**

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Review of: current and past school policy, written documentation such as letters and memorandums, individual student IEPs and minutes of faculty and Instructional Support Department meetings.

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?

Evidence of Supports: Testing accommodations and modifications are written clearly and concisely. Staff are formally informed both verbally and in writing that student accommodations and modifications are to be afforded the student both in class and for formal state and city assessment, Review of IEPs show an alignment between goals, objectives and if applicable modified promotional criteria. Only for students who participate in New York State's Alternate Assessment are promotion criteria modified. Behavior plans are created by a multidisciplinary team led by a guidance counselor or school psychologist. Plans are written on a need be basis, either at the time of the IEP or as an addendum based on student need. Behavior Plans may be generated as a result of a manifestation determination review (MDR), student suspension, a functional behavioral assessment (FBA), a case conference, staff referral, IEP process or any combination of the above. Plans are disseminated to all school constituents who have direct contact with the involved student for whom the plan has been written. Progress is routinely monitored by the student's guidance counselor, grade advisor and/or related service provider.

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

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

*All schools must complete this appendix.*

**Directions:**

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

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

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

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**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - **17 Students**
2. Please describe the services you are planning to provide to the STH population.
  - **Student(s) will be provided with guidance sessions. Student(s) are provided with a metro card for transportation to and from school.**
  - **Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, metro cards, etc. However, these funds will not be used to defray costs related to graduation.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Grover Cleveland High School								
<b>District:</b>	24	<b>DBN:</b>	24Q48	<b>School</b>		342400011485			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2008-	2009-	2010-		(As of June 30)	2007-	2008-	2009-	
Pre-K	0	0	0			79.2	80.2	79.4	
Kindergarten	0	0	0						
Grade 1	0	0	0		Student Stability - % of Enrollment:				
Grade 2	0	0	0		(As of June 30)	2007-	2008-	2009-	
Grade 3	0	0	0			93.3	92.2	91.4	
Grade 4	0	0	0		Poverty Rate - % of Enrollment:				
Grade 5	0	0	0		(As of October 31)	2008-	2009-	2010-	
Grade 6	0	0	0			43.2	47.1	47.1	
Grade 7	0	0	0		Students in Temporary Housing - Total Number:				
Grade 8	0	0	0		(As of June 30)	2007-	2008-	2009-	
Grade 9	815	772	578			7	47	76	
Grade 10	828	821	764		Recent Immigrants - Total Number:				
Grade 11	517	506	488		(As of October 31)	2007-	2008-	2009-	
Grade 12	586	528	554			166	175	69	
Ungraded	25	37	44		Special Education				
Total	2771	2664	2428		(As of October 31)	2008-	2009-	2010-	
Special Education					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2008-	2009-	2010-		(As of June 30)	2007-	2008-	2009-	
# in Self-Contained Classes	141	125	136		Principal Suspensions	335	292	210	
# in Collaborative Team Teaching (CTT)	29	27	30		Superintendent Suspensions	46	51	71	
Number all others	148	143	142		Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-	2008-	2009-	
					CTE Program Participants	N/A	459	317	
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2008-	2009-	2010-		Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	356	302	TBD		(As of October 31)	2007-	2008-	2009-	
# in Dual Lang.	0	0	TBD						
# receiving ESL services only	250	275	TBD		Number of Teachers	152	153	149	
# ELLs with IEPs	32	52	TBD		Number of Administrators and Other Professionals	43	45	35	
<i>These students are included in the General and Special Education enrollment information above.</i>					Number of Educational Paraprofessionals	5	5	14	

<b>Overage Students (# entering students overage for</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	150	126	508	% fully licensed & permanently assigned to this	100.0	100.0	99.3
				% more than 2 years teaching in this school	74.5	79.1	92.0
				% more than 5 years teaching anywhere	56.7	62.7	77.8
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	78.0	80.0	90.6
American Indian or Alaska Native	0.2	0.3	0.3		90.6	94.3	95.1
Black or African American	4.2	4.2	4.7				
Hispanic or Latino	64.9	64.4	63.7				
Asian or Native Hawaiian/Other Pacific	6.8	6.8	7.4				
White	23.1	23.9	23.8				
<b>Male</b>	53.7	54.0	54.1				
<b>Female</b>	46.3	46.0	45.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	<b>Phase</b>			<b>Category</b>		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

**Individual Subject/Area AYP Outcomes:**

<b>Elementary/Middle Level</b>	<b>Secondary Level</b>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: v

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress</b>
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	X	v	61
<b>Ethnicity</b>							

American Indian or Alaska Native							-
Black or African American					-	-	-
Hispanic or Latino					X	X	
Asian or Native Hawaiian/Other Pacific					v	v	
White					X	v	
Multiracial					-	-	-
Students with Disabilities					X	X	
Limited English Proficient					X	X	
Economically Disadvantaged					vsh	X	
<b>Student groups</b>					2	2	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	60	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	8.7	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	36.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 13</b>	District <b>24</b>	School Number <b>485</b>	School Name <b>Grover Cleveland</b>
Principal <b>Dominick Scarola</b>		Assistant Principal <b>Regina Dominguez</b>	
Coach <b>pending</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Rafael Del Los Santos - Math</b>		Guidance Counselor <b>Chirley Ventura</b>	
Teacher/Subject Area <b>Wanda Taveras - Science</b>		Parent <b>Lydia Martinez</b>	
Teacher/Subject Area <b>Veronica Crespo - Social Studi</b>		Parent Coordinator <b>Albarosa Abdellatif</b>	
Related Service Provider <b>type here</b>		Other <b>content area supervisors</b>	
Network Leader <b>Gerry Beirne</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>10</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>7</b>
Number of Content Area Teachers with Bilingual Extensions	<b>4</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>4</b>

### C. School Demographics

Total Number of Students in School	<b>2465</b>	Total Number of ELLs	<b>509</b>	ELLs as Share of Total Student Population (%)	<b>20.65%</b>
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## Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- 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.

**Paste response to questions 1-6 here**

**ELL Identification Process and Parent Choice**

The Home Language Identification Survey is administered, upon registration, to parents of children who have a home language other than English. The (HLIS) is reviewed by a trained ESL certified pedagogue, to determine ESL eligibility. Eligible students are then administered, (within 10 days of enrollment), the LAB-R, language proficiency placement assessment in English and the native language. Students found not to be English proficient, based on LAB-R results, are entitled to receive ESL services based on parent choice. The student is then placed in one of the two ELL instructional programs available in our school: Free Standing ESL or Transitional Bilingual for Spanish speakers only. At Grover Cleveland High School ELL parents receive an individual orientation where available programs are presented and explained in the target languages (interpreters may be used with some of the low incidence languages where needed). Parents are provided with an explanation of the Free Standing ESL and Transitional Bilingual Program (Spanish only) and are offered the opportunity to view an orientation video. The pedagogue conducting the orientation also interviews parents concerning student academic history and to identify students with interrupted education and literacy, numeracy concerns. Parents are encouraged and invited to make program selections. At Grover Cleveland the pedagogues who are responsible for this process are Alexandra Gil, Foreign Language/ESL certified, LAB/BESIS Coordinator and Ms. Evelyn Mosquea-Taveras, Foreign Language/ESL certified, ESL Coordinator. Entitled students are placed in programs based on parent selection. Parents that speak, languages other than Spanish, are given the opportunity to transfer the student to a school that will provide bilingual instruction in the native language. Parent choice letters are collected and maintained in our ESL office. Our programs are aligned to parental choice and we strive to consistently maintain alignment in our student placement. Entitlement letters are sent home in the appropriate home languages. Our school annually administers the NYSESLAT exam during the state mandated testing period.

After reviewing the Parent Survey and Program Selection forms we note that the trend is slowly changing from a vast majority of parents choosing the bilingual program to parents also choosing the Free Standing ESL program. Currently 56% of our ELLs are in the Transitional Bilingual Program and 40% are in the Free Standing ESL program

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K	1	2	3	4	5
	6	7	8	9	10	11

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>										43	86	31	32	192

(60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										17	14	14	5	50
<b>Push-In</b>										57	85	62	63	267
<b>Total</b>	0	0	0	0	0	0	0	0	0	117	185	107	100	509

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	509	Newcomers (ELLs receiving service 0-3 years)	308	Special Education	50
SIFE	104	ELLs receiving service 4-6 years	130	Long-Term (completed 6 years)	71

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	179	54		61	42		12	8		252
Dual Language										0
ESL	141		6	63		22	53		19	257
<b>Total</b>	<b>320</b>	<b>54</b>	<b>6</b>	<b>124</b>	<b>42</b>	<b>22</b>	<b>65</b>	<b>8</b>	<b>19</b>	<b>509</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										58	85	61	63	267
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>58</b>	<b>85</b>	<b>61</b>	<b>63</b>	<b>267</b>								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	49	22	15	105
Chinese										6	5		3	14
Russian													1	1
Bengali										2	7	3		12
Urdu											1	1	1	3
Arabic										20	9	6		35
Haitian														0
French													1	1
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish										4	9	4	6	23
Albanian										2	5	5	2	14
Other										7	15	4	8	34
<b>TOTAL</b>	<b>0</b>	<b>60</b>	<b>100</b>	<b>45</b>	<b>37</b>	<b>242</b>								

## Part IV: ELL Programming

### A. 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.

Paste response to questions 1-4 here

#### ELL PROGRAMS

There are 283 ELLs in the Transitional Bilingual program and 200 in our Free Standing ESL program. Our ELL population is provided with services to support their academic needs. Grover Cleveland High School provides staff with developmental training to enable students to achieve academic progress as their English proficiency develops. The goal of incorporating all these elements is to enable our LEP/ELL students to achieve academic progress as their English language skills improve.

Instructional Program Component for ELLs, grades 9 – 12

B	I	A	
<b>FOR ALL PROGRAMS</b>			
ESL instruction for all ELLs as required under CR Part 154	675 minutes per week	450 minutes per week	225 minutes per week
ELA instruction for all ELLs as required under CR Part 154			225 minutes per week

### Program Model Descriptions

ESL/Foreign Language Model - Students who are identified as being English Language Learners receive instruction in English as a Second Language in the following programs: Homogeneous proficiency levels are the same in one class: beginning level students receive triple periods; at the intermediate and advanced levels double periods are given. The transitional level students receive a single period of ESL and a single period of English Language Arts which is taught by a licensed English teacher. At this final level, ESL students are prepared to take the English Regents. The following is the sequence in which the classes are given:

**Beginning:** L1/L1L (ESL1) to L2/L2L (ESL2) are double-period ESL classes with a focus on listening, speaking, reading, writing and grammar at a beginner's level. These classes are accompanied by the English component LS1 and LS2 which are single-period classes with a focus on beginning reading and writing. Students at this level receive a total of 675 minutes of instruction.

**Intermediate:** L3 (ESL3) to L5 (ESL5) are single period classes for intermediate level students focusing on their four language skills. These courses are taken with the single-period English component LS3, LS4, LS5. Intermediate students receive a total of 450 minutes. Students gain a greater level of ability in reading and writing.

**Advanced:** L6 to L9 are single period / 225 minutes classes for our advanced students. Not only do we focus on perfecting their listening, speaking, reading and writing skills, they receive intensive instruction in preparation for the English Regents. These classes are accompanied by a class / 225 minutes from the English Department.

**ELA Regents Additional Prep class:** An additional Regents prep class (L10) is offered to those ELLS in the country for more than one year and that are at the intermediate to advanced levels of language proficiency in the NYSESLAT, are enrolled in intermediate to advanced ESL classes, and are scheduled to sit for the ELA Regents in January/June. The advanced level students also take a Literature class from the English Department that provides Regents support. Students preparing for the Regents are also offered support through the ESL Title III After-school/Saturday Program. In addition, any student preparing for the Regents receives a mock Regents in January that prepares them for the rigor of the Regents.

**Long-Term ELLS/SIFE-** are targeted through classes that provide support through Achieve 3000, ESL/ Social Studies content instruction, ESL/Science content instruction. Building academic language through content is extremely important for our long-term ELLS. Our bilingual LTE are also supported through NLA classes that build academic language as well. The Achieve 3000 reading program/ Go MY Access online writing program is also offered during our Title III After-school/Saturday Program.

**ELLs with Special Needs -** Our ELLs with special needs receive support from our Instructional Support department. ELLs are provided with all the mandated services based on the students IEP.

For long term ELLs with disabilities and needing extension of services the following instructional support is provided: modified curriculum, alternate placement bilingual paraprofessionals, infusion of ESL methodology in content areas, visuals, SMART technology interactive lessons. These students are also provided with tutoring opportunities during and after the school day. Many of these students are also registered in our on line reading program, Achieve 3000. This program provides students with individualized reading materials.

### New comers

All our Newcomer ELLs are provided with individual language proficiency placement exams. In the classroom they are also provided with benchmark assessments that indicate skill based proficiency and deficiencies as well. At the beginner and intermediate levels they are also administered the ELL periodic assessment. All data is used to drive instruction and track student progress. These students are part of our Title III tutoring program. During the school day tutoring periods are also available.

Ninth grade ELLS are part of our Tiger Academy and receive all services including native language support (bilingual Spanish). Teachers have coming planning time and review data on an ongoing basis.

Regardless of language level, a variety of methods and approaches are incorporated to achieve both communicative and written competency in English. Some of the language learning methods employed are the direct method, whole language approach, and the communicative approach. The instructional objectives of these classes are to develop the four language skills: listening, speaking, reading and writing. A varied number of strategies, activities and materials are brought into the classroom, such as, individualized instruction,

cooperative learning, audiovisuals, newspapers, videotapes, computers, SMART boards (selected rooms). Staff development on Literacy Strategies, differentiation of instruction, QTEL strategies, ESL content is ongoing throughout the year. Our students also receive individualized computer instruction using reading and writing software and the Internet. In addition, the program has been implemented to ensure that the new standards are being met. The necessary skills are gradually introduced throughout the program. At the transitional level the ELL students will analyze and formulate judgments about literature, use elements of the writing process, and analyze, synthesize and evaluate information. Our Achieve 3000 (English and Spanish) reading program along with our after-school/Saturday tutoring program also supports our long term ELLs as well as the needs of our ELL/Bilingual students who have had interrupted or sporadic education in their native country and as a result are lacking basic literacy skills. Alternative assessment tools are utilized to motivate these students to succeed academically: portfolios, presentations, computer projects, group work and individualized assessments are among the strategies used. Teachers involved participate in special workshops offered by the Office of English Language Learners, BETAC, ICI.

CR Part 154 programs were instituted to ensure that students receive appropriate services. It focuses on aligning the learning standards with the New York State standards. Its ultimate goal is to assist the acquisition and development of ELL student's English language acquisition while meeting the standards in the core subjects.

#### FREE STANDING ESL

The free standing ESL program includes two language components:

- A language arts instructional component: instruction in English language arts and English as a second language
- Content area instructional component is delivered through instruction in English and ESL methodologies.

The Free standing program also includes two new programs that incorporate ESL and content area instruction. The ESL/Social Studies (GSELL) model and the ESL/ Science ( SCELL) model.

#### TRANSITIONAL BILINGUAL EDUCATION PROGRAM

Bilingual instruction is offered in content areas to students in a situation where there are 20 or more students in the same grade who speak the same language. It consists of Native Language Arts, Social Studies, Science and Math. We offer a full Spanish bilingual program. Our school currently has 7 Social Studies Bilingual classes, 6 Bilingual classes in Math, and 6 Bilingual Science classes.

There are ELL students mainstreamed in Physical Education, Art, Music, Technology and other subjects. ESL methodology is infused in content areas for all ELL students where there are fewer than 20 students in the same grade who speak the same language.

There are 2 Social Studies/ESL classes, 5 Math/ESL classes and 8 Science/ESL classes. We continue our inter-visitation program between ESL teachers and English teachers in preparation for the English Regents. Special instructional materials are available to prepare ESL students to take the English Regents examination. In addition, our courses of study have been reviewed and modified to address the new standards. For students in a bilingual program, native language courses are offered and our freestanding ESL students are also afforded the opportunity to learn a foreign language.

The bilingual education program includes two components:

- a language arts instructional component delivered through instruction in English language arts
- English as a Second Language as per CR-Part 154
- a content area instructional component delivered through instruction in the native language and English through ESL methodologies as per CR Part 154 mandates.

The goals of the Transitional Bilingual Programs are: Content Areas

- Attaining English language proficiency within three years
- Providing grade- level academic work in the student's native language so that the student maintains academic progress while developing English proficiency
- Providing instruction in two languages: the language spoken at home and English:
  - o In the Beginning Level, classes follow the format of 60% in Native Language and 40% in English
  - o In the Intermediate Level, classes follow the format of 50% in Native Language and 50% in English
  - o In the Advanced Level, classes follow the format of 25% in Native Language and 75% in English

The native language will go from:

- Ø Highly conceptual and linguistically demanding with a focus on challenging work and high production. Activities should:
- Develop cognition

- Develop higher order thinking skills
- Introduce new concepts through methods such as inquiry and problem solving
- Introduce students to processing concepts/skills
- Ø Introduction and development of academic discourse, such as hypothesizing, evaluating, inferring, generalizing, predicting and classifying.
- Ø Language glossaries
- Ø Development of concepts
- Ø Assessment of conceptual understanding

Transitioning to: English Language

Student tasks that encourage thinking, reading, speaking and writing

- Ø Low-demand linguistic tasks and work production. Activities should include:

- Reviews
- Linguistic summaries
- Highly contextualized concepts

Transitioning to: English Language

- Ø Highly contextualized student tasks that encourage thinking, reading, speaking and writing

- Ø Using academic discourse in reviews

- Ø Using language concept glossaries with:

- Key terms
- Vocabulary
- Functions

Title III, includes strong components for both students and parents which are designed to bring parents, students, and staff together in the learning process. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families will be provided under Title III. We will also conduct Teacher workshops which will focus on the new New York City Balanced Literacy, differentiation of instruction tailored for ESL students and technology resources available for ELLs. We will continue to outreach our feeder schools via inter-visitations and placement of ESL students who will be coming to our school. We will conduct Bilingual Task Force meetings in which members from the various departments from our school will be represented. Bilingual counseling will be available for at risk ELL students. Our Saturday Institute will help intermediate and advanced ESL students prepare for the English Comprehensive Examination. We will also help students in beginning and low intermediate levels to acquire fluency in listening, speaking, reading and writing via our after-school and Saturday tutorial programs. Parents will participate in Saturday Adult ESL classes. In addition we will offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays to our ELL students. In our continued efforts to assimilate our immigrant students to the American culture, educational trips will be planned during parts of the fall and spring semesters. This is the one of the many benefits ESL students will have while participating in this program.

In conjunction with the ESL Department, the Foreign Language Department offers Native Language Classes in Polish and Spanish. The Polish classes include Polish Literature. The Spanish program offers classes to both natives and non-natives. The program includes Advanced Placement classes in Spanish Language Skills and Spanish Literature. Language Regents are given in the target languages.

Title III at Grover Cleveland High School provides English Language Learners with supplemental instruction in a Weekday Tutoring Academy program. The instructional programs will service ELLs in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Newcomer ELLs, SIFE and long term ELLs participate in the program and are monitored. We have identified long-term ELLs ( 6 years or more) that are currently in advanced levels of ESL as needing additional reading and writing support. To that end we created a class that focuses on increasing reading and writing proficiency using Achieve 3000 and Go My Access.

Our intermediate and advanced ELLs use the Achieve 3000 program two times a week in their ESL class and through the SIFE/Long term ELL grant we will be able to immerse our students in the Achieve 3000 reading program after school /Saturday program. Also, there are tutoring opportunities for these students during the school day as well. Our SIFE population is identified through oral interviews, writing samples, Interrupted Formal Education Form, and academic history. We serve SIFE students in our school with a bilingual program and an after-school/Saturday tutorial program. These students are taught in English as a Second Language, for Spanish and Polish students, we provide the the native language component as per the CR-Part 154 mandates. Literacy skills will be taught in their native language during the extended day classes as research indicates that native language literacy contributes to faster acquisition of literacy in a second

language. Students will be taken to museums and plays in their native language. Students and parent/guardian will meet with bilingual guidance counselors during our Saturday Family Involvement Program. In order to address the needs of the whole child we will include Life Skills theme to our NLA curriculum.

Our data indicates that our long term ELLs are currently in intermediate and advanced classes but have not yet reached proficiency levels on the NYSESLAT. In our needs assessment, RNMR report, we determined that our long term ELLS would benefit from being homogenously placed to work on deficient skills. Our ELL class is concentrating on reading comprehension using the Achieve 3000 program in class afterschool.

After-School Weekday Tutoring Academy program will meet beginning in November 2010 through June 2011. There will be two sessions per week and each session will have a maximum of 15 students. Seven certified Bilingual and/or ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on literacy and math using ESL strategies to help students achieve higher scores on the NYSESLAT, and city and state assessments. Supervision and coordination will be in place throughout the duration of the program. A paraprofessional will enhance the instructional setting, facilitate the classroom teachers' needs and provide assistance during NYSESLAT/ELE testing. Supplementary materials will be provided to augment English, Native Language Arts, and Math instruction. General instructional supplies such as portable screens, chart paper, markers, and overhead transparencies, supplemental books to create libraries, dictionaries, thesauruses, and certificates of achievement will be purchased to support this program.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

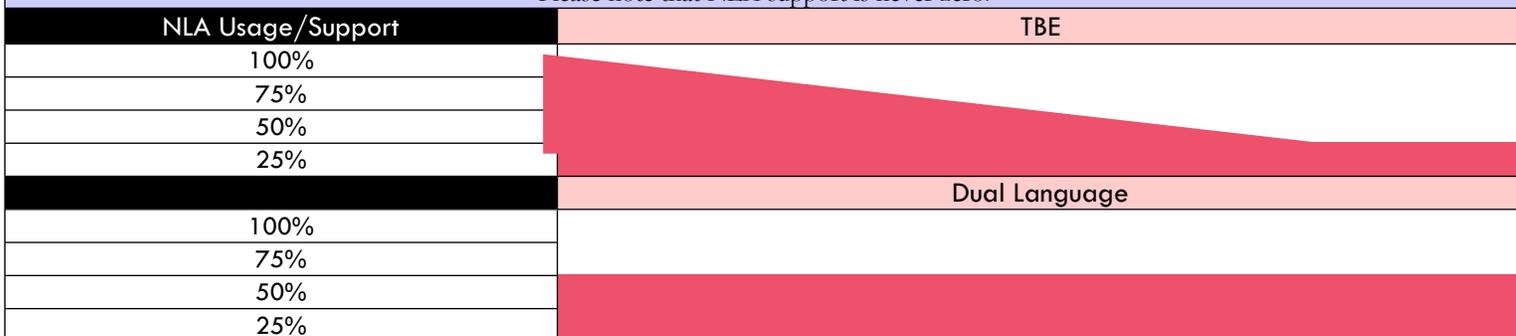
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



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

## B. 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?

ste response to questions 5-14 here

Title III, includes strong components for both students and parents which are designed to bring parents, students, and staff together in the learning process. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families will be provided under Title III. We will also conduct Teacher workshops which will focus on the new New York City Balanced Literacy, differentiation of instruction tailored for ESL students and technology resources available for ELLs. We will continue to outreach our feeder schools via inter-visitations and placement of ESL students who will be coming to our school. We will conduct Bilingual Task Force meetings in which members from the various departments from our school will be represented. Bilingual counseling will be available for at risk ELL students. Our Saturday Institute will help intermediate and advanced ESL students prepare for the English Comprehensive Examination. We will also help students in beginning and low intermediate levels to acquire fluency in listening, speaking, reading and writing via our after-school and Saturday tutorial programs. Parents will participate in Saturday Adult ESL classes. In addition we will offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays to our ELL students. In our continued efforts to assimilate our immigrant students to the American culture, educational trips will be planned during parts of the fall and spring semesters. This is the one of the many benefits ESL students will have while participating in this program.

In conjunction with the ESL Department, the Foreign Language Department offers Native Language Classes in Polish and Spanish. The Polish

classes include Polish Literature. The Spanish program offers classes to both natives and non-natives. The program includes Advanced Placement classes in Spanish Language Skills and Spanish Literature. Language Regents are given in the target languages.

Title III at Grover Cleveland High School provides English Language Learners with supplemental instruction in a Weekday Tutoring Academy program. The instructional programs will service ELLs in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Newcomer ELLs, SIFE and long term ELLs participate in the program and are monitored. Long-Term ELLs/SIFE- Through the SIFE/Long term ELL grant we will be able to immerse our students in the Achieve 3000 reading program during and through our after school /Saturday program. Also, there are tutoring opportunities for these students during the school day as well. Our SIFE population is identified through oral interviews, writing samples, Interrupted Formal Education Form, and academic history. We serve SIFE students in our school with a bilingual program and an after-school/Saturday tutorial program. These students are taught in English as a Second Language, for Spanish and Polish students, we provide the native language component as per the CR-Part 154 mandates. Literacy skills will be taught in their native language during the extended day classes as research indicates that native language literacy contributes to faster acquisition of literacy in a second language. Students will be taken to museums and plays in their native language. Students and parent/guardian will meet with bilingual guidance counselors during our Saturday Family Involvement Program. In order to address the needs of the whole child we will include Life Skills theme to our NLA curriculum.

Our data indicates that our long term ELLs are currently in intermediate and advanced classes but have not yet reached proficiency levels on the NYSESLAT. In our needs assessment, RNMR report, we determined that our long term ELLs would benefit from being homogenously placed to work on deficient skills. Our ELL class is concentrating on reading comprehension using the Achieve 3000 program in class afterschool. After-School Weekday Tutoring Academy program will meet beginning in November 2010 through June 2011. There will be two sessions per week and each session will have a maximum of 15 students. Seven certified Bilingual and/or ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on literacy and math using ESL strategies to help students achieve higher scores on the NYSESLAT, and city and state assessments. Supervision and coordination will be in place throughout the duration of the program. A paraprofessional will enhance the instructional setting, facilitate the classroom teachers' needs and provide assistance during NYSESLAT/ELE testing. Supplementary materials will be provided to augment English, Native Language Arts, and Math instruction. General instructional supplies such as portable screens, chart paper, markers, and overhead transparencies, supplemental books to create libraries, dictionaries, thesauruses, and certificates of achievement will be purchased to support this program.

## CONTENT AREA GRADES 9-12

### MATH

The performance of ELLs in the targeted content areas is of great concern at our school. Approximately 59% of the ELL students taking the mathematics exiting examination have passed the examination. Of the bilingual students taking the mathematics examination, 32.92 % have passed the examination. There is a significant difference between the passing percentages of the two populations. In Math ELLs are homogeneously grouped and all participate in Pearson's online Math XL program. In addition, ELLs are provided with tutoring clinics as well as after- school/weekend tutoring oppotuties in math.

### SCIENCE

L1- L3 Bilingual/ ESL students are assigned to four terms of Science. These students are scheduled to take the Regents in sophomore year. It appears that there is a direct correlation between the beginning- intermediate levels of ELLs and the scores attained on the Science Regents. There seems to be no consistency at the intermediate level and scores achieved on the Science Regents. However, there seems to be a direct correlation between the performance of Advanced ELLs passing the Living Environment and Earth Science Regents and the levels of language proficiency. After-school and Saturday programs will continue to be offered for all ELLs. Intervisitation and interdisciplinary meetings will continue to take place.

### ENGLISH

In this category there seems to be a direct correlation between beginning levels and the low performance scored on the English Regents After-school and Saturday programs will continue to be offered. Intervisitations and interdisciplinary meetings will continue to take place. Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum. At the intermediate level, there seems to be inconsistency in the performance of ELL on the English Regents and scores achieved on the NYSESLAT. After-school and Saturday programs will continue to be offered. Intervisitations and interdisciplinary meetings will continue to take place.

English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways

in which culture plays a role and should be integrated into the curriculum.

It seems that as the level of English proficiency on the NYSESLAT increases, particularly in the areas of listening and reading, the scores on the ELA Regents also increase. However, it appears that a prevailing weakness in writing ability is what keeps the students from reaching proficiency.

#### NATIVE LANGUAGE

In general, as L1 proficiency increases we note that the L2 increases proportionately. The implication for our LAP is that students must receive grade level academic work in their native language in order to maintain academic progress in that language which in turn develops English proficiency. ELL make up a large number of our Advanced Placement Language and Literature classes. They are exposed to college level literature and are scheduled for the AP exam given during May. Our after-school and Saturday programs will continue to be comprised of grade level instruction in the native language as well as the second language.

After-school and Saturday programs will continue to be offered in both ESL and the native language in order to increment and eventually increase the proficiency in both languages. In general, the majority of advanced ELLs scored at the highest levels on the ELE and Spanish LAB. After-school and Saturday programs will continue to be offered for this population which has reached advanced proficiency. Students who have reached an advanced proficiency need tutoring tailored and focused on the writing skills in order for them to become proficient.'

#### SOCIAL STUDIES

There seems to be a direct correlation between beginning levels and the low scores attained on the Social Studies Regents. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place. There seems to be no correlation at the Intermediate level between level of English proficiency and the scores attained on the Regents. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place. At this level, there seems to be a direct correlation between those students who are successful on the Social Studies Regents and students who achieve an Advanced level on the NYSESLAT. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place.

The ESL / Social Studies departments are committed to interdisciplinary cooperation and collaboration. The study of English is best accomplished through content area instruction where language acquisition is taught and fostered through academic language. We are one of the first schools to embark in an ESL/Social Studies pilot program. This program is comprised of a double period instruction with one ESL teacher and one Social Studies teacher delivering content using ESL methodology.

As documented, our ESL population has access to all school programs, materials, technology and opportunities. Over 90% of the ESL classrooms are equipped with SMART technology. ELLs partake in our yearly multicultural festival, concerts and school educational trips. Our ELLs are members of our Bridge building club. ELLs students have taken part in various national competitions and they have received top awards and commendations.

This new school year 2010-11, we have the first Ninth Grade Academy. In the academy we have included ESL/Bilingual students. The ESL classes are small in number and the students follow a block program. Students also receive the mandated native language component. Classes are taught in content using ESL methodology. ( see description above).

### C. 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)?

N/A

Paste response to questions 1-5 here

#### D. 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.

Paste response to questions 1-3 here

Grover Cleveland High School's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, Office of ELLs, BETAC, Achieve 3000, Go my Access, ESL/Bilingual Coordinator and teachers.

ESL Assistant Principals, Content area Assistant Principals, Bilingual and Native Language teachers and guidance counselors will receive professional development in order to support our ELL population. Teachers will receive professional development through department meetings, study groups, outside resources. Also, teachers will attend workshops, the NYSABE conference, Advance Placement College Board training sessions, BETAC conferences, Achieve 3000 training and other professional organization meetings; they will turnkey the professional development to the school staff during in-house professional development workshops.

The Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners and ensure all students are fully engaged in lessons. Teachers will work to create an interdisciplinary curriculum encompassing content area instruction with ESL / Bilingual strategies and activities. Interdepartmental study groups will meet to discuss curriculum, assessment and overall student progress with the focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, turn key teachers, ESL/Bilingual Coordinator and ESL/Bilingual/ Native Language teachers and other outside sources.

Teachers working in the supplementary instructional program will attend 4 sessions of professional development after-school.

Quantity & Hours Purpose of session

Four one-hour sessions: • Goal setting study groups, curriculum writing, articulation and modification.

Two one-hour sessions: • Best practices and Differentiated Instruction

One two-hour professional development session: • Devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT/ ELA Regents.

Two one hour professional development sessions: • Devoted to technology based instructional strategies to develop and enhance ELL students' skills that will prepare them for the demands of a high tech global society and Achieve3000 software training.

Teachers are provided professional development opportunities through the office of ELLs, BETAC, Achieve 3000, interdisciplinary in house. Teachers working in the supplementary instructional program will attend the NYSABE weekend Conference and serve as turnkey for ESL\Bilingual Foreign Language department.

Grover Cleveland's bilingual content area classes are comprised of three levels: beginners, intermediate, and advanced students. It is our goal to have content area teachers informed of the NYSESLAT level of proficiency in each of their respective classes at the onset of each semester.

While keeping these criteria in mind, the teacher will make the necessary adaptation to their instruction to address the students' linguistic differences. For example, the teacher can have three different activities prepared to address each level within the same lesson. For the beginning levels, the activity should engage the student mostly in the native language; at the intermediate level students should be less engaged in the native language; at the advanced level students should be almost entirely engaged in the English language. All three levels,

however, will come together in every lesson by having a summary in English.

ELL/ differentiation of instruction training for all staff is held through departmental professional development meetings, and specific teacher professional development days during the academic year. Content area teachers are also scheduled to attend outside professional development sessions and workshops.

### E. 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?

Paste response to questions 1-4 here

ELL parent orientations will be ongoing and based on new entry placements. ELL parents will be part of the all school orientations where a myriad of topics are explained and discussed; such as, graduation requirements, school policy and procedure and support programs. For ELL parents these orientations will be held in a separate location and in the parent's target language. Forms and information will be distributed in the parent's target language as well. Under Title III, ELL parents will be provided with ESL and technology classes. Parent English/technology classes will be held on Saturdays during our spring semester. Parents will be invited to be a part of our end of semester award ceremony. All classes will be taught by certified Bilingual/ESL/FL teachers. The Saturday Instructional Academy will be held between 9:00 a.m. and 12:00 p.m. from February 2010 through June 2010.

The ESL/Foreign Language department, parent coordinator/counselor and the Assistant Principal will also conduct workshops in the following areas: Orientation in ESL Learning Standards, Daedalus ( student information application), ARIS and NYSESLAT assessment, graduation and College requirements, housing, asthma, health and nutrition, stress management, teenager behavior patterns and others. Parents are notified of programs and services provided via written notification. All letters are translated into target languages with the assistance of our Bilingual staff and Parent Coordinator. Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator, Bilingual/ESL teachers, and/or administrators. Parents are invited to collaborate and participate in our Multicultural Festivals, Concerts and all ESL educational outings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										55	62	29	16	162

Intermediate(I)										43	88	49	53	233
Advanced (A)										20	35	28	31	114
Total	0	0	0	0	0	0	0	0	0	118	185	106	100	509

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										24	40	19	6
	I										28	52	33	42
	A										35	46	25	22
	P										31	47	29	30
READING/WRITING	B										48	46	19	10
	I										47	101	56	57
	A										22	36	29	30
	P										1	2	2	3

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3					0	
4					0	
5					0	
6					0	
7					0	
8					0	
NYSAA Bilingual Spe Ed					0	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	33	32	21	20
Math <u>MXRA</u>	7	37	4	11
Math <u>MXRE</u>	111	124	66	42
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	10	3	8	3
Living Environment	70	145	30	81
Physics	0	0	0	0
Global History and Geography	77	147	52	82
US History and Government	30	49	24	38
Foreign Language				
Other				
Other				
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)	70	35	32	41				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The assessment analyses are taken from the most recent NYSESLAT results for the school (use the ATS roster exam report for your school for information). (2010)

When analysing the LAB-R data we find that there is no pattern that emerges based on grade level. The pattern we do observe is that the English proficiency level is based on the students previous English language exposure, schooling and/or time in the country. We observe that students coming from countries where English is taught in the schools more regularly or where English is a second language in that country, perform at the higher levels of language proficiency on the LAB-R.

In reviewing the results in the four modalities (listening, speaking, reading and writing) we are observing a pattern across levels and grades is low proficiency in writing. This pattern indicates the need to increase proficiency in writing and reading. We observe, at the beginner levels that listening skills are contributing to the low performance as well. In the intermediate we also see a tendency to low scores on the reading modality. In order to address the needs of our ELLs, as indicated by the data, we are currently offering during school, after-school tutoring and Saturday instructional classes. Our focus continues to be on writing across the curriculum. We infused the Achieve 3000 on-line reading program into the ESL classrooms to meet student needs in reading. To address the writing deficiencies we are also infusing the on-line writing program Go My Access. An Achieve 3000 inquiry team is dedicated to collaborative analysis of student progress as to inform instruction and prepare them for the rigor of the NYSESLAT, ELA exams.

**ELL PERIODIC ASSESSMENT**

This was the first year that we administered the ELL Periodic assessment . We administered the test to our beginner and intermediate ELLs. A total of 195 students were tested. In reviewing the data we found that 29.17% of the students tested below standards and 70.83% at or above standards. The breakdown is as follows: 11 students(5.6%) scored at the 0-25% range, 106 (54.36%) scored at the 26-50%, 61(31.78%) SCORED AT THE 51-75% RANGE, 17(8.72%) SCORED AT THE 76-100% range. In reviewing the data we were able to confirm that students at the intermediate level of language acquisition experience the L2 stall. We identify reading and writing specifically in this stall period. Individual student data is reviewed in order to make informed decisions to guide instruction. In some cases we have made level changes in order to meet student needs as determined by the assessment and teacher input( specifically with the above standard group). We look forward to the next assessment period in order to see the areas of improvement and what further instructional support is needed.

The performance of ELLs in the targeted content areas is of great concern at our school.

## CONTENT AREA GRADES 9-12

The performance of ELLS in the targeted content areas is of great concern at our school.

According to the above data approximately 59% of the ELL students taking the mathematics exiting examination have passed the examination. Of the bilingual students taking the mathematics examination, 32.92 % have passed the examination. There is a significant difference between the passing percentages of the two populations.

### SCIENCE

L1- L3 Bilingual/ ESL students are assigned to four terms of Science. These students are scheduled to take the Regents in sophomore year. It appears that there is a direct correlation between the beginning- intermediate levels of ELLs and the scores attained on the Science Regents. There seems to be no consistency at the intermediate level and scores achieved on the Science Regents. However, there seems to be a direct correlation between the performance of Advanced ELLs passing the Living Environment and Earth Science Regents and the levels of language proficiency. After-school and Saturday programs will continue to be offered for all ELLs. Intervisitation and interdisciplinary meetings will continue to take place.

### ENGLISH

There seems to be a direct correlation between beginning levels and the low performance scored on the English Regents After-school and Saturday programs will continue to be offered. Intervisitations and interdisciplinary meetings will continue to take place. Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum.

At the intermediate level, there seems to be inconsistency in the performance of ELL on the English Regents and scores achieved on the NYSESLAT. After-school and Saturday programs will continue to be offered. Intervisitations and interdisciplinary meetings will continue to take place. Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum.

It seems that as the level of English proficiency on the NYSESLAT increases, particularly in the areas of listening and reading, the scores on the ELA Regents also increase. However, it appears that a prevailing weakness in writing ability is what keeps the students from reaching proficiency.

### NATIVE LANGUAGE

In general, as L1 proficiency increases we note that the L2 increases proportionately. The implication for our LAP is that students must receive grade level academic work in their native language in order to maintain academic progress in that language which in turn develops English proficiency. To this purpose our after-school and Saturday programs will continue to be comprised of grade level instruction in the native language as well as the second language.

After-school and Saturday programs will continue to be offered in both ESL and the native language in order to increment and eventually increase the proficiency in both languages. In general, the majority of advanced ELLs scored at the highest levels on the ELE and Spanish LAB. After-school and Saturday programs will continue to be offered for this population which has reached advanced proficiency. Students who have reached an advanced proficiency need tutoring tailored and focused on the writing skills in order for them to become proficient.'

### SOCIAL STUDIES

There seems to be a direct correlation between beginning levels and the low scores attained on the Social Studies Regents. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place. There seems to be no correlation at the Intermediate level between level of English proficiency and the scores attained on the Regents. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place. At this level, there seems to be a direct correlation between those students who are successful on the Social Studies Regents and students who achieve an Advanced level on the NYSESLAT. After-school and Saturday programs will continue to be offered. Intervisitation and interdisciplinary meetings will continue to take place.

The ESL / Social Studies departments are committed to interdisciplinary cooperation and collaboration. The study of English is best accomplished through content area instruction where language acquisition is taught and fostered through academic language. We are one of the first schools to embark in an ESL/Social Studies pilot program. This program is comprised of a double period instruction with one ESL teacher and one Social Studies teacher delivering content using ESL methodology.

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Our ELLs participate in our open house days and participate in all school fuctions: Winter Wonderland, Multicultural Festival, Open-Mike Poetry, Spring musical and in-hose theratre productions. Our new comer ELLs are also participating in all the activities provided by our Ninth Grade Academy.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		