



# **LIBERATION DIPLOMA PLUS HIGH SCHOOL**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 21K728**

**ADDRESS: 2865 WEST 19<sup>TH</sup> STREET, BROOKLYN, NY 11224**

**TELEPHONE: (718) 946-6812**

**FAX: (718) 946-6825**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 21K728      **SCHOOL NAME:** LIBERATION DIPLOMA PLUS HS

**DISTRICT:** 21      **SSO NAME/NETWORK #:** EMPOWERMENT #16

**SCHOOL ADDRESS:** 2865 WEST 19<sup>TH</sup> STREET, BROOKLYN, NY 11224

**SCHOOL TELEPHONE:** (718) 946-6812      **FAX:** (718) 946-6825

**SCHOOL CONTACT PERSON:** APRIL LEONG      **EMAIL ADDRESS:** ALEONG@SCHOOLS.NYC.GOV

**POSITION/TITLE:**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

RICHARD DOUGLIN

**PRINCIPAL**

APRIL LEONG

**UFT CHAPTER LEADER**

JOHN POWERS

**PARENTS' ASSOCIATION  
PRESIDENT**

JANICE WRIGHT

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

TASHAWNA JONES, STEVEN COOPER

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

MS. DIMOLA

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

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
APRIL LEONG	*Principal or Designee	
JOHN POWERS	*UFT Chapter Chairperson or Designee	
JANICE WRIGHT	*PA/PTA President or Designated Co-President	
MARIA MATOS	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
RAMAL MALLORY	DC 37 Representative, if applicable	
TASHAWNA JONES	Student Representative, if applicable	
STEVEN COOPER	Student Representative, if applicable	
CARA KENIEN	CAMBA/CBO Representative	
ALBERT NICKERSON	Teacher	
RICHARD DOUGLIN	Teacher/SLT Chair	
ALI KING	PARENT	
ANITA CRUZ	PARENT	
JULIA DANIELY	PARENT	

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Liberation Diploma Plus High School is a new transfer school that opened in September 2007. What is especially distinctive about our high school is not only the fact that we serve students who are considered to be overage and under-credited in the traditional high school setting, but it is also the mission of LDPHS that speaks to how we are distinctive from other transfer schools. The school symbol is that of the Sankofa bird. Sankofa is an Akan word that means, "We must go back and learn our past to understand who we are today; thereby empowering ourselves to move forward," or "We must go back in order to come through." This "sankofan" concept is our school mantra. Our students must be able to go back and analyze the factors, both external and internal, that caused them to make poor/uninformed choices. We work students through their journey back and provide them the support and avenues to move forward. In moving forward students acquire the awareness that there are consequences to the choices they make. Consequently, staff, students, and their families create a climate where students cultivate the skills needed to evaluate their options so they can make informed, appropriate choices. Our teaching/counseling staff provides academically challenging and socially supportive educational environments to meet the needs of all our students. These nurturing surroundings engage and thus enable students to succeed so that they may reach their goals. Our charge is not to educate and exile, but to educate and liberate. Our mission is to develop the whole student, academically, socially, and emotionally not only from the point from where they are but also from where they were and where they plan to go. Additional distinctive factors are as follows:

- We are also a Diploma Plus School. Diploma Plus (DP) is a Transfer School model started in Massachusetts in which student progress is evaluated through a performance-based system. The Diploma Plus model uses a competency-based grading system and developmental Phases (foundation, presentation and plus) to shape instruction, assess student learning and specify what students need to learn in order to graduate from high school. The DP Competencies emphasize habits of mind and the critical thinking skills that students need to show growth and mastery as they develop content knowledge in New York State Standards across the curriculum. To fully employ a competency-based system, DP schools and teachers must depart from traditional grading systems to a more authentic, project-based system that can be individualized to each student.
- In line with the DP Model, we are incorporating Gateway portfolios to serve as the method of assessment. The portfolio system is an effective tool to create the integrated, relevant, project-based learning environment found to be highly motivational and effective with the Transfer School population. Portfolio assessments measure a student's grasp of concepts over time. Portfolios enhance the assessment process because they help reveal a range of skills and understandings. A portfolio provides a more valuable form of assessment because it helps students, teachers, and parents reflect on the student's progress throughout the academic years- thus creating a "holistic" understanding of the learner. Portfolios are the best assessment tools for a student who is graded using the competency-based system because they capture and measure the process and habits of good learners in addition to the acquisition of content knowledge.
- LDPHS is a Learn to Work site. This program is funded through the Office of Multiple Pathways and provides academic support, career and educational exploration, work preparation, skills development, and internships.

- As a D.P. school, we are a portfolio-based school fortunate enough to receive Gates funding to provide us with on-site coach support and additional capacity to design our own assessment. Our DP coach visits our school once a week and attends our department meetings wherein we write, create, and discuss curriculum scope and sequence. Our coach also meets with teachers individually upon request so that he may offer optimal support.
- We have assisted Diploma Plus in developing DP.Net, a web-based system, to support this process of collecting and sharing data on student performance in competency based instruction. DP.Net also allows teachers to share with other teachers across the DP network nationwide.
- Youth development is strongly incorporated in our school culture. All students attend advisory class twice a week, Our Learn to work counselors/advisors lead the advisory classes and assist students in their emotional and social growth.
- We are partnered with Medgar Evers College to assist in exposing our students to college at the point of entry. Medgar Evers has created a pilot Rites of Passage program for a group of male students and a group of female students. The Rites of Passage program allows students to receive more intense youth development support, get acquainted with college life, sit in on college courses, learn about financial aid etc.
- We have weekly case conferencing meetings that involve the entire staff. We discuss students, share strategies and create individual plans of success for our students.
- Horizons Academy has partnered with us to offer low income students free SAT preparation. Students who participate are automatically offered a summer youth position.
- In order to provide our students as many opportunities as possible to gain credit, we operate in trimesters and offer PM school. Students are also able to go to summer school to recover credits for failed classes.
- Intake Process involves an interview with the student and parent/guardian. During this interview we gather information on the student and the family that assists us in creating immediate plans of action for individual students.
- Based on past experiences with poor DOE/CBO collaborations, LDPHS was intentionally designed to start off with a strong DOE/CBO collaboration. Our CBO (CAMBA) is part of all large staff developments, we meet together as a school for case conferencing, CAMBA is part of the decision making process, and we don't allow students, parents or visitors to see us as two entities. We are all Liberation Diploma Plus High School.
- Our advisors and counselors perform home visits to students who are chronically late or absent. In many cases the home visits gave students and families the extra encouragement they needed to get back on track.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT						
<b>School Name:</b>	LIBERATION DIPLOMA PLUS HIGH SCHOOL					
<b>District:</b>	21	<b>DBN #:</b>	K728	<b>School BEDS Code #:</b>	33210010728	

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					N/A	N/A	167		
Kindergarten				<b>Student Mobility:</b>					
Grade 1				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 2					N/A	N/A	0		
Grade 3				<b>Eligible for Free Lunch:</b>					
Grade 4				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 5					N/A	N/A	79%		
Grade 6				<b>Students in Temporary Housing:</b>					
Grade 7				(Total Number as of June 30)	2006	2007	2008		
Grade 8					N/A	N/A	1		
Grade 9	N/A	63	18	<b>Recent Immigrants:</b>					
Grade 10	N/A	80	53	(Total Number as of October 31)	2006	2007	2008		
Grade 11	N/A	22	51		N/A	0	0		
Grade 12	N/A	0	51	<b>Suspensions:</b>					
Ungraded Elementary				(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Ungraded Secondary					N/A	0	0		
Total	N/A	164	173	Principal Suspensions	N/A	N/A	2		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	N/A	0	0		N/A	N/A	2		
No. in Collaborative Team Teaching (CTT) Classes	N/A	0	0						

UPDATED – OCTOBER 2008

DEMOGRAPHICS							
Number all others	N/A	18	17	Superintendent Suspensions	N/A	N/A	2
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	N/A	0	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	N/A	0	0				
# receiving ESL services only	N/A	0	0	<b>Number of Staff:</b>			
# ELLs with IEPs	N/A	1	1	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	N/A	10	10
				Number of Administrators and Other Professionals	N/A	4	5
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	N/A	2	2
	N/A	167	174				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	N/A	100	90
American Indian or Alaska Native	N/A	0	0	Percent more than two years teaching in this school	N/A	N/A	N/A
Black or African American	N/A	50.9	47.67	Percent more than five years teaching anywhere	N/A	60	90
Hispanic or Latino	N/A	31.5	27.91				
Asian or Native Hawaiian/Other Pacific Isl.	N/A	3	5.81	Percent Masters Degree or higher	N/A	70	80
White	N/A	14.6	18.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	N/A	100	100
Multi-racial	N/A						
<b>Male</b>	N/A	60	53.49				
<b>Female</b>	N/A	40	46.51				

**2008-09 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

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

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
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<b>Overall NCLB/SED Accountability Status (2007-08):</b>	<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

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

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

### What student performance trends can you identify?

This is an alternative high school that serves overage and under-credited students. The school is in its second year of existence. The students enter the school with deficiencies in credit earned, exams passed and poor attendance history. In addition, the vast majority of our student populations are classified as economically disadvantaged.

#### - Credits Earned

At the end of the first year, 65% of the students were promoted. On average, students entered Liberation with an average of 11.39 credits earned from their prior years in high school(s). Within one year at Liberation the average credits earned per student was 14.08 credits.

Credits Earned	Average Credits Earned prior to Entering Liberation	Average Credits Earned One Year After Entering Liberation
Average	11.39	14.08

#### - Performance on Regents

##### Exams

The table below identifies the trend in Regents performance of students

Subject	Regents Average Prior to Attending Liberation	Regents Average at Liberation
ELA	63	68
MATH	59	60
SCI	60	64
SS	57	65
US Hist	57	58

Students enter Liberation with average Regents scores of 60% in ELA, 59% in Math, 60% in Science, 57% in Social Studies, and 57% in Social Studies. After one year at Liberation, the average Regents scores for students are 68% in ELA, 60% in Math, 64% in Science, 65% in Social Studies, and 58% in Global Studies.

### What have been the greatest accomplishments over the last couple of years?

Liberation Diploma Plus HS has a welcoming atmosphere. Staff and students are respectful and friendly. There is a sense of community in the school that we will continue to emphasize through building wide activities. All occupants of the building (administration, staff and students) contribute to the positive school climate that prevails. Our advisors and counselors perform home visits to students who are chronically late or absent. In many cases the home visits gave students and families the extra encouragement they needed to get back on track.

Our advisory classes have been an integral piece of our school culture that has contributed to the development of positive peer and adult-student relationships. We have implemented an advisory structure that serves all students. Regular advisory sessions are scheduled, and provide a setting in which students develop connections to a key adult who holds high expectations for them, monitors their academic progress, and helps them navigate through high school and prepare for post-secondary education and careers. Our advisory classes address youth leadership, self-determination/perseverance, mutual respect, and the ability to resolve disputes (as well as other topics).

Our first parent teacher conferencing was a tremendous success not only for a first year school but also as a transfer school. We saw a total of 101 parents/guardians. Parents were very happy with our constant outreach efforts and support informing them of students' attendance, academic issues, as well as socio-emotional issues. Parents/guardians continue to be very supportive in assisting us with our school wide celebrations and activities, i.e. Parent Appreciation Night, Awards Ceremonies, School Spirit Activities, etc.

The school diligently works on improving students' attendance. The table below indicates the annual change in attendance for students before (Between 2005-06 and 2006-07) and after (Between 2006-07 and 2007-08) their admittance to Liberation HS.

Attendance Change	Between 2005-06 and 2006-07	Between 2006-07 and 2007-08
Average	-3	15

As the chart indicates, there was an 18% improvement in student attendance. Our greatest accomplishments this year would be found in a number of students who were not going to school or succeeding in their previous environments are doing well here. A few students have been recognized for 100 percent attendance. In addition, a total of 15 students, out of 47 students in the 4 year cohort, earned a high school diploma since the school opened in September 2007.

**- What are the most significant aids or barriers to the school's continuous improvement?**

One of the biggest barriers that we face are the metrics that are being applied to transfer high schools, which do not take into consideration that alternative schools have a limited time during which to achieve the same standards as in regular high schools. The students show improvements in attendance and in academics since their entrance to our school, but the 4 year cohort requirements are not reflective of the work that the school puts forward. Other Barriers we encounter are those that are typical with our population. The age factor and other family obligations our students face make it difficult for them to remain consistent in school. The family obligations of some of our older students are very salient as many of our students are from economically disadvantaged families and are required take more responsibilities in their homes. We are constantly meeting with students and parents trying to come up with ways in which we can support them. Being a very small school can be challenging because of the lack of resources and staff.

In addition, the provided accountability tools by the city and the state do not coexist as one whole system that allows us to track performance and history of the students using one software application. In order to access the pertinent student information needed to analyze student progress, the school must manipulate information from multiple sources. Liberation created a data system that allows the administration and the staff to address students' needs in a timely fashion and differentiate instruction. We are continuously improving our ability to use data to inform instruction and set measurable objectives.

In year one we saw a total of 100 parents/guardians attend our first open school night and noticed a decline of 50% in year two. We contacted many parents and spoke to students in regard to the reasons why they did not attend. Many parents reported that work schedules or younger children prevented them from being able to attend open school night this year. While many students expressed their parents said they would depend on the school contacting them if there were any "problems." In a school only in its second year of development we are very eager for parent support and feedback as we continue to shape the culture of our school. The challenge of serving students in a transfer school is that our students are older in age and parents tend to express that their children are old enough to make their own decisions and thereby are more reluctant to consistently stay involved in the school.

Despite these difficulties, the school has several assets that will allow us to continue to provide high quality education to our students. Liberation has a dedicated staff and 100% of our teachers are highly qualified. We are also a Diploma Plus School. Diploma Plus (DP) is a Transfer School model started in Massachusetts in which student progress is evaluated through a performance-based system.

The Diploma Plus model uses a competency-based grading system and developmental Phases (foundation, presentation and plus) to shape instruction, assess student learning and specify what students need to learn in order to graduate from high school. The DP Competencies emphasize habits of mind and the critical thinking skills that students need to show growth and mastery as they develop content knowledge in New York State Standards across the curriculum. To fully employ a competency-based system, DP schools and teachers must depart from traditional grading systems to a more authentic, project-based system that can be individualized to each student.

In line with the DP Model, we are incorporating Gateway portfolios to serve as the method of assessment. The portfolio system is an effective tool to create the integrated, relevant, project-based learning environment found to be highly motivational and effective with the Transfer School population. Portfolio assessments measure a student's grasp of concepts over time. Portfolios enhance the assessment process because they help reveal a range of skills and understandings. A portfolio provides a more valuable form of assessment because it helps students, teachers, and parents reflect on the student's progress throughout the academic years- thus creating a "holistic" understanding of the learner. Portfolios are the best assessment tools for a student who is graded using the competency-based system because they capture and measure the process and habits of good learners in addition to the acquisition of content knowledge.

As a DP School, our teachers also receive continuous professional development and mentoring in the utilization of the Diploma Plus Model. Teachers meet with the Diploma Plus coach weekly to work on curriculum development and utilization of authentic assessments. In addition, teachers attend the intensive Diploma Plus Institute where they were introduced to curriculum writing and implementation of the Diploma Plus Model. The development of lesson plans is based on the Diploma Plus Template which uses competencies to assess student growth.

We also have weekly case conferencing meetings that involve the entire staff. We discuss students, share strategies and create individual plans of success for our students.

Liberation HS also partners with Medgar Evers College, and plans to forge relationships with other colleges, to introduce our students to higher education and provide mentoring as a means to encourage students to accumulate credits, pass examinations, and graduate high school and apply to college. For instance, Liberation HS has students who participate in the College Now program at Medgar Evers, which offers students a chance to earn high school and/or college courses while attending a college campus.

Medgar Evers College also provides mentoring programs (the Male Empowerment and the Female Empowerment groups) that are specifically beneficial to the economically disadvantaged high school students. The empowerment program is designed targets disadvantaged students to help them realize that they have choices and the power to control their future in a positive way. One way in which they do this is to present college to them as a realistic possibility and strive to graduate from high school.

Liberation also provides other services that are geared towards preparing students for college. As a Diploma Plus school, Liberation HS mandates all students to participate in post secondary preparation before they graduate. Students are exposed to college at point of entry. In addition, students in the

'Plus Phase' are scheduled in Advisory classes which focuses on students choosing colleges to which to apply, completing college applications, and applying for financial Aid and going on college trips.

These activities are designed to motivate at-risk, economically disadvantaged, students to succeed in high school and attend and graduate from college. Majority of our student population are from economically disadvantaged families and come from neighborhoods in which they have a lower level of exposure to college than students from more economically prosperous families or neighborhoods. The constant exposure of our students to college through a combination of mentoring, College Now, college trips and advisory is very valuable to our student population. These programs are designed to motivate students to accumulate credits, pass examinations, and apply to and achieve success in post secondary institutions. Liberation HS plans to continue these programs and eventually enter more partnerships with post secondary institutions as a means of helping our students achieve academic success.

Another important piece of our Diploma Plus model is developing a cultural responsive environment. The role of cultural responsiveness in our school is to promote equity and increase greater access to opportunities, goods and services for all within the community and beyond. We are developing a school culture that explores, respects and responds to the race, ethnicity, sexual orientation, gender-identity, religious beliefs, class, physical and mental ability, language, etc. of all those that interact within our school community. Our teachers have responded to this call and have developed social justice classes, and are investigating other culturally responsive materials to incorporate in their classes. LGBT organizations have come in to work with our students, we are partnering with a CBO to assist in running our LGBT groups and a number of our staff has attended workshops on teaching tolerance. Furthermore, our staff is committed to learning and responding to personal and group identities and cultures of our students. In order to fully accomplish we are structuring opportunities to build knowledge, skills, and awareness of issues of diversity, cultural responsiveness and their implications for teaching and learning; and we are providing experiences for staff to explore their own notions of the impact of group identity and privilege.

## 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 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **- Improve average ELA Regents scores**

Liberation HS will pursue the goal of improving literacy through a rigorous instructional program that will enable students to increase their competency in the English language Arts (ELA). The focus of the school will be to improve average Regents scores in ELA by 2% by the end of the 2008-2009 school year. The target population for this goal consists of all students, grades 9 -12, who are scheduled to take the Regents Exams during this school year. This includes students who are retaking the exam to improve their scores, as well as students who are taking the exam for the first time.

One instructional strategy that the school will employ is identifying students in need of AIS in ELA. Students will be identified based on their previous performance on standardized ELA exams, and their academic records from their regular classes. These students will attend the mandated AIS periods, in addition to their regular schedule, during which instruction will be delivered using a combination of small group and individualized instruction. The teachers will also use sustained reading and facilitating with targeted literacy skills tactics (7 Habits of Effective Readers). In addition, teachers will utilize essay templates for formal, organized writing. Regents/RCT application exercises will also be taught.

During the AIS periods, instruction will be differentiated according to individual student needs. The ELA teachers will use data collected on the students, from the Inquiry Team, to design the instructional program for the students. For instance, for students who are scheduled to retake the ELA Regents examination, information will be provided that outlines how the student performed on each section of the exam. This will allow teachers to differentiate instruction for these students based on their prior performance on each of the skill sets measured in each component of the ELA exam.

In addition, students who have not been identified as needing AIS in ELA, but are still required to sit the exam, will receive the instruction that they need in their regular ELA classes for which they are scheduled on their regular academic programs. The English curriculum used in liberation HS is created using 'backwards design,' therefore, the courses are written based on the competencies that are aligned with New York State Standards for ELA. This includes all the skills in which the students must show proficiency on the Regents examination such as listening, reading comprehensions, and using a critical lens to interpret text.

### **- Improve Math Regents scores**

Liberation HS will strive to provide students with an intensive high quality education in mathematics. The goal of the school is to use data to inform instruction and school wide initiatives to ensure that at least 50% of the K Cohort who graduate in during the 2008-2009 school year will score 65% or higher on the Math Regents. The target population for this goal consists of all students who are in the K

Cohort who will graduate during the 2008-2009 school year. This includes students who are retaking the exam to improve their scores, as well as students who are taking the exam for the first time.

The major strategy will be to identify students who are in need of AIS services in mathematics. This group of students will include students who performed below standard in standardized mathematics examinations and students who are doing poorly in their mathematics classes. These students will be mandated to attend AIS classes, in addition to the regular mathematics classes on their programs. Individualized tutoring will be the main methods of delivery of service used during AIS period. The resources that will be used include worksheets from Jmap, and edhelper.com, the Algebra Guide, and RCT Prep textbooks and Interactive programs such as Brainpop.com.

During the AIS periods, instruction will be differentiated according to individual student needs. The Mathematics teachers will use data collected on the students, from the Inquiry Team, to design the instructional program for the students. One major factor that will be considered in differentiating mathematics instruction is the type mathematics examination for which the student is being prepared. Students taking the Algebra examination in June will be given different resources and materials than students who will be sitting for the final offering of the Math A examination in January.

Teachers will also analyze students' previous Regents examinations and identify topics and competencies in which students require help. This will allow teachers to differentiate instruction for these students based on their prior performance on each of the topics and skill sets.

Besides placing students in AIS, some students, whose records show that they had minimal or no success in high school mathematics, are placed in 2 math classes (1 foundation class in the morning, and 1 presentation class in the afternoon) on their regular schedules. Other students are given 1 mathematics class during the regular school day, and 1 in PM school. This allows these foundation level students to acquire the basic mathematics skills in one class, while they are developing presentation level competencies in the other class. Therefore, they will be better prepared to take the Regents examination in mathematics.

In addition, students who have not been identified as needing AIS in Math, but are still required to sit the exam, will receive the instruction that they need in their regular Math classes for which they are scheduled on their regular academic programs. The Mathematics curriculum used in liberation HS is created using 'backwards design,' therefore, the courses are written based on the competencies that are aligned with New York State Standards for Mathematics. This includes all the topics and competencies in which the students must show proficiency on the mathematics Regents examinations such as applying Pythagorean Theorem, graphing, solving and writing equations, and interpreting and answering word problems.

#### **- Improve Accumulation of Credits**

Liberation HS is a transfer school that serves a population of over aged and under-credited students who are mostly economically disadvantaged. On October 31, 2007, we had 79% of our student population being eligible for free or reduced lunch. Therefore, improving credit accumulation is one of the main goals that we aim to accomplish. The school will Use data to inform instruction and school wide initiatives to ensure that at least 70% of the 11<sup>th</sup> graders who attend liberation for 2 or 3 terms during the 2008-2009 school year will accumulate at least 32 credits and be promoted to the 12<sup>th</sup> grade by June 2009. The Target Population for improving credit accumulation consists of eleventh grade students who are over aged and under-credited. This includes students in all cohorts in the school.

In order to accomplish this goal, the school uses a combination of several programs such as PM school, independent study courses, and summer school. There are also other ongoing programs

which are designed to help students to balance their social emotional development and their academic goals. These programs include AIS, case conferencing, advisory, Inquiry Team and collaborations with CBOs and colleges.

Students who are deficient in credits earned are offered PM classes in addition to their, full, regular schedules. PM School is also offered in subjects for which there are not sufficient seats in classes offered during the standard school day. This ensures that students are able to take the specific classes that they need to fulfill their graduation requirements. Classes that are needed are identified by the guidance counselor and the program chair. PM classes are assigned twice per year as needed (first in September, and second, in late February).

Summer School is offered to all students. Both credit recovery and newly assigned courses are offered during the summer. Courses that are needed are identified by the guidance counselor and the program chair. Classes are assigned for the months of July and August. Students are able to take newly assigned and/or credit recovery courses.

Independent Study will also be implemented each term and will be supervised by the independent study coordinator. Courses are created using a combination of New York City Department of Education approved educational courseware and course work designed by our teachers or the district. Credits will be awarded for each course after the student successfully completes the required hours and assignments in the course.

There is also periodic review of student grades on midterm progress reports and end of term report cards to identify students who are in danger of failing courses. The administration in collaboration with the Inquiry team and the career advisors analyze student performance and advisors conference with students to create Individualized Learning Plans (ILPs). Student ILPs contain both academic and social-emotional goals that are set by the student with the assistance of the career advisor.

All teachers and advisors attend weekly Case conferencing. Case conferencing is used to share collect and share information about students' academic strengths and weaknesses; and used this information to place them in the appropriate classes and provide academic intervention when necessary. This case conferencing time also allowed teachers to share best practice scenarios and student recommendations which led to the creation of our ILPs.

Besides helping students to write ILPs, advisors also conduct advisory classes 2 periods per week. The advisory period is instrumental in helping to improve credit accumulation. The curriculum was created by our advisors with the assistance of Educators for Social Responsibility and was designed specific to our population. Advisory classes are also designed to assist students in keeping track with graduation requirements.

The parent coordinator is also instrumental in helping to keep parents informed when students are having academic difficulty. The parent coordinator communicates with the Inquiry Team in respect to students' academic progress, and sends periodic updates to parents between marking periods.

#### **- Increase Parental Involvement**

Members of our SLT evaluated the school's Learning Environment Survey for 2007-2008. In their findings they realized that there was a response indicating that 25% of parents selected the option of PTA meetings to receive information about their children. The SLT looked at the PTA sign in sheets of the past and also realized that there was only a consistent participation rate of four out of 167 (2 %) parents/families. Members of the SLT discussed the importance of more parental involvement at PTA meetings and in the school at large.

The school has set a goal of double parent involvement in PTA meetings and school events from 2% to 4% by June 2009. The school will employ a number of strategies to accomplish this goal. Strategies include, but are not limited to, student incentives (for parents who participate), parent incentives such as tickets to various activities, prizes and awards. Parents will also be encouraged to attend student award ceremonies, holiday shows, family nights, and parent appreciation ceremonies. In addition to parents attending functions, parents will be asked to volunteer their services at school events.

The parent coordinator will work alongside members of the PTA and SLT to produce parent newsletters that will inform parents of all activities. The newsletter will also include upcoming workshops designed for parents on topics such as college applications, health and fitness, and parenting skills. The newsletter will also include reminders and updates designed to encourage parents to attend all PTA meetings to voice their opinions.

- **Increase Our Efforts in Becoming a Culturally Responsive Community.**

The staff at Liberation Diploma Plus High School is representative of the student population and is committed to creating an environment of social justice, equity and multiculturalism. In order to achieve a culturally responsive culture all staff must receive structured opportunities and professional development that will equip them with the knowledge and skills to support students in achieving access to greater opportunities, goods and services within the school community and beyond. Before staff can impact students they themselves must become aware of issues of diversity and cultural responsiveness and they must be able to analyze the implications of teaching and learning. Staff must be challenged to explore their notions of the impact of group identity, privilege and institutional racism.

We will use staff development to improve the school's effectiveness in utilizing the Diploma Plus Model in youth development by working collaboratively to create a Cultural Responsive Community. Teachers and support staff will attend at least seven professional developments, on creating culturally responsive communities, by the end of the school year.

Professional Development from experts in the field will provide staff with the must needed support to tackle difficult subject matter and will force the "hard" conversations about how institutionalized racism has played a role in our classrooms and educational system. Literature and current research on social justice, diversity, and cultural responsiveness will be incorporated in our Liberation Book Club to further support our staff with the tools necessary to move our school forward in becoming a culturally responsiveness community.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Improve average Regents scores in ELA by 2% by the end of the 2008-2009 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>The Inquiry Team will analyze students’ prior data and provide the English department with the data, which they (the English Department) will use to differentiate instruction during the first and second terms.</b></li> <li>• <b>The parent coordinator, career advisors, and assistant principal will use the progress reports and to inform parents at midterm intervals of every term</b></li> <li>• <b>English teachers will implement small Group and individualized tutoring (Mon-Thur) built into teachers’ daily schedule from September</b></li> <li>• <b>All teachers will disseminate best practices share best practices during department meetings and other general meetings (Ongoing)</b></li> <li>• <b>Student progress will be analyzed and plans will be adjusted after the 2009 January Regents Examination Period. The Inquiry team will also analyze students’ January Regents examinations and identify topics and competencies in which students require help. Information will be used to create new curriculum for the Third term. In addition, the information will be used to target instruction to students’ deficit areas during the remainder of the second term.</b></li> <li>• <b>The English teachers will use the common Planning time, built into teachers’ daily schedule from September, to share resources and cooperatively develop and differentiate curriculum to meet student needs (ongoing).</b></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>• Staffing for PM classes</li> <li>• Inquiry Team Meetings per session</li> <li>• Professional Development</li> <li>• Materials</li> <li>• Teachers meet with the Diploma Plus coach weekly to work on curriculum development and utilization of authentic assessments.</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>	<ul style="list-style-type: none"> <li>• Staff meetings will be used to discuss academic progress of students.</li> <li>• Case conference meetings will be used to discuss academic progress of individual students.</li> <li>• Individual Learning Plans are developed, and revised when appropriate (Midterm &amp; end of each Term)</li> <li>• Student Progress Reports are distributed at midterm intervals, and report cards distributed at the end of each term</li> <li>• January Regents results analyzed to measure progress</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>• <b>Staffing for PM classes</b></li> <li>• <b>Inquiry Team Meetings per session</b></li> <li>• <b>Professional Development materials</b></li> <li>• <b>Teachers meet with the Diploma Plus coach weekly to work on curriculum development and utilization of authentic assessments.</b></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>	<ul style="list-style-type: none"> <li>• <b>Staff meetings will be used to discuss academic progress of students.</b></li> <li>• <b>Case conference meetings will be used to discuss academic progress of individual students.</b></li> <li>• <b>Individual Learning Plans are developed, and revised when appropriate (Midterm &amp; end of each Term)</b></li> <li>• <b>Student Progress Reports are distributed at midterm intervals, and report cards distributed at the end of each term</b></li> <li>• <b>January Regents results analyzed to measure progress</b></li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Accumulation of Credits

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Use data to inform instruction and school wide initiatives to ensure that at least 70% of the 11<sup>th</sup> graders who attend liberation for 2 or 3 terms during the 2008-2009 school year will accumulate at least 32 credits and be promoted to the 12<sup>th</sup> grade by June 2009.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The administration in collaboration with the Inquiry team and the career advisors will analyze student midterm progress reports and earned credits at the end of each term, inform parents and students of their progress, and help students create Individual Learning Plans to meet their goals.</li> <li>• Independent Study will be implemented each term and will be supervised by the independent study coordinator and assigned based on students’ needs and abilities.</li> <li>• The administration will organize the school by trimesters will give students the opportunity to gain more credit over the period of one year and also allow students a quicker turn-around time to repeat a failed course. This will be implemented at the beginning of the year and the terms will be indicated in the school’s calendar.</li> <li>• PM School will be offered in subjects for which there were not sufficient seats in classes offered during the standard school day. Classes that are needed will be identified by the guidance counselor and the program chair. PM classes will be assigned twice per year as needed. (First in September, and second, in January).</li> <li>• The administration will incorporate online programs such as Aventa Learning to provide students the opportunity to recover credit. Student work will be monitored by the subject teachers. The credit recovery will be formally implemented by the third term for students at risk of not being promoted.</li> </ul> <p>Summer School (Credit Recovery) will be offered to all eligible students. Classes that are needed will be identified by the guidance counselor and the program chair. Classes will be assigned for the months of July and August.</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>• <b>Portfolio assessment reports will be presented at the end of each term by the administration with the assistance of the DP.Net system.</b></li> <li>• <b>Summer School Staffing (C4E allocations used for our summer school program) PM School staffing</b></li> <li>• <b>Cost for the online assisted program (Aventa).</b></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>	<ul style="list-style-type: none"> <li>• <b>The guidance counselor in collaboration with the Inquiry team and the career advisors will analyze student midterm progress reports and report cards at the end of each term</b></li> <li>• <b>PM school grades and attendance will be reviewed at the end of the first term to determine the effectiveness of the program and make necessary changes for the second term</b></li> <li>• <b>Summer school grades will be analyzed at the end of each session</b></li> <li>• <b>Case Conferencing (including all staff members) will be used to discuss individual student progression (Weekly)</b></li> <li>• <b>Individual Learning Plans will be developed by students in consultation with their career advisors and reviewed at the midterm and end of term intervals.</b></li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parent involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To double parent involvement in PTA meetings and school events from 2% to 4% by June 2009.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>The parent coordinator in consultation with the administration will implement several programs and incentives including:</b></p> <ul style="list-style-type: none"> <li>• student incentives---for parents who participate</li> <li>• Parent Incentives</li> <li>• Mandated meetings</li> <li>• Student Award Ceremonies and Shows</li> <li>• Family nights</li> <li>• Shows, holiday celebrations, parent appreciation, newsletter, workshops</li> <li>• All parents, SLT</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Printing Supplies</li> <li>• Incentives</li> <li>• Printing material</li> <li>• Postage</li> <li>• awards</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly PTA Meetings Attendance</li> <li>• Attendance at School Events</li> <li>• Number of Parents Volunteers</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** School Culture (Cultural Responsive)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will use staff development to improve the school’s effectiveness in utilizing the Diploma Plus Model in youth development by working collaboratively to create a Cultural Responsive Community. Teachers and support staff will attend at least five professional developments, on creating culturally responsive communities, by the end of the school year (June 2009).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All staff will participate in intense professional development on topics including but not limited to prejudice, discrimination, racism, institutionalized oppression, systematic oppression, and internalized oppression.</li> <li>• Teachers and support staff will receive a series of on-going small group professional development to provide the individual support needed to receive the tools in becoming a culturally responsive community.</li> <li>• The administration will create the Liberation Book Club that will involve all teachers and support staff. The Liberation Book Club will be divided into groups and each group will be assigned a chapter to read in each book. Groups will create summaries for the assigned chapter. Each group will then present their assigned chapter, 4 weeks after each book is distributed, and this is how the staff will learn about the entire book (jigsaw method).</li> <li>• Staff will be asked to read each book asking “what does this mean for us at Liberation in becoming a culturally responsive community?”</li> <li>• Books will include but are not limited to Pedagogy of the Oppressed, Teaching to Transgress, and Culturally Responsive Education.</li> <li>• Staff members will receive a copy of each book for their personal libraries.</li> <li>• Three school-wide professional developments on creating culturally responsive communities will be conducted by the end of the second term.</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>• Per-session will be paid for all pd outside of the mandated school day.</li> <li>• Outside consultants will be brought in to work with teachers in the areas of youth development, culture building, etc.</li> <li>• Purchase books and materials for each staff member.</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>	<ul style="list-style-type: none"> <li>• Teachers and support staff will attend at least five professional developments.</li> <li>• Staff will create summaries of each book and for each book staff will chart the implications the book has on Liberation becoming a culturally responsive community.</li> <li>• Staff assessments and feedback will be on-going and teachers will begin to apply cultural responsive approaches to curriculum development.</li> <li>• Professional Development Calendar.</li> <li>• Teacher/staff reflections on Growth/Progress and Needs at the end of terms 2 and 3.</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**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**

UPDATED – OCTOBER 2008

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	15	14	10	15	18	n/a	n/a	n/a
10	25	13	6	20	38	n/a	n/a	n/a
11	13	12	8	12	28	n/a	n/a	n/a
12	11	6	11	14	32	n/a	n/a	n/a

**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.

**UPDATED – OCTOBER 2008**

**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>Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. The teachers will use sustained reading and facilitating with targeted literacy skills Tactics (7 Habits of Effective Readers). In addition, teachers will utilize essay templates for formal, organized writing. Regents/RCT application exercises will also be taught. During the regular school day differentiated instruction will be used and education software such as Aventa Learning &amp; Skillstutor will be used as reinforcement for students in need of additional assistance.</p>
<p><b>Mathematics:</b></p>	<p>One-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. The resources that will be used include worksheets from Jmap, and edhelper.com. Interactive programs such as Brainpop.com will also be utilized. In addition, the Algebra Guide, and RCT Prep textbooks will also be utilized. During the regular school day differentiated instruction will be used and education software such as Aventa Learning &amp; Skillstutor will be used as reinforcement for students in need of additional assistance.</p>
<p><b>Science:</b></p>	<p>Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. Interactive programs such as SkillsTutor, and Regentsprep.org will be utilized by the teacher to facilitate instruction. During the regular school day differentiated instruction will be used and education software such as Aventa Learning &amp; Skillstutor will be used as reinforcement for students in need of additional assistance.</p>
<p><b>Social Studies:</b></p>	<p>Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. Interactive programs such as SkillsTutor, Regentsprep.org, and the C-Span website will be utilized by the teacher to facilitate instruction. In addition, worksheets and the American Journal textbook will be used to assist students in developing the necessary skills needed to answer short answer, and DBQ questions. During the regular school day differentiated instruction will be used and education software such as Aventa Learning will be used as reinforcement for students in need of additional assistance.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>AIDP counseling: group and individual counseling regarding academic issues. Attendance outreach is also conducted by the guidance counselor.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>n/a</p>

<b>At-risk Services Provided by the Social Worker:</b>	n/a
<b>At-risk Health-related Services:</b>	n/a

## **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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**THE NEW YORK CITY DEPARTMENT OF EDUCATION**  
**LIBERATION DIPLOMA PLUS HIGH SCHOOL**



2865 West 19<sup>th</sup> street  
Brooklyn, new york 11224  
(718) 946-6812



Ms. April Leong, Founding Principal



### ***Language Allocation Policy***

**Team: April Leong, Principal**

**Bruce Gonzales, Assistant Principal**

**Gerald Richter, Special Education Teacher/ ESL Coordinator**

**Marlina Seignon, Guidance Counselor**

**Sharene Caraway, Parent Coordinator**

**Ms. Wright, Parent**

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Our present population of ELL students are Advanced and write in English and in all subject areas. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school cultural relative curriculum is endorsed which encourages students to bring their personal experiences into the classroom. The writing and sharing of autobiographical essays also enables students to connect their cultural backgrounds to the classroom. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

Liberation Diploma Plus High School only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance using Skills Tutor. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with

**UPDATED – OCTOBER 2008**

materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible incorporating the use of a Spanish-English dictionary. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model.

Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of our Skills Tutor program. We have also used our Rosetta Stone software but have found that our students are far too advanced for the Rosetta Stone software. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Skills Tutor and Rosetta Stone.

Our diverse student body, which consists of 170 students, is primarily from the immediate community, some of which are second and third generation immigrants as well as students who have chosen to attend Liberation Diploma Plus High School after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program.

According to the latest available ethnic data, 18.6% are White, 47.67% are Black, 27.91% are Hispanic, 5.81% are Asian or Pacific Islander, and 0% are American Indian/ Alaskan Native. Approximately 80% of the students are considered economically disadvantaged, and eligible for free lunch. Additionally, .1% of the students are English Language Learners (ELL), with Spanish as the dominant language among the vast majority. Of the 2 students identified as ELLs one is a General Education student and one is a Special Education Student. The attached Allocation Policy Worksheet is a breakdown of ELL data which indicates proficiency levels by grade for ESL as well as standardized state exams.

Liberation Diploma Plus High School is committed to improve instruction and support efforts directed at our English Language Learning Students. Through our cooperative Language program we are addressing the needs of our students within the school building. Additional support efforts involve:

- a) **Standardized Assessments** take into consideration student proficiency in native languages (where/when necessary). Providing assessments in native languages as permitted. Teachers collaborate with the Special Education teacher and where/when necessary, produce an in class assessment test that is sensitive to the ELL student's language obstacles. During State standardized assessments, ELL students will be permitted to take exams using a dual language dictionary according to their native language (where/when) necessary. Additional time will also be allowed for our ELL students during these exams. The assessment test for ELL students (NYSESLAT), will be administered according to state timelines during the month of either March or April. This exam will be used to assess the ELL students' performance and will allow our school to better program for the students' needs during the upcoming school year. Additionally, the school will use these exam results as it reflects and plans for improvement regarding our ESL program. Preparing for this exam is done both as part of the regularly scheduled ESL classes and presented during the PM session AIS courses. We will examine which parts of the NYSELAT students have repeatedly performed poorly on and create plans of action to increase proficiency in specific areas.
- b) **Supportive English Language Arts instruction and SIFE Students.** English teachers and the Special Education Teacher collaboratively plan focusing literacy support toward all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom includes the principles of our Diploma Plus youth development model, where all students are provided as safe learning environment. Although we do not currently have SIFE students, we do have a plan to assist any future students. This plan includes support on Literacy skills as well as collaborative one-on-one tutorials with native language teachers (F-status teachers would be sought).
- c) **Collaborative Content Area Instruction.** Our Special Education teacher not only provides professional development in best practice ESL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates discussion and support for students individually. Teachers have common meeting time and meet weekly in case conferencing to discuss students and share best practices.
- d) **Guidance and ESL Coordinator** After-school services are available to focus on students struggling with English as well as Students identified with interrupted
- e) formal education. SIFE students will be supported with ESL and Guidance intervention support services.
- f) **Effective Parent Involvement and Admissions Processing.** The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish. Our Guidance Counselor is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Liberation currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.

- g) **Academic Intervention and Support Services** - During each semester the Special Education teacher conducts academic support by providing our ELL students during the AIS zero period and through the assigned resource period. At these one-on-one tutorial sessions the Special Education instructor provides valuable support for the student. Additionally, ESL support are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.
- h) **School Spirit and Collaborations** – during the traditional school year, all teachers in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child’s education in a program that emphasizes our school’s commitment to multi-culturalism.
- i) **Newcomers Plan** – Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of
- j) this exam will be reported to the Department of Education and to the school’s admission team. A parent / student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
- k) **Special Needs / ELL** - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL Coordinator and Special Education teacher collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.
- l) **Long Term ELLs and Extension of Services** - Although Liberation did not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.
- m) **Students Achieving Proficiency** – English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.
- n) **Professional Development Plan** – We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist.

**Data Worksheet Review:**

2007-2008 year one. No prior data to work from.

**Summation:**

Liberation Diploma Plus High School is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school is involved in the development, implementation of and assessment of Liberation’s ESL program. We are committed to providing quality instruction to all our students.

**UPDATED – OCTOBER 2008**

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

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Type of Program: \_\_\_ Bilingual  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08:   2    
(No more than 2 pages)

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

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Our present population of ELL students are Advanced and write in English and in all subject areas. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school cultural relative curriculum is endorsed which encourages students to bring their personal experiences into the classroom. The writing and sharing of autobiographical essays also enables students to connect their cultural backgrounds to the classroom. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

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

Liberation Diploma Plus High School only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance using Skills Tutor. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible incorporating the use of a Spanish-English dictionary. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies. Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model. Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. Our Special Education teacher not only provides professional development in best practice ESL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates

discussion and support for students individually. Teachers have common meeting time and meet weekly in case conferencing to discuss students and share best practices.

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of our Skills Tutor program. We have also used our Rosetta Stone software but have found that our students are far too advanced for the Rosetta Stone software. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Skills Tutor and Rosetta Stone.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Our extracurricular activities currently include intramural basketball and after school clubs. We are currently trying to start baseball team. ELL students participate fully in our extracurricular activities.

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

The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish.

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

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

We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist. Additional staff pd will include differentiated instruction All staff is currently receiving and ongoing professional development on institutionalized racism and oppression. These staff developments are structured to make staff aware of how their cultural differences can and have played a role in the classroom. Staff is also reading books that address oppression and education.

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

During each semester the Special Education teacher conducts academic support by providing our ELL students during the AIS zero period and through the assigned resource period. At these one-on-one tutorial sessions the Special Education instructor provides valuable support for the student. Additionally, ESL support are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor. All students are also fully supported by their advisors. Students receive advisory twice a week and are trained in youth development, work readiness and college awareness. Students also create Individualized Learning Plans with their advisors.

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

n/a

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: 21K728 District 21

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
			1			

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

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

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

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:     \_\_\_ Free-Standing   \_\_\_ Push-in     \_\_\_ Pull-out  
 Indicate Proficiency Level:   \_\_\_ Beginning   \_\_\_ Intermediate    X Advanced

School District:   21                        School Building:   K728  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:20 To: 9:00	A.I.S Math	A.I.S English/ESL	A.I.S Math	A.I.S English/ESL	
1	From: 9:00 To: 9:54	Health	Health	Health	Health	Health
2	From: 9:54 To: 10:48	Math B (2 of 4)	Math B (2 of 4)	Math B (2 of 4)	Math B (2 of 4)	Math B (2 of 4)
3	From: 10:48 To: 11:42	Advisory	Gym	Advisory	Gym	Gym
4	From: 11:42 To: 12:28	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 12:28 To: 1:22	SETSS/ESL	SETSS/ESL	SETSS/ESL	SETSS/ESL	SETSS/ESL
6	From: 1:22 To: 2:16	US. History 1	US. History 1	US. History 1	US. History 1	US. History 1
7	From: 2:16 To: 3:10	English 7	English 7	English 7	English 7	English 7
8 (PM)	From: 3:10 To: 5:10	Economics	Gym	Economics	Gym	

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)** \_\_\_\_\_ **N/A**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

---

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

Using the DOE's translation services we translate documents as needed to our school community. We also keep the translation phone services open as an option during open school nights. Our diverse staff has contributed to our ability to have on site translators available as needed. Spanish, Creole, Russian and Chinese are among the languages spoken by several staff members.

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.

Based on language surveys and data gathered at our intake interviews we have found that the majority of our families are able to speak and read English. We have a new Chinese speaking family that requires translation and we have two new Spanish speaking families that require translation services.

#### **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.

Documents will be sent out to our DOE Translation Unit and we will have the documents translated in Spanish, Chinese, Creole and Russian. Documents will be ready for our next intake. Staff and parent volunteers will assist in translating documents with less turn around time. The parent coordinator will ensure that newsletters are translated in the languages of our non English reading parents. Critical information that will be available in Spanish, Chinese, Creole and Russian include, but are not limited to include: intake documents; health (as needed); information on conduct, safety, and discipline; special education and related services; and conduct; and transfers and discharges.

As per Chancellor's Regulations: In the case that the translation and Interpretation Unit, our school or an outside vendor is unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided in house by staff members and parent volunteers.

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

- Where necessary parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.html>.
- There is a large translation sign that informs parents of the availability of translation services located at the entrance of our building.
- Our safety plan contains procedures to ensure parents in need of language assistance will not be prevented from reaching the school's administrative offices because of language barriers.
- If we encounter a situation in which parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Chancellor's regulations.
- We will direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services (as needed).

## **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**                      **N/A**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$197,522
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$1,975
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$9,876
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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



THE NEW YORK CITY DEPARTMENT OF EDUCATION  
LIBERATION DIPLOMA PLUS HIGH SCHOOL

2865 West 19<sup>th</sup> street  
Brooklyn, new york 11224

(718) 946-6812



Ms. April Leong, Founding Principal



**Partners in Excellence  
Parent Involvement Policy  
2008-2009**

The Liberation Diploma Plus High School Parent Involvement Policy reflects the philosophy of the New York State Education Department, The New York City Department of Education, and District 8 with respect to promoting the achievement of every child.

This Parent Involvement Policy, developed jointly with parents of participating students, Parent association leaders, school volunteers and school staff incorporates the goals of the Liberation DP High School.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Organization.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include topics such as: Youth Development, College Planning, Literacy, Reading, and New York State/City Assessments.
- Regular written communication reflecting on-going day to day activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- Workshops will be held to review individual student data and the annual School Quality Review and Schools Report Card.
- The School will encourage parents to share in student success through attendance at Community Meetings and other school events.

- Parents will be provided a District approved “Code of Behavior”, and will review the code and have students adhere to its principles.
- Parents will provide a quiet setting at home for students to complete homework; and will encourage students to read at home each day for at least 30 minutes a day.
- Parents will communicate with their child’s Teachers and Advocate Counselors regarding educational needs through:
  - Review of student homework on a daily basis.
  - Attending regularly scheduled Parent/Teacher/Advocate Counselor conferences.
  - Meeting/communicating with Teachers and Advocate Counselors throughout the school year to keep apprised of ongoing student progress.
- Parents and community will be encouraged to volunteer in the school.
- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of students of Liberation DP High School.

I, \_\_\_\_\_ parent/guardian of \_\_\_\_\_,

have received a copy of the Partners in Excellence Parent Involvement Policy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

## **Liberation DPHS Home/School Compact 2008-2009**

The staff and parents, guardians and other caring adults at LDPHS have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at LDPHS and to show how the school and family are working together to educate the students at LDPHS, the staff and parents/guardians of LDPHS agree to implement the following programs and activities

The School and families of LDPHS recognize that while both parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the schools, rare occasions may arise where one or both parties will have difficulty fulfilling all or part of this compact. Both parties agree to communicate clearly when challenges arise. It is also recognized that the school's purpose is to support the community and its families in what ever manner is necessary and reasonable to its ability to do so, and likewise, it is the family's responsibility to support the child and the school community.

### **THE SCHOOL**

1. LDPHS will provide an academic program that is rigorous and challenging.
2. LDPHS will continue its commitment to excellence by providing the best possible staff development for all staff.
3. LDPHS staff will be positive role models for students.
4. LDPHS staff will communicate with families on an on-going basis regarding the student's academic progress.
5. LDPHS will involve parents/guardians in the governance of the school.

### **THE HOME**

1. Parents/Guardians at LDPHS will send their children to school appropriately dressed, prepared to learn, and on time.
2. Parents/Guardians at LDPHS will encourage their children to read at least 30 minutes per day.
3. Parents/Guardians at LDPHS will attend all parent/teacher conferences to discuss the academic progress of their children.
4. Parents/Guardians at LDPHS will assist their children with their homework assignments on a regular basis to ensure completeness and accuracy.

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Principal

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Parent

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

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

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

Please refer to Section IV, Pages 11-14. (Needs Assessment)

2. Schoolwide reform strategies that:

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

Please refer to Section V, Pages 15-18 (Annual Goals) and VI Pages 19-25 (Action Plans).

3. Instruction by highly qualified staff.

All instruction is delivered by highly qualified staff.

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

Teachers, paraprofessionals, guidance and advisors all receive professional development on a weekly basis via our Diploma Plus coach on implementing the Diploma Plus model, curriculum development, authentic assessments, youth development, differentiated instruction, etc.

All staff are assigned to pertinent staff development offered by our ISC and ESO and they are encouraged to seek professional development that fits their individual needs. The Principal attends PD provided by Diploma Plus, our ESO and our ISC. Parents are offered workshops involving tips on parenting, fitness, mental health, college applications and financial aid and are encouraged to request workshops specific to their individual needs.

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

As a new school we were able to have full autonomy to hire teachers as per the UFT hiring procedures. It was a priority to open a new school with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population.

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

At the point of intake parents fill out a parent needs questionnaire. Our parent coordinator takes the responses and with the assistance of our PTA offers workshops addressing the needs of our parents. With the assistance of our community based partnerships we are able to offer parents wrap around services that addresses many of their needs. A successful strategy that we will continue to utilize is to have family appreciation nights in which students write appreciation letters to their guardians and reads it out loud. This year we plan to include a segment in which parents write appreciation letters and read them to their children.

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.

Teachers are included via Inquiry Team, departmental planning and collaboration sessions, and case conferencing.

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.

Refer to Section V, Pages 15-17 (Annual Goals) and Appendix 1 Part B, Page 29 (Description of Academic Intervention Services)

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.

CAMBA is our primary partner that offers wrap-around services for our families in need, such as housing, adult ed, violence prevention services, counseling, etc.

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

**N/A**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

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

**Part A: For All School Improvement Schools (SINI and SRAP)**

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

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)  
**UPDATED – OCTOBER 2008**

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

*All SURRE schools must complete this appendix.*

**SURRE Area(s) of Identification:**   N/A  

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

Our school's inquiry team will work with our Diploma Plus Coach to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and we will determine the implications for the school's instructional program.

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?

Our school presently has two advanced ELL students. We have assessed the students and are using materials we deemed appropriate for their enrichment and support. For example, we started students on Rosetta Stone and realized that they were too advanced for this program. We moved the students into Skills Tutor for further support and enrichment and found that this program better met the needs of our students.

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.

Our school's inquiry team will work with our Diploma Plus Coach to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and we will determine the implications for the school's instructional program. We will seek further support from central to assist us in the compliance regulations involving ELL students.

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**1B. Mathematics**

UPDATED – OCTOBER 2008

## 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.

Our math department along with our Diploma Plus coach will review the Diploma Plus Competencies and alignment to the most recent, 2005 standards and will ensure the materials needed to meet standards are available to our staff and students. The school will implement backwards planning in order to align the taught curriculum with the State Standards.

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

Applicable    Not Applicable

UPDATED – OCTOBER 2008

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

We are presently using all recommended NYC textbooks for our math classes.

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.

Our math department along with our Diploma Plus coach will review the Diploma Plus Competencies and alignment to the most recent, 2005 standards and will ensure the materials needed to meet standards are available to our staff and students.

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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.

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?

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

---

### **2B – Mathematics Instruction**

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

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

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

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

Applicable  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?

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

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.

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?

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.

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?

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

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

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable  Not Applicable

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

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

**UPDATED – OCTOBER 2008**

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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.

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?

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

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

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

Please respond to the following questions for Key Finding 7:

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

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?

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.

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 8, 2008**      Email address: **aleong@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	21K728
School Name	Liberation Diploma Plus High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 23,500
Principal Name	April Leong
Principal Email	aleong@schools.nyc.gov
Principal Phone	7189466812

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	
Summer School Programs	\$ 23,580
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes  
 No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes  
 No

Please describe the program.

Non-Traditional Summer School Plan 2008 Number of Eligible Students: This program will be available to 167 students if they meet the eligibility requirements as described below (see below in program description). Summer Session Schedule: PD: 6/27, 6/30 Start Date: Two sessions will be held starting 7/7 through 7/24 and the second starting 7/28 through 8/15 to allow students more opportunity to recover credits. Start Time 9:00am End Time: 1:00 pm Describe Target Population: Our entire population are at-risk students that are over-age and under-credited. Our students have also failed RCT/Regent Exams or have been absent from exams. Number of Eligible Students: Second Trimester grades will determine initial eligibility and final June report cards will determine entry into the programs. Core courses you expect to offer your students (Please note: A final list of courses will be due at a later date.): These mini or course extensions will allow students to recover credits for incomplete courses or courses failed with a 50 or 55, only where seat time has been fulfilled. The mini courses to be offered are as follows: English, Global History, American History, Living Environment, Earth Science, and Math. The last mini course available will be Physical Education for those students who received a failing grade for lack of homework, not completing a project or coming unprepared. This mini course will focus on physical fitness and nutrition. Budget and student need, will determine how many sessions each mini course will be offered and how many teachers for each session will be needed. Staffing needs # of teachers tbd 1 secretary will be needed – days are negotiable if full time for both sessions is not an option 2 school aides 1 guidance counselor 2 paraprofessionals Materials to be used/purchased: We will utilize materials suggested in RAMP-UP, Skills Tutor, Regent Prep. books and classes developed with Diploma Plus. List any vendor providing direct services to students with a brief description of the services: Diploma Plus will provide in-direct services through on-going staff development activities. 1. The first prong of this plan will focus on the students who have met seat time requirements but are in need of additional time to meet the standards of a course. Students identified will have received a 50% or 55% as a course grade in a past or present course indicating that he-she was in attendance, but did not meet the standards due to homework, class work or exam grades. Approximately six mini courses (if budget allows) at 24 hours apiece will be planned per session. Session 1:7/7 - 7/24, Session 2: 7/28-8/15. Each session will meet for twelve days, Monday through Thursday for two hours per class, two classes per day for staff and/or students. Students eligible for this portion of the program can earn up to four credits for the summer. Instruction will focus on the necessary skills or tasks needed to meet the standards described in the course curriculum or required for the mandated assessment. Classes will be capped at 25. (Make-up lab work will be included in the above course work.) 2. The second prong of this plan focuses on students who have been previously enrolled in PM School and Day School and have shown success in making up coursework to get them back on track, but are still behind in terms of graduation or promotion requirements. These students will be eligible to enroll in an "Independent Study" program. Independent study packets will be created and will focus on the coursework needed by students who have not met the proper requirements for the designated cohort. Students will be required to attend a study center for at least two hours a day for twelve days in order to receive the proper support and monitoring of coursework. The teacher will record progress, administer on-going assessments and grade projects and research papers, Internet access will be available to students for research and support.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

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**CEP Appendix 8: Contracts for Excellence**