



[ELLIS PREPARATORY ACADEMY]

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 10X397
ADDRESS: 99 TERRACE VIEW AVE
TELEPHONE: 1-718-220-1580
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x397 **SCHOOL NAME:** ELLIS Preparatory Academy

SCHOOL ADDRESS: 99 Terrace View Ave

SCHOOL TELEPHONE: 1-718-220-1889 **FAX:** 1-718-220-8758

SCHOOL CONTACT PERSON: Norma A. Vega **EMAIL ADDRESS:** Nvega12@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Norma A. Vega

PRINCIPAL: Norma A. Vega

UFT CHAPTER LEADER: Hedin Bernard

PARENTS' ASSOCIATION PRESIDENT: Ana Nunez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** ESO/CFN 1

SSO NETWORK LEADER: Shona Gibson

SUPERINTENDENT: Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

| Name | Position and Constituent Group Represented | Signature |
|----------------|--|-----------|
| Norma A. Vega | *Principal or Designee | |
| Hedin Bernard | *UFT Chapter Chairperson or Designee | |
| Ana Nunez | *PA/PTA President or Designated Co-President | |
| Ana Nunez | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Ethis Tineo | DC 37 Representative, if applicable | |
| Yoarís Eustate | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| | Member/ | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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

SCHOOL PROFILE – 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.

ELLIS Preparatory Academy opened in the 2008-2009 school year. It is a small learning community designed exclusively for older, recent immigrant teens who are English Language Learners (ELLs). We currently serve the 9th and 10th grades and expect to serve all four grades by the 2011-2012 school year. Our student population currently includes 166 students from over 20 countries, collectively speaking 17 languages.

We are affiliated with the Internationals Network for Public Schools which has developed the “Internationals Approach”, a curricular program specific to a diverse, multilingual immigrant population. This approach informs our structure, pedagogy and operations and is built upon five (5) basic principles:

- **Heterogeneity and Collaboration:** - Diverse, untracked groupings of students collaborate in multiple ways with their peers inside and outside the classroom. Small teams of teachers are collectively responsible for small groups of students.
- **Experiential Learning:** Students use hands-on activities in the classroom and experiences outside of the classroom to build background knowledge, language skill, and concept formation.
- **Language and Content Integration:** Opportunities for language development embedded in all subject area curricula facilitate rapid, contextualized language acquisition.
- **Localized Autonomy:** Multiple stakeholders in our community are responsible for decisions about our operations, structure, and direction. Teachers collaboratively shape the curriculum which is aligned to State Standards.
- **One Learning Model for All:** Teachers and administrators, like students, collaborate with peers in heterogeneous groupings and learn experientially through ongoing professional development based in the school and classroom. All faculty and students assemble and present portfolios to assess progress.

The Internationals Approach is consistent with the seven core principles of Institute for Student

Achievement, our principal partner organization. These seven principles include: a College Preparatory Instructional Program, Distributed Counseling, Dedicated Team of Teachers and Counselors, Continuous Professional Development, Extended School Day and School Year, Parent Involvement and Continuous Organizational Improvement.

At ELLIS, we recognize the importance of knowing our students well while at the same time creating engaging curriculum that sets clear and rigorous standards and makes explicit connections to the real world around us. Our school will provide a full complement of academic courses aligned to the State standards and required summer and academic year apprenticeships designed to lead them to a high school diploma and college acceptance, a trade, or a job.

In addition to this course work, we will ask each of our students to create an Exhibition portfolio that addresses three key areas of student academic and social life: 1) Reasoning and Proof, 2) Social Awareness and Connections and 3) Effective Communication. By creating an engaging and challenging instructional program, students from ELLIS preparatory will be ready for life, in whatever form they have decided to define it, and rapidly become independent and fulfilled contributors to our society.

In order to do this work well, our academic and socio-emotional programs reflect a team of teachers who have the autonomy and the trust of the administration in order to address the academic needs of their students. These teacher teams make a deep commitment to understanding the developmental and linguistic needs of our students while also mapping a coherent course of study that differentiates the instruction.

Furthermore, these teacher teams respect each other's abilities and are able to work collaboratively to develop a plan that enhances student learning and achievement and promotes continuous school-wide improvement. Consistent with the "one learning model for all principle", we have developed a norm of collaboration that models the type of learning we will demonstrate at ELLIS Preparatory Academy, one that allows collective and individual effort, space to grow and make mistakes and an environment where everyone reflects, builds and moves forward.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot SOL

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

CEP Section III: School Profile

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|------------------------|-------------|---------|--|--------------|----------|----------|---|--|
| School Name: | The Hunts Point School | | | | | | | | |
| District: | 8 | DBN: | 08X424 | School BEDS Code: | 320800010424 | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | √ | 11 | | |
| | K | | 4 | | 8 | √ | 12 | | |
| | 1 | | 5 | | 9 | | Ungraded | √ | |
| | 2 | | 6 | √ | 10 | | | | |
| Enrollment | | | | Attendance - % of days students attended : | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 | | |
| Pre-K | | | 0 | | | | 85.9 | | |
| Kindergarten | | | 0 | | | | | | |
| Grade 1 | | | 0 | Student Stability - % of Enrollment : | | | | | |
| Grade 2 | | | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 3 | | | 0 | | | | 87.2 | | |
| Grade 4 | | | 0 | | | | | | |
| Grade 5 | | | 0 | Poverty Rate - % of Enrollment : | | | | | |
| Grade 6 | | | 112 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 7 | | | 132 | | | | 85.9 | | |
| Grade 8 | | | 145 | | | | | | |
| Grade 9 | | | 0 | Students in Temporary Housing - Total Number : | | | | | |
| Grade 10 | | | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 11 | | | 0 | | | | 64 | | |
| Grade 12 | | | 0 | | | | | | |
| Ungraded | | | 1 | Recent Immigrants - Total Number : | | | | | |
| Total | | | 390 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | | | | 26 | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| # in Self-Contained Classes | | | 67 | Principal Suspensions | | | 48 | | |
| # in Collaborative Team Teaching (CTT) Classes | | | 22 | Superintendent Suspensions | | | 38 | | |
| Number all others | | | 24 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | CTE Program Participants | | | 0 | | |
| | | | | Early College HS Program Participants | | | 0 | | |
| English Language Learners (ELL) Enrollment: | | | | Number of Staff - Includes all full-time staff: | | | | | |
| (BESIS Survey) | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | | | | | |
| # in Transitional Bilingual Classes | | | 19 | | | | | | |
| # in Dual Lang. Programs | | | 0 | | | | | | |
| # receiving ESL services only | | | 40 | Number of Teachers | | | 37 | | |

CEP Section III: School Profile

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs | | | 0 | Number of Administrators and Other Professionals | | | 3 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | | | 0 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | | | 63 | % fully licensed & permanently assigned to this school | | | 71.4 |
| | | | | % more than 2 years teaching in this school | | | 0.0 |
| | | | | % more than 5 years teaching anywhere | | | 14.3 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | | | 57.0 |
| American Indian or Alaska Native | | | 0.0 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | 80.0 |
| Black or African American | | | 9.4 | | | | |
| Hispanic or Latino | | | 84.7 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | 3.5 | | | | |
| White | | | 1.2 | | | | |
| Male | | | 52.9 | | | | |
| Female | | | 47.1 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | | | | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Section IV: Needs Assessment

Ellis Preparatory Academy had an opening class in 2008-09 of 87 students; now in its second year, Ellis has grown to 169 students. All Ellis students are very recent immigrants and are English Language Learners (the two basic requirements for enrollment at Ellis). Spanish is the first language of 75% of Ellis students. Fourteen percent speak various African languages (Mandingo and Foulani have the largest representation); a little over half of the African students also speak French. Other language groups represented at Ellis are: Bengali (4%), Arabic (3%), Nepalese (3%), Garifuna, Slovak, and Tagalog. Approximately 24% of Ellis students are Students with Interrupted Formal Education; the rest attended school for 7-11 years in their home countries.

Performance Trends:

Over the 10 months of its first year, Ellis saw its students make significant progress in academic accomplishments as well as in English language growth. While the LAB-R assessments and the NYSESLAT are not the *same* language assessment, results from each do show significant growth in English among the first cohort of students with 71% of first-year students rated at a beginning level on the LAB-R (taken in September-October 2008); only 52% of these students were rated at a beginning level on the NYSESLAT, which was taken in April 2009. Twenty-nine percent of students were at an Intermediate level on the LAB-R; this number increased by the spring, with 48% rating Intermediate level on the NYSESLAT. We had overall course pass rate of 80% and Attendance of 89.1% for academic year 2008-2009.

Accomplishments:

Significant accomplishments in year one include the establishment of regular presentations of student work, implementation of an internship program for all students, and a tightly woven program of professional development and peer support for all staff.

The school established the practice of formal presentations of learning to a panel of staff and peers, called Defenses of Learning when they occurred in the middle of a semester, and Portfolio Presentation at the end of each semester. In all, students presented their work seven times. Staff developed a presentation rubric used by the panel to track each student's progress. The rubric measured goals the staff had set at the beginning of the year for students' (1) understanding,

connection, and application of content; (2) meaningful reflection on their own learning; (3) use of oral English; (4) effective communication through public speaking; and (5) participation in a panel of others' presentations. These frequent opportunities for students to speak about their school experiences were a key factor in the relatively rapid progress most students made in oral English, as well as in helping students develop high expectations for their own academic growth.

In July 2009, Ellis launched its Extended Year program, which was comprised of an internship placement for each student as well as academic enrichment classes at the school. Students work closely with the ELLIS Internship Coordinator to identify individually appropriate sites where they could develop and extend their knowledge and experience of the language and American culture in authentic situations, and simultaneously prepare themselves to participate meaningfully in the "real world." Internships included New York City-based sites as well as service-learning projects across the country and abroad. School-based courses included an internship seminar, college prep workshops, and enrichment classes targeted to students' academic needs. Enrichment classes included foundational numeracy and literacy for SIFE students using Destination Math as well as teacher-developed curricula. Five students piloted a travel/service internship sponsored by Global Teens.

Ellis made a concerted effort to provide professional development to staff throughout the first year in order to lay a strong, shared foundation among the teachers and coaches (one full-time coach and four part-time coaches). The coaches had all worked together previously and shared a common pedagogical approach. Through individual planning with teachers, modeling effective teaching strategies, and facilitating weekly professional development sessions, coaches gave comprehensive and coordinated support to instructional staff. Particular foci included project-based curriculum development (based on *Understanding by Design*), inquiry, differentiation for SIFE, and integration of literacy and language development across the content areas. In addition, most staff attended the week-long professional development offered by Quality Teaching for English Language Learners. Staff also established a practice of peer support and learning through weekly team meetings, looking at student work together, and peer observations.

Aids and Barriers to Improvement:

Challenges faced by Ellis continue to be the vast range of educational background of its students—nearly a quarter of its student body is SIFE, combined with a significant number who were nearly ready for high school graduation in their home country but find themselves needing to complete their studies in a new language—as well as class sizes that are large for a population of recent immigrants learning English. In addition, Ellis is facing the challenge of any second-year school in absorbing twice the number of students and staff: The rapid growth that occurs in the second year demands careful attention to the acculturation of both new students and new staff, maintaining best practices for all, while ensuring that returning members of the community are able to build on their first-year growth rather than simply repeat their earlier experiences.

Structurally, the school is now divided into two interdisciplinary teams of four core academic teachers and 80-85 students. Discipline pairs (*e.g.*, the math teacher from each team) plan curriculum together, supported by a part-time coach, while the interdisciplinary instructional teams, supported by full-time coaches, regularly look at student work and assessments, guidance issues, and focused inquiry work on supporting SIFE. Students are placed in classes that combine mixed first- and second-year students, heterogeneously grouped by home language and literacy. Second-year students are valuable assets in the early success of new students: They are good examples of self-motivated, serious students; they are translators in the classroom; and they provide academic support to their peers in small groups.

Second-year students are continuing their internship placements once a week in order to give them an outside venue to develop their English, apply their growing skills to real-world situations, and explore career opportunities. While these students are off-site, first-year students will stay in school to participate in Language Day, a new venture designed by staff to provide more focused time on reading and written language development. Supported by several coaches, Language Day also addresses the need to develop teachers' capacity for addressing reading both within their curriculum and in extended day and extended year programs.

Analysis of student demographics showed that 64% of first-year students were 18-20 years old as of August 31, 2009. The need for acceleration of these students' language and literacy abilities, academic knowledge and skills, and general life skills is therefore critical; the prospect of taking 5-6 years to develop graduation-ready competencies is not an option for these older students. Staff will conduct individualized assessment of students' literacy needs, particularly in reading, in order to make programmatic adjustments that take into account the length of time students are able to stay at Ellis.

Ellis students will continue to participate in DYO assessments created by our partner, the Institute for Student Achievement, regular presentations of learning (Defenses of Learning and Portfolio Presentations), as well as the LAB-R and the NYSESLAT. Spanish SIFE will also take the ALLD, as last year. ELLIS will build on lessons learned from last year's experience to ensure that assessments have clear connections to the existing curriculum. This year, formative assessment in reading will be added to that in math and writing so that staff can foreground students' progress in reading as a means to support independent meaning-making.

SECTION V: ANNUAL SCHOOL GOALS

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

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

School Goal #1

- I. By August 2010 30% of our students, all of which are ELL, will demonstrate progress by passing the Integrated Algebra Regents
- Our students will begin taking the IA math exam in January and by June we will know how many of our students have passed and how many more will need to take the exam in August.

School Goal #2

- I. By August 2010 20% of our students, all of which are ELL, will demonstrate progress by passing the Chemistry Regents
- Our students will begin taking the Chemistry Regents in January and by June we will know how many of our students have passes and how many more will need to take the exam in August

School Goal #3

- I. By June 2010 we will have developed leadership capacity in 40% of our faculty
- Our school is based on an interdisciplinary team structure modeled after the principle of the Institute for Student Achievement and Internationals Network for Public Schools. Both organizations stress distribution of leadership. As a result, the basis of our professional learning community is that adults, like student grow in their strengths and find roles that match those strengths.

SECTION VI: ACTION PLAN

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

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By August 2010 30% of our students, all of which are ELL, will demonstrate progress by passing the Integrated Algebra Regents</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Both Mathematics Teachers along with their content area coach will develop a project based, standards aligned Instructional program that will cause our ELL students to achieve not only credits but pass the IA math regents by august</p> <p>Both Mathematics teachers will meet with their coach to plan weekly and both mathematics teachers will plan jointly In addition to planning with their coach</p> <p>Both Mathematics teachers will run concurrent extended day Regents prep in addition to Saturday academy's To provide additional support to pass the exam</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Title 3 funding will be utilized</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> a. Students will pass their courses and acquire credits b. Students during their oral presentation will demonstrate to their teachers and peers clear understanding Of the mathematical concepts that they have learned c. Students will be able to pass mock regents exams |

| | |
|---|--|
| <p>Annual Goal Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By August 2010 20% of our students, all of which are ELL, will demonstrate progress by passing the Chemistry Regents</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Both Science Teachers along with their content area coach will develop a project based, standards aligned Instructional program that will cause our ELL students to achieve not only credits but pass the IA math regents by august</p> <p>Both Science teachers will meet with their coach to plan weekly and both mathematics teachers will plan jointly In addition to planning with their coach</p> <p>Both Science teachers will run concurrent extended day Regents prep in addition to Saturday academy's To provide additional support to pass the exam</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Title 3 Funding will be utilized</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>Students will pass their courses and acquire credits</p> <p>Students during their oral presentation will demonstrate to their teachers and peers clear understanding Of the scientific concepts that they have learned</p> <p>Students will be able to pass mock regents exams</p> |

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

Part B. Description of Academic Intervention Services

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 30 | 30 | 36 | 25 | 15 | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | What, How, When |
|--|---|
| ELA | <p>For ELA: Both English teachers in the school provide small group and one-on-one intensive tutoring four times a week before and after school and during lunch time. Their focus is strengthening reading comprehension as well providing language-rich activities that allow students to experience the English language in the four modalities and deepen their thinking and mastery of the content being taught. In addition, the English teachers provide English Regents preparatory classes for at-risk students. A total of 30 students are served.</p> <p>In addition, once a week and in a small group setting (12-14 students), students with the biggest language development needs participate in Language Day. It is a full day of language-rich activities that support the content being studied and deepen the complexity of student thinking while developing their skills in the four modalities of the English language. Teachers receive training from coaches on a weekly basis to develop these activities which include:</p> <ul style="list-style-type: none"> • developing vocabulary (Tiers I, II and III), • listening and note-taking, • public speaking, • writing, • syntax etc. <p>Coaches have training in the Wilson Reading Program, Schools Attuned and others. They also have many years experience working with SIFE and ELL students.</p> <p>Currently, several small reading groups consisting of 30 at-risk students meet once a week in either the morning or afternoon to work on reading comprehension, syntax and vocabulary.</p> <p>Note: In weekly, interdisciplinary team and guidance meetings, teachers analyze student work and data(e.g. Ed Performance Reading Assessment) to identify at-risk students, monitor their progress and develop intervention plans in all subject areas. All resulting intensive tutoring classes and/or supports for at-risk students are coordinated by the teams and included in student schedules.</p> |
| Mathematics | <p>For math: 2 Small groups each of 15 at-risk students spend 3-4 hours a week before and after school with math teachers. The foci are basic algebraic skills using Destination Math and Regents preparatory for Integrated Algebra II. One-on-one intensive tutoring is also offered.</p> |
| Science | <p>For science: The science teachers have established a chemistry academy to provide intensive tutoring and Regents preparatory classes 2-4 times a week to small groups of at-risk students. In total, 36 students are served. Saturday support classes will also soon be available to at-risk students for Regents preparatory. The science teachers also provide regular one-on-one tutoring 3-4 times a week during lunch.</p> |
| Social Studies | <p>For social studies: The social studies teachers provide intensive one-on-one and small group tutoring and Regents preparatory classes to at-risk students 3-5 times a week before or after school. A total of 25 students are served.</p> |

| | |
|--|--|
| <p>At-Risk Services Provided by the Guidance Counselor</p> | <p>The support of the guidance counselor includes: One-to-one and group counseling, home visits, phone calls to student homes, referrals to outside services to students who have been identified as at-risk as well as career counseling. Specifically 15 students</p> <p>The school guidance counselor develops curriculum that teachers can adapt and deliver in the biweekly advisory classes. The curriculum supports existing at-risk students and aims to prevent others from becoming at-risk. It focuses on both academic planning as well as physical, social, psychological and emotional health.</p> <p>Note: As a school with a distributed counseling model, interdisciplinary teams of teachers sharing a common group of students meet on a weekly basis with the guidance counselor to examine student data and identify at-risk students. Based on that, intervention plans are developed and implemented by the guidance counselor with the support of the teachers. In these meetings, the guidance counselor provides valuable training and strategies for working with at-risk students and supports teachers to address the needs of at-risk students.</p> <p>The teachers serve as advisors of small subgroups of students. The advisor has centralized access to the data of a small group of students and is responsible for monitoring their healthy academic and social growth. He/She also works closely with the school guidance counselor and any other service providers as well the parents. This system allows teachers to know a small group of students well resulting in timely provision of necessary services.</p> |
|--|--|

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

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

LAP Narrative

1. Delivery of Instruction

- a) ELLIS Preparatory Academy is a high school in its second year designed to serve English Language Learners who are new to the country. Our faculty, which includes two staff members each in English, History, Math and Science, a guidance counselor, and an instructional coach, work collaboratively to support the whole student. Interdisciplinary meetings occur weekly to support cross-content connections. Discipline pairs plan curriculum together several times a week, with the support of a coach at least once a week. SIFE students receive push-in support ensure access to the curriculum.
- b) ELLIS uses a block, ungraded and heterogeneous program model.
- c) ELLIS delivers instruction in language and content together based on our pedagogical belief that language develops in the context of the need to employ language authentically; all of our teachers are both teachers of language and content. We design and develop curriculum through the ‘backward-design’ approach of Wiggins and McTighe which involves project-based learning anchored in the ‘real world’.

2. Mandated Instructional Minutes

- a) ESL (explicit language development) is delivered in each of the four content areas through particular attention to the language and usage necessary to communicate the content ideas. Students receive 1,400 minutes of class time per week, providing more than the mandated minutes.
- b) All students receive 350 minutes a week of instruction in ELA regardless of their language proficiency.
- c) Although ELLIS is not a TBE or DL school we encourage and explicitly provide opportunities for students to use their native language to make meaning in the classroom. Native language is considered a resource which is valued in the school culture.

3. Differentiated Instruction for ELL Subgroups

a) SIFE students are identified through oral intake questionnaire and teacher referral. Referred students participate in an extensive intake interview which probes previous education and reveals the structure and content of the school day in the native country. Those students identified as SIFE (three or more years of interrupted education) and who are native Spanish or English speakers will take the ALLD to determine their competency in both literacy and math sub-skills. Those who are not native English or Spanish speakers will take an ELLIS designed diagnostic to reveal levels of literacy and math competence.

SIFE students will be grouped based on their skills to receive intervention during after school and Saturday programs. During these times students will work with Destination Math to learn and refine their basic math skills. Using the Edge Fundamentals program students will build fundamental reading and writing literacy through explicit instruction at their level. In addition, SIFE students will be supported to access the curriculum through push-in support in their content classes. Student progress will be assessed each marking period in order to evaluate interventions and to revise and target curriculum to meet student needs.

All content teachers use flexible grouping to support differentiation in the classroom. According to the aim of the lesson and the task or activity, students are either grouped in either heterogeneous or homogeneous groups. When SIFE students are in heterogeneous groups they participate in discussions with peers to support their comprehension of a given concept or topic. When SIFE students are grouped homogeneously teachers can work in small groups to ensure that students grasp the concepts that are germane to the unit.

ELLIS has also designed an extended year program. During July students attend internships two days a week in order to participate in real world work that exposes students to the culture and skills of the work world. The remaining three days a week students attend classes that address their literacy and numeracy needs in small groups.

b) ELLIS is a high school designed for newcomers; 100% of the student body has been in US schools for fewer than three years. Furthermore, the students at ELLIS are older than the average high-school student (aged 16-21). Staff at ELLIS is cognizant of the need to be strategic in response to the needs of our students. In order to succeed and be meaningful participants in society students must gain academic and language skills as well as the cultural skills necessary to achieve. For this reason we integrate language and content instruction, all classes are looped which fosters familiarity between teachers and students and as research indicates results in increased learning.

Interdisciplinary teams meet regularly to integrate curriculum and academic skills across content as well as meet to address the psychosocial needs of their shared students. ELLIS has also instituted a portfolio process that involves students in a public defense of their learning in front of a small group of peers and adults, every 23 days. This process demands that students present content from classes, respond to questions and reflect on their learning process. Participation in this process emphasizes that learning involves complex thinking and interaction – it is not simply the memorization and regurgitation of facts. This aspect of ELLIS' program structure plays a strong role in not only building student confidence, but also providing opportunities to synthesize and make connections to the content they learn. Precisely because ELLIS staff is

aware that these students must accomplish a lot in very little time ELLIS has designed an extended year apprenticeship program. During July students participate in internships 2-3 days a week, depending on staff assessment of their academic needs. The remaining 2-3 days in the week students attend classes to augment their language, literacy and numeracy.

ELLIS is a high school; therefore, the ELA state testing of recently arrived ELLs is not applicable. All students take state Regents exams and curriculum in all content areas is tied to the standards and to content aligned to the Regents. In addition, all students take the NYSESLAT annually and instruction supports the development of language in the context of each content class.

c) ELLIS is a high school that admits newcomer ELLs; as such, we do not have a population which includes Long Term ELLs.

d) ELLIS is a new school and we have not, to date, identified any students with special needs. Teachers and staff who suspect that students may have special needs will refer the individual student to the school psychiatrist to set up a PPR and evaluation. Given the needs of students who may be identified we will hire staff and develop plans for academic intervention.

e) ELLIS has developed pedagogy and instructional programs, including an extended year, with the goal that as many students as possible graduate in four years. Notwithstanding, we are aware that there will be students who will need more than four years to achieve the language and content proficiency to graduate. With that in mind, we will use our regular Defense of Learning portfolio assessments, periodic assessments and anecdotal assessments from teachers and guidance counselors to flag students who are not progressing towards graduation in the scope of four years. As stated above, our extended year program provides us with the opportunity to address the literacy and language needs of students who require more instructional time. We plan to develop a partnership with a local community college so that in a fifth year students can participate in college courses that offer pre-college skills. A fifth year will involve apprenticeship and remedial college courses to provide both the real world and academic skills necessary to graduate and to participate in the work world.

4) All students at ELLIS are newcomers and 23% of those students have been evaluated as SIFE. No students have been identified as having special needs. As stated above the program structure – blocked, ungraded and heterogeneous and the instructional pedagogy – collaborative group work focused on project- based and interdisciplinary curriculum that is supported by push-in support is the model in all content classes (not just English and Math). As discussed above, after school programs target intervention in ELA and Math. In addition, the science and history teachers arrange time after school to work with students who need additional support. The extended year program provides intervention across content areas taught by the same teachers who teach students throughout the year which allows continuity of instruction and knowledge of student's skills.

In addition, through the SIFE grant we have developed a relationship with the Salvatori Center who will collaborate with math and science staff to develop a hands-on curriculum that will involve math, engineering and urban planning. Salvatori's approach furthers ELLIS' mission of connecting curriculum to the real world and by so doing supports students to understand the application of content knowledge to the real world.

5) ELLIS' is a school whose population is 100% newcomers for whom English is a second language. All classes integrate the instruction of language and content with the goal of Regent's competency. In addition, classes are heterogeneously grouped so that students' language proficiency is mixed. Students who reach proficiency according to the NYSESLAT will continue to participate in classes that have this integrated focus.

6) All students at ELLIS are ELLs and all students participate in a Regent's curriculum which integrates content and language in all classes. Instruction is based on state standards and follows content scope and sequence for regent's curricula.

VII. Resources and Support

1) ELLIS has laptop carts and computers are used in all content areas to support student understanding and to build computer literacy. SIFE students will use the computers for Destination Math as part of math intervention services and Edge Fundamentals from Hampton Brown as part of literacy intervention. Teachers develop and adapt curricula to make it appropriate for the instruction of ELLs.

2) Ongoing Professional Development

a) *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.

- Weekly professional development meetings, which will include the following topics:
 - Differentiation of instruction
 - Language development
 - Analysis of student work in order to improve instruction/design interventions
 - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
 - Scaffolding instruction
 - Incorporating technology in the curriculum
 - Peer critiques of teacher-generated curricula
 - Developing native language projects to support English language acquisition
- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result of the Inter-visitations.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

- Participation in the Institute for Student Achievement workshops and retreats- Three times during the year teachers have the opportunity to reflect, plan forward and network with other ISA teachers to share and learn best practices. These retreats and workshops are aligned to ISA's 7 principles which, if evident in a school, work to build a strong instructional program and healthy school community.
- International High Schools Inter-visitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
- Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOEs design your own (DYO) formative assessment program.

b) All staff are teachers of ELLs and all professional development is targeted for teachers of ELLs. As stated above, weekly, hour long, professional development targets curricular development and instructional strategies that support ELLs.

3) ELLIS serves students with diverse first language backgrounds. Our pedagogical model values native language as an important resource to make sense of ideas and concepts presented in English. In all content classes students' lessons are designed to employ the native language to make sense of content. For instance, student's work in groups and discuss ideas that are presented in their native language in order to refine and clarify their understanding. In addition students participate in formal Defense of Learning Portfolios every 23 days. Part of this process requires that students write a reflective essay in their native language that discusses their experience as they learned the concepts they are presenting. As might be expected, students employ their native language according to their fluency in English. In other words, lessons provide opportunities for native language support and student engage with these opportunities organically according to their needs.

LANGUAGE ALLOCATION POLICY WORKSHEET ADDENDA

Part I: School ELL Profile

C. School Demographics: ELLIS Preparatory Academy admits *only* newcomers who are English Language Learners. New students must have been in the U.S. for no more than one year upon admittance. While we expect students who have been with us for 3-4 years will gain enough proficiency in English to move out of ELL classification, this year (2009-2010) is only the second year of the school's existence; consequently, 100% of our students are ELLs.

Part II: ELL Identification Process

1. Identification of ELLs is made through initial intake interview with the guidance counselor. The guidance counselor as well as other members of the LAP Team administer the Home Language Identification Survey at this time; where deemed appropriate, the SIFE oral interview questionnaire is also administered. All first-year students take the LAB-R test. In addition, all students take writing and math assessments as part of the DY0 periodic assessments. The NYSESLAT is administered annually to all students to evaluate their progress in developing English language skills. These latter assessments are all administered by classroom teachers, and coordinated by the LAP team.

2-3. ELLIS serves a diverse population of ELLs through integrating language and content education in all courses. During the initial interview with the guidance counselor, students and their families are made aware of ELLIS' Freestanding ESL program and are offered the opportunity to visit classes to better understand the program. Parents are made aware that other high schools in the city may offer Transitional Bilingual Education and Dual Language programs. Translation is provided for parents through ELLIS staff members, other family members, and/or parents of other ELLIS students. Parents who prefer a Transitional Bilingual Education or Dual Language program are referred to the High School Placement Office.

4-6. ELLIS Preparatory Academy provides an integrated education for recent ELL immigrants, ages 16-21. All courses integrate ESL with ELA and content-based instruction that is explicitly aligned with New York State learning standards in core academic content areas, using ESL methodology and instructional strategies throughout the curriculum. As a screened school designed to serve this population exclusively, students who fall outside of these criteria generally are not referred to ELLIS by the Placement Office.

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

| | |
|--|---|
| SSO/District 10 | School ELLIS Preparatory Academy |
| Principal Norma Vega | Assistant Principal Renée Ehle |
| Coach Maribel Tineo | Coach Annie Smith |
| Teacher/Subject Area Stephanie Grasso/English-ESL | Guidance Counselor Hedin Bernard |
| Teacher/Subject Area Julie Arcement/Math-ESL | Parent Ana Nuñez |
| Teacher/Subject Area Jeremy Heyman/Chemistry-ESL | Parent Coordinator |
| Related Service Provider type here | SAF type here |
| Network Leader Shona Gibson | Other Annel Tineo |

B. Teacher Qualifications

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

| | | | | | |
|---|--|--|--|--|--|
| Number of Certified ESL Teachers | | Number of Certified Bilingual Teachers | | Number of Certified NLA/FL Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|----------------|
| Total Number of Students in School | 166 | Total Number of ELLs | 166 | ELLs as Share of Total Student Population (%) | 100.00% |
|------------------------------------|------------|----------------------|------------|---|----------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

| ELL Program Breakdown | | | | | |
|---|---|----|----|----|-------|
| | 9 | 10 | 11 | 12 | Total |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | 0 |
| Freestanding ESL | | | | | |
| Self-Contained | 5 | 5 | | | 10 |
| Push-In | | | | | 0 |
| Total | 5 | 5 | 0 | 0 | 10 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|---|--|--------------------------------------|---|
| All ELLs | 166 | Newcomers (ELLs receiving service 0-3 years) | | Special Education | 1 |
| SIFE | 30 | ELLs receiving service 4-6 years | | Long-Term (completed 6 years) | |

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

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|---|
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | | |
|--|---|-----------------------|
| Number of Bilingual students (students fluent in both languages): ____ | Number of third language speakers: ____ | |
| Ethnic breakdown of EPs (Number) | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: ____ |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | 9 | 10 | 11 | 12 | TOTAL |
|----------------|----|----|----|----|-------|
| Spanish | 64 | 57 | | | 121 |
| Chinese | | | | | 0 |
| Russian | | | | | 0 |
| Bengali | 4 | 2 | | | 6 |
| Urdu | | | | | 0 |
| Arabic | 3 | 2 | | | 5 |
| Haitian Creole | | | | | 0 |
| French | 9 | 6 | | | 15 |
| Korean | | | | | 0 |
| Punjabi | | | | | 0 |
| Polish | | | | | 0 |
| Albanian | | | | | 0 |
| Other | 9 | 10 | | | 19 |

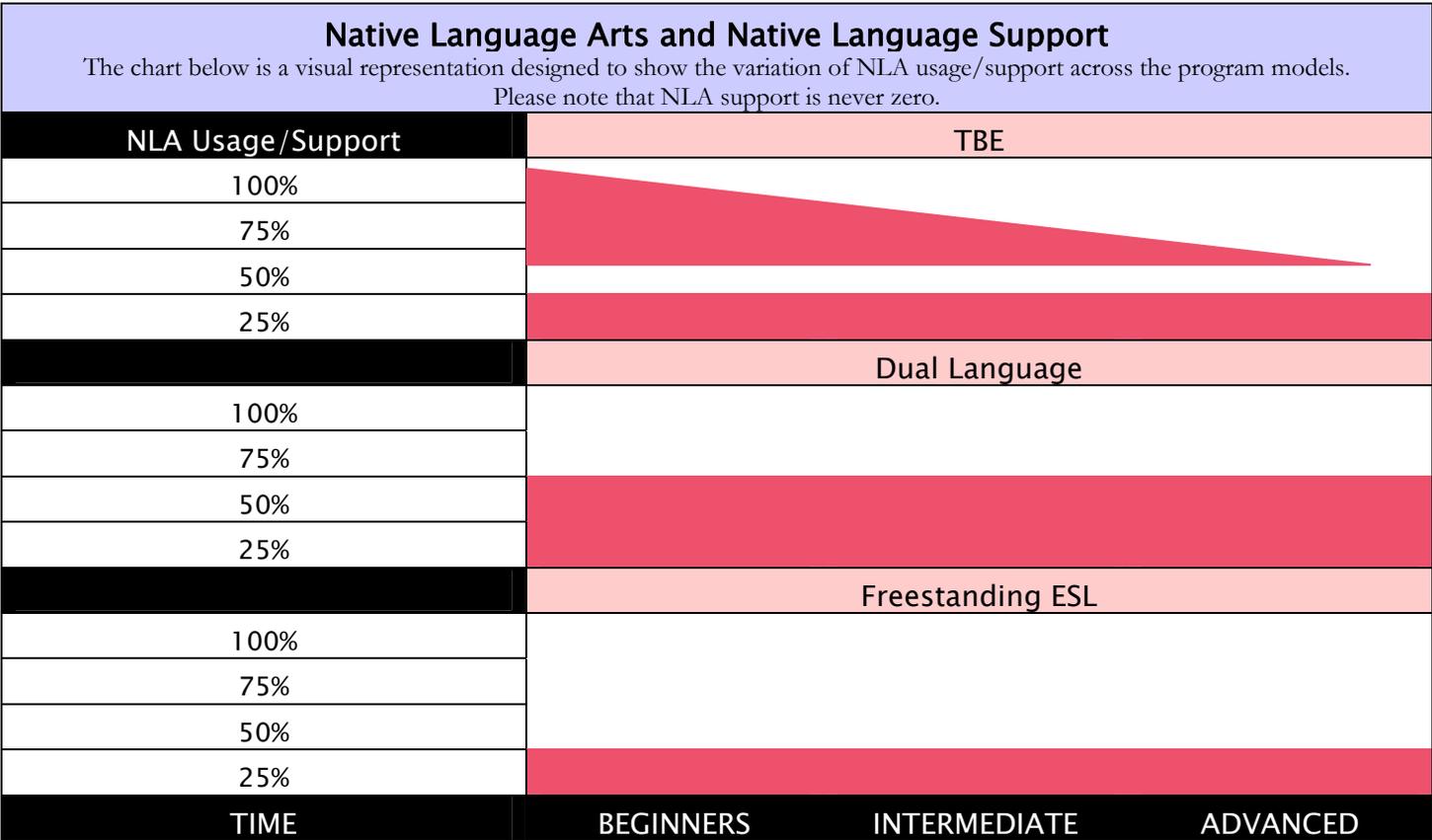
Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

| | | | | | |
|--------------|-----------|-----------|----------|----------|------------|
| TOTAL | 89 | 77 | 0 | 0 | 166 |
|--------------|-----------|-----------|----------|----------|------------|

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| FOR ALL PROGRAM MODELS | | | |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS | | | |
| Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | |
|---|---|----|----|----|-------|
| | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | 0 |
| Intermediate(I) | | | | | 0 |
| Advanced (A) | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 |

| NYSESLAT Modality Analysis | | | | | |
|----------------------------|-------------------|---|----|----|----|
| Modality Aggregate | Proficiency Level | 9 | 10 | 11 | 12 |
| LISTENING/SPEAKING | B | | | | |
| | I | | | | |
| | A | | | | |
| | P | | | | |
| READING/WRITING | B | | | | |
| | I | | | | |
| | A | | | | |
| | P | | | | |

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

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

| | | | | |
|----------------------|--|--|--|--|
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

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

Part VI: LAP Team Assurances

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

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

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

development. This year our students will be taking the chemistry and integrated math regents and there is a strong need for supplemental support in order for specific students to pass the course and the exams.

Number of students to be served in Chemistry

- 15

Number of students to be served in mathematics

- 30

Grade level(s)

- 9 and 10

Language(s) of instruction

- English is the language of instruction, however careful heterogeneous groupings supports students in maintaining their native language, which is essential to their ability to develop their academic, intellectual, and social abilities.

Rationale for the selection of program/activities

- These afterschool programs were chosen because we wanted to ensure that students who were experiencing difficulties in Chemistry and Mathematics were provided with intensive individual support in order that they have the highest chance in acquiring course credit and passing the exams.

Times per day/week

- Chemistry Academy meets twice a week in the afternoon
- Math Academy will meet 3 times a week

Program duration

- Chemistry Academy will run from October 2009-June 2010
- Math Academy will run from October 2009-June 2010

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

Our school has high expectations for both students and teachers thus we provide high levels of support the following describe what all teachers in our school receive in terms of professional development. For the two teachers who will be facilitating our afterschool programs in Chemistry and Math they will be attending QTEL in order to further support their ability to differentiate instruction and support their students to pass their classes and pass the regents exams.

The following is what teachers receive regularly in our school:

- Weekly professional development meetings, which will include the following topics:
 - Differentiation of instruction
 - Language development
 - Analysis of student work in order to improve instruction/design interventions
 - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
 - Scaffolding instruction
 - Incorporating technology in the curriculum
 - Peer critiques of teacher-generated curricula
 - Developing native language projects to support English language acquisition
- Each teacher will
- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result of the intervisitations.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- Participation in the Institute for Student Achievement workshops and retreats- Three times during the year teachers have the opportunity to reflect, plan forward and network with other ISA teachers to share and learn best practices. These retreats and workshops are aligned to ISA's 7 principles which, if evident in a school, work to build a strong instructional program and healthy school community.
- International High Schools Inter-visitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
- Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE's design your own (DYO) formative assessment program.
- All staff are teachers of ELLs and all professional development is targeted for teachers of ELLs. As stated above, weekly, hour long, professional development targets curricular development and instructional strategies that support ELLs.

Form TIII – A (1)(b)

School: 10x397 BEDS Code: 321000011397

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

| Allocation Amount: | | |
|---|------------------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session | 11475 | Chemistry Teacher at 90hrs x 49.89 = 4490 Math Teacher at 90hrs x 49.89= 4490 Per Session for two teachers for QTEL participation 50 x 49.89= 2495 |
| Purchased services - High quality staff and curriculum development contracts. | 1000 | QTEL Professional Development provided by the DOE |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | 1388.25 | 10 Graphing Calculators @ 100 each= 1000 30 Integrated Algebra Regents Review Books @ 8.00 each = 160 14 Physical Setting Text Book @ 7.75 each= 108.25 15 Chemistry Regents Review Books @ 8.00 each= 120 |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Parent Activities | 1000 | 4 college informational session on Saturdays at 2hrs x 4 x 49.89 1 parent college trip 1 Bus |
| TOTAL | | 14863 |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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. Data and Methodology:** Upon acceptance into Ellis Preparatory Academy, each student is interviewed orally and in writing about his/her first language as well as the language with which the parents are most comfortable. This information is recorded in each student’s emergency card, on ATS, and on an in-house master spreadsheet of Ellis students.
- 2. Findings and Dissemination:** The master spreadsheet—with each student’s first language as well as the language parents prefer for school communication—is given to each staff member, including school secretaries, classroom teachers, and advisors.

| Students' First Language | | |
|---------------------------------|-----|-----|
| Arabic | 5 | 3% |
| Bambara | 1 | 1% |
| Bengali | 6 | 4% |
| Crio | 1 | 1% |
| Foulani | 5 | 3% |
| French | 3 | 2% |
| Garifuna | 2 | 1% |
| Mandingo | 9 | 5% |
| Nepalese | 5 | 3% |
| Slovak | 1 | 1% |
| Sonikeh | 3 | 2% |
| Spanish | 122 | 74% |
| Tagalog | 1 | 1% |
| Twi | 1 | 1% |

| | | |
|---------|-----|-----|
| Bengali | 6 | 4% |
| English | 15 | 9% |
| French | 15 | 9% |
| Spanish | 124 | 75% |

Part C: Action Plan- Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2009-2010 school year as described in the school’s response to Questions 1,2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources required & targeted funding sources, and indicators of success and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation. When completing this section, please refer to the Guiding Question for action planning in the accompanying CEP Guide for 2009-2010.

| |
|--|
| <p>Goal 1: Parents will have received in a timely manner all pertinent school materials in their native language</p> <p>Goal 2: Parents will be able to understand in their language any conversation that takes place that involves their child or school issues</p> <p>Goal 3: Anticipate any obstacles in translation and interpretation to minimize any confusion for parents</p> |
|--|

| | |
|--|--|
| ACTION STEP-WHAT needs to be done to accomplish goal? | <ol style="list-style-type: none"> 1. Have all pertinent school forms translated in appropriate languages 2. Have interpreters available to translate any pertinent conversations 3. Ensure that all materials are reflective of the languages that are parents speak and are readily available |
| WHEN: | 2009-2010 |

| | |
|---|---|
| | |
| BY WHOM? | <ul style="list-style-type: none">• Pupil Personnel Faculty• Instructional Faculty• Community Associate• Parent Coordinator• Principal |
| SUPPORT | <ul style="list-style-type: none">• We will receive support from our Network team, other international high schools, The office of translation and interpretation |
| INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENT-How will we know our strategies are working? | <p>Parents will:</p> <ul style="list-style-type: none">• Have a clear understanding of our school• Have a clear understanding of what we are asking of them• Will express that they have a better understanding of what is expected of them• Will express minimal confusion |

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|---------|--------------|--------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | 223754 | 8935 | 232689 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 2238 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 11188 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 8935 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | 22375 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____2_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Provide teachers with letters encouraging them to take course work in the area for which they are not highly qualified.

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

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

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

1. ELLIS Preparatory Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA):
 - a. Collaborate with the officers and members of ELLIS Preparatory Academy (ELLIS PREPARATORY ACADEMY) Family Association to conduct a needs analysis of parents/guardians of ELLIS PREPARATORY ACADEMY students.
 - b. Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.
 - c. Involve parents/guardians in the decision about how the Title I, Part A funds reserved for parental involvement are spent.
2. ELLIS Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a. Hold regular meetings of the ELLIS PREPARATORY ACADEMY Family Association to jointly address areas of concern regarding student achievement at the ELLIS PREPARATORY ACADEMY.
 - b. Involve parents/guardians of ELLIS PREPARATORY ACADEMY students in the creation and review of the annual Comprehensive Educational Plan (CEP).
3. ELLIS Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. The evaluation of the parental involvement will consist of several components including written surveys/questionnaires and publicly advertised, open meetings of the ELLIS PREPARATORY ACADEMY Family Association.

- b. The evaluation of parental involvement will be coordinated by the ELLIS PREPARATORY ACADEMY Parent Coordinator, President of the ELLIS PREPARATORY ACADEMY Family Association, and the ELLIS PREPARATORY ACADEMY Principal.
 - c. Parents will be asked to provide feedback on the school's parental involvement policy as well as provide future direction for the revision and continued implementation of this policy. Parents will also take leadership roles in the revision and implementation of the policy through the Family Association and volunteer opportunities at the school.
4. ELLIS Preparatory Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:
 - a. Each year, ELLIS PREPARATORY ACADEMY will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school's academic program and how it meets or exceeds the State's academic content standards as well as State's student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the ELLIS PREPARATORY ACADEMY Family Association will provide workshops on understanding students' quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with ELLIS PREPARATORY ACADEMY teachers and staff. These teams will work with the ELLIS PREPARATORY ACADEMY Parent Coordinator to provide this orientation to parents/guardians.
5. ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students' native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
6. ELLIS Preparatory Academy will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:
 - a. Working closely with the ELLIS PREPARATORY ACADEMY Family Association officers and members
 - b. Conducting regularly scheduled meetings of the ELLIS PREPARATORY ACADEMY Family Association
 - c. Providing parent orientation sessions for all families each year
 - d. Providing forums for discussion between teacher and parents/guardians
 - e. Regularly scheduled parent-teacher conferences to discuss students' academic progress

7. ELLIS Preparatory Academy will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - a. ELLIS PREPARATORY ACADEMY will provide all major notices to parents/guardians in the major native languages spoke in the homes of our students. This includes written notices or announcements as well as public workshops/meetings at which significant numbers of parents/guardians are present.
 - b. ELLIS PREPARATORY ACADEMY will utilize internal staff resources for translation/interpretation services in as many languages as possible. ELLIS PREPARATORY ACADEMY will endeavor to utilize external translation/interpretation services available from the NYC Department of Education as well as local community organizations.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the PTA agendas and minutes.

This policy is adopted by ELLIS Preparatory Academy on will be in effect for the 2008-09 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 1, 2008.

Principal's Signature: Norma A. Vega
Norma A. Vega

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

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

SCHOOL-PARENT COMPACT

ELLIS Preparatory Academy and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2008-2009.

PART 1 – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

ELLIS Preparatory Academy

- Will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Mission

Our mission is to develop our students' social, academic and leadership skills through collaboration, project-based curriculum and experiential learning opportunities that will emphasize English language development and build on native language skills. Our college preparatory program is committed to creating an environment that values students' cultures, native language and individual differences, while preparing them for academic and professional success in a changing world.

Core Beliefs

- English Language Learners (ELLs) need to understand, speak, read and write English proficiently in order to realize their full potential within an English-speaking society.
- In an increasingly interdependent and globalized world, fluency in English, mastery in one's first language and knowledge of other foreign languages are vital resources for the students, the school and society.
- English and native language proficiency are most effectively developed within a content-based and collaborative instructional approach across the curriculum.
- Technological literacy and the use of technology are essential for both teachers and students in their learning and their language development.

- Experiential learning, both inside and out of the classroom, (such as project-based activities, internships and community service) provides students with language-rich opportunities, in English and Spanish, connecting classroom learning with real-world experiences, and promoting personal growth and leadership skills.
- Students learn at different rates and in different manners therefore, teachers must use a variety of approaches to make content and language accessible to students. Students must have multiple ways in which to demonstrate their learning and assessment should encompass a variety of means including formative, authentic, performance based (portfolios, exhibitions) and standardized (classroom tests, Regents).
- Successful learning communities emphasize high expectations and support students and their families in realizing these goals.
- As an integral part of the broader community, the school and its partners collaborate and share responsibility with teachers, students and parents to achieve success.
- A successful school governance model emphasizes collaboration in which faculty participate in the school decision-making process, not only in the areas of instructional program design, curriculum development, and materials selection, but also in committee work, peer selection, support and evaluation

ELLIS Preparatory Academy is a multicultural high school for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. ELLIS Preparatory Academy gives priority to students of limited English proficiency, who have been in the United States under a year. All of our students enter as limited English proficient (LEP). They come from 16 different countries and speak 17 different languages. Once admitted, the students remain with us for their entire high school careers.

ELLIS Preparatory Academy offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English while supporting their native language.

The interdisciplinary curriculum in the team of four teachers that we currently have is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction.

All classes are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. They are supported 4 teachers and 2 interns; All teachers are regularly licensed and assigned to the school, 3 have more than 3 years teaching experience and 3 of them hold masters degree.

The school year is programmed on a yearly schedule. Students stay with the same teachers for two years. Classroom projects are designed to explore interdisciplinary themes and structured for both collaborative and individual work. Instructional teams are given a portion of funds allocated to the school to purchase texts and libraries, which support the curricular goals of the teams. It is rare that an entire class will use one textbook. Our expectation is that our graduates will be able to work in depth both collaboratively and independently using a wide variety of sources. Teachers provide multiple assessment opportunities.

During the 2008-2009 school year all resources have been used to support our interdisciplinary learning curriculum model. We are a Title I funded school and all funding is used to provide direct instruction and support services for our students. Performance driven budgeting allows our team of teachers to assess at the grass roots what is needed and allocate resources to quickly support those needs. All teachers provide English and native language development through the content area of their instructional program. As students acquire their second language (English) they maintain and develop their native language and all students receive the benefits of all the programs and grants.

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held during one afternoon and one evening in the fall and one afternoon and evening in the spring. (Parents will be notified as the exact dates are finalized by the NYC Dept. of Education.)
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Narrative Progress Reports are provided to parents four times a year at the end of the fall semesters and a narrative at mid-points during both semesters. A Final Report Card with extensive narrative is provided to the parents at the end of each school year. In addition teachers make frequent contact with parents via telephone and email in order to keep them abreast of their child's attendance and academic progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Teachers and the team are in frequent contact with parents via telephone and email. Parents are constantly being reminded that teachers are available to meet and that all a parent needs to do is contact the guidance counselor or contact the school's secretary to set up an appointment. Parents receive a parent handbook at the beginning of each year which includes teachers contact information as well as class schedules. In addition parents are invited to attend monthly PTA meetings and workshops which are attended by many Pan American International High School at Monroe staff members.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Parents are strongly encouraged and always invited to visit their child's classes. In addition, on two days a year we have open classroom days which are specifically aimed at accommodating parents in the classroom. This year the open classroom days are Thursday December 11, 2008 and Friday December 12, 2008. Parents will also be encouraged to participate in their child's portfolio presentations.

PARENT RESPONSIBILITY

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

- *support my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding , as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning, pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive in school every.)*

| |
|---|
| ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT |
|---|

ELLIS Preparatory Academy will

- involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in the Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend;

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school’s curriculum, and the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

| School Staff-Print Name | Signature | Date |
|--|------------------|-------------|
| | | |
| Parent(s)-Print Name(s) | | |
| | | |
| Student (if applicable)- Print Name | | |
| | | |
| | | |

NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.

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.

The International High School at Lafayette is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve more than 300 students who hail from over 50 countries and collectively speak 26 languages. We are one of ten such International High Schools in the city and belong to the Internationals Network for Public Schools, a Gates Foundation funded non-profit organization.

All of the International High Schools in the city follow the “Internationals Approach.” This approach is built upon five core principles. These principles inform all aspects of our structure, pedagogy and operations, and include:

Heterogeneity and Collaboration

We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

Experiential Learning

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school’s four walls. These include field trips and career internships. All students in their junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work.

Language and Content Integration

The International High Schools integrate language and content in a “content-based ESL” approach to pedagogy. This means that there are no discrete ESL classes where students are learning the mechanics of English in a vacuum. Instead, ESL is embedded within all subject area classes and all teachers provide opportunities for language development. Students acquire English and content area knowledge hand-in-hand throughout each school day.

Localized Autonomy

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning community are represented. As an Empowerment School within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

One Learning Model for All

Whatever is good enough for the students is good enough for the rest of us too. Recognizing that everyone in the learning community is continually growing and acquiring new knowledge and skills, the staff adhere to the same principles that guide the way we educate our students. Teachers work collaboratively in teams much like students in their classrooms. Teachers also sit down at weekly meetings to discuss the progress of their shared community of learners, create interdisciplinary curricula, and analyze data surrounding teaching and learning.

1. Instruction by highly qualified staff.

All staff are highly qualified according to definitions and standards of NCLB.

2. 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.

As an Empowerment School, we are able to select the type of professional development that we as a staff feel is most germane to our needs as educators of ELLs. Such self-selected professional development activities include:

- RFP PD Projects – small, self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to rest of staff so that all may benefit from the work of the rest.
- Weekly professional development meetings, which will include the following topics:
 - Differentiation of instruction
 - Language development
 - Analysis of student work in order to improve instruction/design interventions
 - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
 - Scaffolding instruction
 - Incorporating technology in the curriculum
 - Peer critiques of teacher-generated curricula

- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
 - Participation
 - Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
 - International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
 - QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
 - Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE’s design your own (DYO) formative assessment program.
3. Strategies to attract high-quality highly qualified teachers to high-need schools.

We advertise through the NYC Department of Education’s Open Market System, as well as through other educational venues such as the Teaching Fellows Program, InsideSchools.org, Math for America, and Education Weekly. We only interview candidates who are fully certified in their content area.

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

See Appendix 3, Parts A and B

5. 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

6. 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.

Staff has been intimately involved with the creation and implementation of the new DYO Formative Assessments. These assessments will be administered periodically throughout the year to students in an effort to gauge their ongoing language and content acquisition and progress. Faculty are involved in the implementation, grading, and joint analysis of the results of these assessments in order to alter curriculum development and instruction accordingly, so that all students' needs are sufficiently met. Weekly meeting time is built into our school schedule in order to facilitate these and other conversations and workshops that will improve instruction and identification of students with specialized needs.

7. 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.

See Appendix I and II, Parts A and B

8. 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.

All students in their freshman year participate in a 4-week career internship program as well Sophomores who participate in a weekly internship for the year whereby they receive training and skills in the world of work.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Funds will support a challenging engaging curriculum aligned to state standards in addition to providing opportunities for students to put to practice their new found knowledge as they participate in their internships during the summer and throughout the year.

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

The students are the school and any planning that occurs is about the existing school. These funds are an integral of the development of our school and provide the additional support that our school needs in order to serve our student population.

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;

Our values are reflected through our emphasis on the complete learner, through the infusion of language development in all our interdisciplinary studies and our careful attention, and mitigation, of the obstacles that face these students in their day to day lives. Our school will provide a full complement of academic courses aligned to the State standards and required summer and academic year apprenticeships designed to lead them to a high school diploma and college acceptance, a trade, or a job. In addition to this course work, we will ask each of our students to create an Exhibition portfolio that has three areas of focus: Instructional, Experiential and Social Emotional Development. By creating an engaging and challenging instructional program ELLIS can create a culture of inquiry and sustenance.

4. Coordinate with and support the regular educational program;

Our teachers are organized into an interdisciplinary team. They share the same students for a period of two years. The teachers who will be providing the supplemental support are the same teachers that will be instructing them during the day.

5. Provide instruction by highly qualified teachers;

At present we have teachers who have 2-3 years experience in their content area. However, each teacher has an instructional coach with an average teaching experience of 15 years.

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

Please read page 35-36

7. Provide strategies to increase parental involvement;

Parents of students and our students who are parents will attend Open School Night, our Cultural Festival, and other school functions where student achievement in various areas is exhibited and celebrated. They are also involved in both the Family Association and School Leadership Team where their viewpoints and opinions are incorporated into the decisions made about school policy and future growth. In conjunction with our lead partner, Institute for Students Achievement, we will offer a wide range of parental involvement opportunities at both the school and the partner's sites.

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

Our school will avail itself of any relevant services provided by the government. The funds will support some our teachers attending QTEL(Quality Teaching for English Learners) in January which is hosted by the Office of English Language Learners of the Department of Education of NY .

Our school will also apply for Grants that are available from the state. The SIFE grant is an example of an opportunity that our school has already participated in since we have a large population of students with interrupted education.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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

– **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.

Curriculum maps, unit plans, and samples of student work were examined by the entire faculty during professional development time, interdisciplinary team time, and discipline meetings, as well as by administration and coaching staff. Ellis Preparatory Academy underwent a School Quality Review in May 2009 in which curriculum and instruction were examined; Ellis was given an "Exceeds Standards" rating for a first-year school.

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 curriculum incorporates the ELA and ELL standards throughout all disciplines. Instructional staff develop unit plans and two-year curriculum maps that consider NYS standards, specific content and language objectives, critical thinking skills, and activities and projects designed to assess student learning. The curriculum addresses the needs of students at different levels of language and literacy proficiency within grade levels by providing differentiated activities and literacy outcomes for students of different levels of English language proficiency. Rubrics are used to assess student learning as expressed through deepening levels of thinking and reasoning skills. Students regularly present their learning through formal oral presentations, supported by written work, and assessed through a school-wide rubric that addresses the understanding, application, and connections of content. All disciplines use a variety of texts to provide access points for students at varying levels of English literacy. Activity guides are developed for units to scaffold student conceptual understanding and language development

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. ELLIS Prep's biggest focus is to develop an effective and accelerated curricular program for an older ELL population. This curricular program must expeditiously transition them into post-secondary studies before they age out of high school. Therefore, ELLIS Prep coaches and teachers invest the vast majority of their time conducting on-going observations of curriculum and classroom pedagogy and developing effective assessment tools that allow for timely curricular adjustments and school-wide improvement. Through regular classroom visits, coaches meetings, inter-visitations, learning walks, and discipline and team meetings, formal and informal data examination the school has assessed that this finding is not applicable.

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

Applicable X Not Applicable

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

As a new school, we have heavily invested in a strong coaching model and organized regular common planning time, in discipline and interdisciplinary teams, to support teachers in developing curriculum maps for each discipline. These maps begin with the State standards since these standards form the conceptual framework within which all content, activities and projects will be organized.

We have developed a clear process to ensure that the school's math curriculum will promote student in-depth understanding of math content and processes. Before planning any specific aspect of a unit, such as resources or lessons, teachers are asked to target learning outcomes for students as they connect to the NYS standards. They then pose the big essential questions and understandings that reflect the construction of knowledge and the utilization of these learning outcomes. Teachers proceed to identify the most effective way students will deepen and demonstrate their new understandings and design projects that will best achieve this. Notably, rubrics aligned with the targeted content and skills are developed to assess student proficiency and inform further curricular planning. Choice filled lessons or activity guides are designed, resources and materials identified, and a time frame conceived. Our main goal is to provide students with a rigorous and cohesive math curriculum that will push them to not only understand the content and processes of math but also make real-life applications through hands-on activities and well constructed projects.

To further support this work, the school's six-member coaches' team, in conjunction with teachers, developed Habits of Mind in three key areas: Reasoning and Proof, Social Awareness and Communication. These Habits of Mind will inform math curriculum planning in order to support the development of curriculum that pushes students to strategically problem solve, connect the technical skills and processes of math to the real world and effectively communicate mathematical processes in both written and oral form.

What we are finding is that as a significant number of our teachers have relatively few years of teaching experience within our model, they need a lot of support in ensuring that their curriculum aligns with State standards and serves the needs of a totally ELL population. As a result, the school has taken additional steps to address this need. Most recently, a lesson template was developed for teacher use to support the operationalization of engaging and rigorous lesson plans, aligned with the appropriate math standards. In addition, we hired an additional math coach with over 20 years experience to work with the math discipline team once a week. His work with the team is precisely to help them develop rigorous and cohesive math curriculum that help students gain a deep understanding of math. Destination Math, an extended school day math program was also developed to implement Tier II student interventions. Finally, coaches continue to rigorously and regularly plan with teachers, observe and critique lesson plans and delivery and, in conjunction with teachers, examine Regents, DYO and other formal and informal assessments.

As part of the SQR in May 2008, our reviewer observed several hours of classroom instruction of our ELL students, who comprise 100% of our student population, and found that indeed our curriculum is aligned to the standards. Further, she deemed our interdisciplinary, teacher-generated, project-based curriculum "rigorous," as evidenced by her observations and analysis of our curriculum maps and binders. We were

given an Exceeds Standards” rating as a result. We jointly develop and share curriculum with the other International High Schools in the city, the oldest three of them having had ELL graduation rates more than double the city average consistently for years.

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.

Not applicable

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.

Formal, Informal, and peer observations were conducted by administration, coaches, and colleagues; observations were discussed among all staff. Ellis Preparatory Academy underwent a School Quality Review in May 2009 in which curriculum and instruction were examined; Ellis was given an “Exceeds Standards” rating for a first-year school.

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

Applicable X Not Applicable

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

Both full- and part-time coaches work intimately with instructional staff in the planning, implementation, and debriefing stages of instruction. Coaches give immediate feedback on instruction, model instructional strategies, and meet together to plan professional development tailored to the instructional needs of teachers. Student proficiency levels as rated by the school's rubric for public presentations of learning (conducted 2-4 times each semester) have shown steady increases.

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.

Not applicable

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Teachers, coaches and school leaders are very aware of this issue. In fact, all of the school's professional development efforts, as described elsewhere in the CEP, are focused on creating a student-centered school program that engages students in hands-on, authentic learning

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

tasks that are standards based. This work is supported by teacher team meetings, mutual interdisciplinary curriculum development, teacher inter-visitations within the school and between other International high schools, school leader visits and support, on-site professional development which includes frequent meetings with an instructional coach, and off-site professional development such as QTEL training. Further, frequent formal and informal classroom visits to math and other content area classes reveal a high level of student engagement in collaborative, educationally relevant activities. Finally, ELLIS Prep Academy underwent an SQR in May of 2008, which examined classroom instructional practices and student engagement. We were deemed an “Exceeds Standards” school as a result.

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?

We believe that students and adults learn best when they learn together. As a result, teachers work together to generate interdisciplinary, project-based curriculum for heterogeneous (by age, ethnicity, native language, academic ability, English proficiency, and grade level) classes of students who work collaboratively to complete these projects and present them to their peers.

Hands-on projects in mathematics often involve creating “real-world” products, such as a bridge, a “universal dwelling,” or a board game. These collaborative projects allow students to experience both mathematical process and product. We support students’ acquisition of mathematics through the use of various forms of technology, including desktop publishing, Excel spreadsheets and graphing calculators.

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.

Not applicable

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.

Currently, this finding is not applicable to our school.

Since its inception only a year ago, one staff member voluntarily left the school to pursue graduate studies. Presently, we have eight (8) teachers serving the 9th and 10th grades, 2 of which are new to teaching but are receiving rigorous training and support through the Internationals Network for Public Schools I-Start Mentoring Program. One of the main goals of this program is precisely to boost teacher retention.

As consistent with research findings, we understand how critical training and experience are for teacher retention and the effective education of ELL students. In fact, our mantra is to be the antithesis of the “sink or swim” non-model. Our goal is precisely to train teachers in order to enhance their capacity and, in turn, their confidence. With capacity and confidence, they will be better able to sustainably and effectively serve our urban student population. Thus, practice and team based professional development through a cohesive coaching model is one of the highest priorities of our school.

No teacher in our school works in isolation; rather, he or she regularly plans with his or her discipline partner with the guidance and support of a designated coach. All teacher teams also meet regularly with a team based coach to discuss instructional strategies for meeting individual and collective student needs, particularly those relating to language skills so critical to our 100% ELL population. The team based coach offers additional support by regularly visiting classrooms to model lessons, planning and critiquing lessons and covering teachers to allow for inter-visitations. Finally, the school constantly seeks and nurtures leadership capacity within the existing cadre of teachers in order to meet the growing needs of its ever advancing teachers.

Just as we engage our students in collaborative learning activities to enhance their learning and achievement, we engage teachers in a collaborative professional community that seeks to bolster their capacity, confidence, leadership abilities and retention. We adhere to the “one learning model for all” principle of the Internationals Model so that all can build and grow together.

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

Applicable X Not Applicable

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

An analysis of the data stated above.

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.

Not applicable

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.

A survey was taken of staff to determine awareness of and access to professional development opportunities available through the city, state, and outside organizations. Staff attendance data was examined to confirm participation in in-house professional development as well as professional development offered by key school partnerships.

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

Applicable X Not Applicable

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

Staff receive DOE and UFT disseminated information about professional development via email. Available professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs is also disseminated via daily memos to staff as well as through meetings with in-house coaches and weekly staff meetings. Ellis provides multi-layered professional development to staff through peer support, small-group and coaching, and formal professional development opportunities both inside and outside the ELLIS community. The coaches at ELLIS have all worked together previously, have a shared pedagogical approach, and have extensive experience working with and writing curriculum for ELLs. Coaches work together to plan weekly professional development workshops for staff. The majority of instructional staff have completed at least one week-long workshop provided by QTEL. All staff participate 2-3 times per year in professional development provided by Internationals Network for Public Schools, an association of 13 high schools of which Ellis is a part. (INPS schools have been serving recent adolescent immigrants learning English since 1985; INPS schools send 90% of their graduates to college.)

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.

Not applicable

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.

All Ellis students are ELLs. Test scores as well as other quantitative and qualitative data are examined regularly for all students by instructional staff and administration.

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

Applicable X Not Applicable

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

LAB-R scores (for new students) and NYSESLAT scores (for all students) are examined yearly and compared with one another. Results from each show significant growth in English among the first cohort of students with 71% of first-year students rated at a beginning level on the LAB-R (taken in September-October 2008); only 52% of these students were rated at a beginning level on the NYSESLAT, which was taken in April 2009. Twenty-nine percent of students were at an Intermediate level on the LAB-R; this number increased by the spring, with 48% rating Intermediate level on the NYSESLAT. Staff facilitate presentation panels of student defenses of learning 2-4 times each semester and record areas for improvement for each student based on a presentation rubric. This data is examined by staff and student panels during each student's next presentation in order to record growth or continued need for improvement. Interdisciplinary teams of teachers examine student classwork 2-3 times a month to note areas of academic growth/need, growth and challenges in English language proficiency, and implications for curriculum and instruction. Interdisciplinary teams of teachers also regularly examine and discuss other data such as informal and formal classroom assessments, DY0 periodic assessments (designed by the Institute for Student Achievement and revised for ELLs by Ellis staff), course pass rates, and anecdotal evidence.

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.

Not applicable

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.

Currently, the school has only one student designated for special education.

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?

The guidance counselor of the school meets weekly with the instructional team serving this student as a means of familiarizing the staff with the student's IEP and regularly providing updates. A key component of all our professional development is differentiation, which includes meeting the needs of our special education student.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Currently, we have one student with an IEP.

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

Applicable Not Applicable

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

We are presently in the process of finding a paraprofessional who speaks Mandingo, the language of our one student designated for special education. Unfortunately, due to scarcity of Mandingo-speaking paraprofessionals, the waiting period has been excessively long. Nonetheless, we have implemented multiple instructional and operational strategies to address this particular student's needs. First, the guidance counselor of the school meets weekly with the instructional team serving this student as a means of familiarizing the staff with the student's IEP and regularly providing updates. These team-based discussions inform the instructional, pedagogical and assessment tools used to serve the student as well as the modifications to which the student is entitled. A key goal is that these are all consistent with the recommendations of the IEP and the standards the student will confront on State tests. Second, in addition to Tier I intervention strategies such as in-class differentiation and modifications (consistent with the student's IEP), the student has been placed in all Tier II intervention programs such as extended day tutoring, advisory, and individual counseling. While his diagnosis was relatively recent, we are expeditiously arranging to provide Tier III interventions in the form of intense, small group instruction in order to further support his instructional needs.

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.

See response to section 6.4.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are no Students in Temporary Housing on the ELLIS Preparatory Academy ATS as of the date of this report.

In the 2008-2009 school year there was one student classified as STH. Services provided for the student will be replicated for Students in Temporary Housing who come to ELLIS. Those services include:

- Transportation to school in the form of metro cards.
- School breakfast and lunch will be provided.
- Educational support services including tutoring before and after school to accommodate the student's academic needs.
- Intervention programs such as counseling at the school's mental health clinic.
- Parental involvement programs that make a special effort to reach out to parents in homeless situations
- Data collection to assess the needs and progress of homeless and other highly mobile students

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.