



EAST NEW YORK FAMILY ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: EAST NEW YORK FAMILY ACADEMY
ADDRESS: 2057 LINDEN BOULEVARD
TELEPHONE: 718-927-0012
FAX: 718-927-0411

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900011409 **SCHOOL NAME:** East New York Family Academy

SCHOOL ADDRESS: 2057 LINDEN BOULEVARD, BROOKLYN, NY, 11207

SCHOOL TELEPHONE: 718-927-0012 **FAX:** 718-927-0411

SCHOOL CONTACT PERSON: Robert Hornik **EMAIL ADDRESS:** rhornik@schools.nyc.gov

POSITION / TITLE ASSISTANT PRINCIPAL

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elizabeth Anunkor

PRINCIPAL: Sheila Richards

UFT CHAPTER LEADER: Theodore Murray

PARENTS' ASSOCIATION PRESIDENT: Geraldine Ector-Khan

STUDENT REPRESENTATIVE: Stacey Quamie
(Required for high schools) Arlenys Medina

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** CFN 531

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT

SUPERINTENDENT: Karen Watts

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Sheila Richards	Principal	
Theodore Murray	UFT Chapter Leader	
Elizabeth Anunkor	UFT Member	
Geraldine Ector-Khan	PA/PTA President or Designated Co-President	
Lori Willis	Parent	
Shanti Samlall	Parent	
Erika Duenas	Parent	
Latasha Jackson	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

MISSION STATEMENT

EAST NEW YORK FAMILY ACADEMY

"A public school with a private school feel"

WE ARE A KIND AND CARING FAMILY OF CURIOUS AND THOUGHTFUL LEARNERS

- We nurture and embrace the growth of kindness, concern, curiosity, emotional literacy and critical thinking that fosters an ethical society.
- We provide our students with the academic and social skills necessary for success in their careers and family lives.
- We teach success by creating an emotionally supportive learning environment that enables students to think, explore and grow.
- We prepare each student for higher learning and successful participation in the work force.
- We recognize that everyone learns in diverse ways.
- We promote rigorous and varied learning opportunities that enable our students to achieve their highest potential.
- We strive to involve each parent/guardian in his or her child's educational experience.
- We encourage the involvement of our students in service to the community.

East New York Family Academy is a school that inculcates curiosity, ethical thinking and action, perseverance, initiative, creative problem solving, intellectual growth and service to community. East New York Family Academy empowers students to be responsibly committed to their individuality, family, friends, and community so they can imagine and contribute to a better world. A portion of our curriculum and instruction is activity-based. Students participate in investigations that move learning beyond the classroom and connect academics to the real world. These learning activities allow students to make interdisciplinary connections; see patterns of interaction; view events from a variety of perspectives; and extrapolate information, evidence and ideas from data, observations, and provide examples to support their inferences and conclusions in a clear and logical manner. East New York Family Academy aspires to be an institution of learning, with each individual pursuing his/her own interests, and yet everyone still connected through a common commitment to learning, the school, and each other. We provide a persistent and on-going dialogue about information and ideas that are pivotal to our place in the world today and in the future. Teachers are empowered to bring their own enthusiasm about their subject matter to this dialogue of learning and share it with their students and colleagues in a manner that is intellectually engaging and authentically thought provoking. East New York Family Academy serves approximately 150 students in the Middle School and 300 students in the High School. Our school offers an extended-day schedule (budget permitting) with longer class

periods and small class sizes in order to provide our students with additional learning opportunities. We offer a personalized learning environment that allows for students, parents, faculty, and community to build meaningful experiences and relationships. High academic rigor is combined with a commitment to service, character development and a value of learning. We provide an inclusive and challenging school culture that prepares all students to go on to college or other post-secondary education programs.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	East New York Family Academy								
District:	19	DBN #:	19K409	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.3/89.1	95.7/ 90.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.8	98.79	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	46	47	49	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	51	49	50		68.8	69.2	86.2		
Grade 8	48	48	46						
Grade 9	98	90	90	Students in Temporary Housing - Total Number:					
Grade 10	91	91	71	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	60	73	69		0	20	TBD		
Grade 12	60	54	73						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	454	452	448	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	14	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	5	2	12	Superintendent Suspensions	1	6	TBD		
Number all others	4	28	16						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	4	7	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	34	32	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	10	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	5	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	60	78.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	40	51.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	60	79	TBD
American Indian or Alaska Native	0.4	0.9	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.1	96.3	TBD
Black or African American	63.9	62.6	62.1				
Hispanic or Latino	33.7	34.3	35				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.1	0.9				
White	0.7	1.1	1.6				
Multi-racial							
Male	41.4	42.7	43.8				
Female	58.6	57.3	56.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input checked="" type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:	Y		
Math:	Y			Math:	Y		

Science:	Y	Graduation Rate:	Y				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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				-	-		
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	4	4	1	3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade	A/B			Overall Evaluation:			
Overall Score	70.9/ 63.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	9.8/ 9.8			Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	25.0/ 15.4			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	36.1/ 36.5			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	NR/ 2			Quality Statement 5: Monitor and Revise			
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			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your 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?

East New York Family Academy is a school in good standing for the 2009-2010 school year according to the NYSED School Accountability and Overview Report and the New York City Department of Education School Progress Report.

Trends:

- Improvement in Regents Diploma Rate
- Improvement on Global Regents in relation to peer horizon group
- Improvement on English Regents in relation to peer horizon group
- Improvement on U.S. History Regents in relation to peer horizon group
- Improvement in parent involvement
- Increase in the use of differentiated instruction
- Increase in the use of data to inform instruction
- Increase in the level of instructional rigor

According to the 2009-2010 Quality Review our school does well in the following ways:

- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
- The principal has aligned school resources to school goals by creating a data computer room for teachers to support their efforts to use data to differentiate instruction. In addition, numerous site licenses and software applications have been purchased that enable students to recover credits and prepare for Regents exams, resulting in increased numbers of advanced Regents diplomas earned and higher graduation rates.
- Teacher schedules have been modified and combined with extended day time to create an extensive tutorial program for students in need, helping to close the achievement gap. In addition, the school has markedly increased the number of teachers that meet to collaborate, share best practices, support each other, and conduct inquiry to improve instruction, thereby motivating teachers to develop strategies that enhance learning.
- The school is a safe place where students are engaged in learning and they appreciate the good level of support they receive for their personal and academic development.
- Learning Environment Survey results have prompted the school to increase communication through increased newsletters, phone messages, emails and special parent workshops. The entire

staff, including custodial personnel, is accessible to the students ensuring that they are supported and listened to, thereby creating an extended family for students at the school.

- Teachers have been trained to address disciplinary matters in a positive and non-confrontational manner through “Capturing Kids Hearts” workshops. In addition, boys and girls meet regularly in student support groups to ensure that student social and emotional needs are met.
- Staff conveys high expectations to students and parents thus impacting positively on student achievement.
- High expectations are communicated to every student. Through effective orientations during camp experiences, and reinforcement throughout students’ years at the school via retreats, town hall meetings, and participation in numerous accelerated courses, college level electives, and senior thesis papers, there have been robust gains in college entrance acceptances.
- The parent coordinator, administrators, and teachers, regularly conduct parent-training events, such as the ARIS Parent Link workshop, to train parents in helping their children meet rigorous school goals, resulting in strong community commitment.
- School leaders and staff work together to evaluate instructional and organizational decisions and make adjustments to improve student outcomes.
- Administrators work in tandem with teachers to design new curriculum that meets student needs yet aligns with school goals. This year a ‘Science Investigation Class’ has been established for grade 10 students who had already passed English language arts, American history, and math Regents. This course teaches skills utilizing all the different sciences so that the students can select the science of their choice the following year, supporting school differentiation goals and empowering students to select areas of interest.
- The principal and her cabinet use observation tools and feedback from teacher teams to make organizational decisions that accelerate student learning. For example, a particular mix of high school students presented behavioral challenges. Administrators worked with teachers and the teams involved and decided to split this class into two, thereby lowering the student-teacher ratio, resulting in a much more positive environment.
- The school provides extensive individualized professional development and support to teachers to learn effective teaching methods and encourages them to self-evaluate and revise their instructional approaches when suitable.
- Teachers regularly reflect on their practice, evaluate their progress and set goals aligned with school instructional beliefs. Professional development activities are selected as a result of these goals and teacher surveys. Staff conducts professional development during teacher team meetings and professional development days, thereby building capacity.
- Administrators and teachers meet together on a weekly basis to share best practice and study student and teacher work to develop practices that improve instruction. These meetings are frequently used to conduct walkthroughs of classes using a checklist aligned with school instructional practices, resulting in increased school wide coherence.
- Administrators and teachers intentionally use a wide range of assessment data to monitor school level needs, student progress, plan instruction, and create intervention or extension strategies when needed.
- School leaders use data from varied sources to analyze trends, such as low scoring grade 8 students who end up behind in credits earned while in high school. To meet the needs of identified subgroups, additional time in the form of “skills periods” have been added to Regents’ preparation courses to allow for individualized attention, resulting in higher pass rates.
- Math and English language arts teachers use Acuity predictive assessment results to determine which students are ready to take the Regents exams with a high degree of accuracy. In addition, they create their own classroom assessments to supplement this data and differentiate instruction to meet student needs.

According to the 2009-2010 Quality our school needs to improve in the following ways:

- Expand the practice of responding to student work with guiding comments based on rubrics and related exemplars, to convey clear next steps to students and families across all grades and subjects.
- Rubrics are displayed and used in all subjects and grades. An English language arts display demonstrated explicit suggestions to students using Microsoft word track changes on student work submitted electronically. However, rubrics and genre exemplars are inconsistently utilized throughout the school to rate student projects, and to suggest explicit improvements necessary to raise work quality. It is also not established practice for students to use rubrics to reflect and self-assess the quality of their work.
- Extend the routine of using data to set differentiated learning goals to all subjects for student subgroups and students in need of additional support to specifically target their needs, track their progress, and raise outcomes.
- Staff is scheduled to provide tutoring services to students and use data to develop goals in the areas of English language arts and math for students. However, goal setting has not yet progressed to other content area subjects making it difficult for teachers and teams to ensure that student subgroups are on a path to mastery of all learning standards. This lack of practice also makes it more difficult to adjust classroom practices in social studies and science to accelerate learning.
- Refine action planning by linking interim goals to targeted benchmarks at specific intervals so that school, team, and teacher action plans, can be monitored to expedite revisions and maximize impact.
- School action plans use percentage-based targets as the annual goal in the area of differentiated instruction. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated. Teacher team and class action plans currently do not contain these systems for targeted students. The lack of these structures hampers the school's ability to determine the effectiveness of their actions along the way to allow for contingencies and make timely adjustments that improve outcomes. It also limits the school's ability to align year-to-year planning. Broaden differentiation practices to continually increase the percentages of teachers using these techniques to engage all levels of students in all subjects and establish deep-seated instructional coherence.
- The principal has strategically designed school goals that increase the percentages of teachers practicing differentiation each year while gradually expanding this practice to all content areas and is making nice progress in this regard. Unfortunately, at this time some classes offering undifferentiated access to the curriculum do not provide the support and extensions students need to ensure high levels of student engagement.

Priorities for Change and Improvement:

- Move from a grade of "B" to a grade of "A" on our middle and high school NYC progress reports.
- Achieve progress for all middle school students on state assessments, in particular those students who are already high performers.
- Prevent middle school students from moving backward on state assessments.
- Achieve a high school graduation rate that will remain above 90%.
- Increase the Advanced Regents diploma rate.
- Increase parent involvement
- Improve the weighted performance index on all Regents exams in relation to our peer horizon group on the NYC High School Progress Report.
- Increase differentiation of instruction.
- School-wide dissemination and implementation of inquiry team strategies.
- Achieve a school-wide attendance rate that will remain above 92%.
- Implement new Common Core State Standards
- Develop Curricula that aligns with new Core State Standards
- Increase rigor of instruction
- Increase vertical and horizontal collaboration for pedagogical improvement

- Provide high quality professional development that will continue to increase and improve the implementation of differentiated instructional strategies school-wide.
- Provide high quality professional development that will facilitate the initiation of Course Curricula that support the Common Core State Standards.
- Move graduation rate beyond 90%
- Move attendance rate above 90%
- Increase Advanced Regents diploma rates
- Improve weighted pass rate on all Regents exams
- Initiate Course Curricula that support the Common Core Standards

Significant barriers to school improvement:

The building's physical condition and layout significantly impede the improvement of instruction.

- 12 out of 19 instructional classrooms are in transportable buildings that are over 12 years old.
- Doors are out of alignment, bathrooms do not operate properly, heating and a/c require frequent repair, floors and ramps rot out and require replacement. Rooms are sized for elementary classes and cannot comfortably accommodate more than 25 high school students.
- Classrooms in the main building are also undersized and can only accommodate 20 to 25 high school students.
- Classrooms lack sufficient display space for student work.
- Lack of sufficient classroom space impedes small group learning in homogeneous and heterogeneous arrangements.
- Lack of sufficient classroom space impedes the creation of learning/resource centers within each classroom to accommodate differentiated instructional activities.
- Classrooms lack sufficient space for adequate storage of instructional materials.
- Classrooms lack sufficient space and power for the proper installation and use of technology.
- Building lacks a proper space for a multi-media library/technology center.
- Building lacks proper space for equipment storage.
- Building lacks proper ventilation systems for our windowless classrooms which further impedes our use of already limited instructional space.
- Building lacks a proper camera system to ensure a safe and secure learning environment.

Budget cuts significantly impede the improvement of instruction.

- Special Education Supervisor transferred to another position and cannot be replaced.
- Extended Day and Saturday Academic Programs can no longer be offered.
- Librarian to run a planned media center cannot be hired.
- Reading specialist to support students reading below grade level cannot be hired.
- Class sizes will increase in classroom spaces that are already too small.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p><input type="checkbox"/> Rationale: Differentiation of instruction and the use of rubrics with qualitative comments were identified as key areas for improvement in our 2008 and 2010 Quality Reviews, respectively.</p> <p>Goal 1: By June 2011, students will demonstrate progress towards achieving state standards at a high level as evidenced by a 3% increase in the percentage of students earning final grades of 85% or higher in the CORE subject areas (English language arts, math, social studies & science).</p>	<p><input type="checkbox"/> To improve teaching capacity in the area of differentiated instruction for grades 6-12 in the CORE subject areas.</p>
<p><input type="checkbox"/> Rationale: The implementation of the new Common Core State Standards necessitates that teachers review and begin to revise curriculum maps based on the expectations set forth in the Common Core State Standards for Math, ELA & Literacy in History/Social Studies, Science, and Technical Subjects.</p> <p>Goal 2: By June 2011, students will demonstrate progress towards achieving the college and career ready standard in writing as evidenced by a 10% increase in student writing artifacts in English and Social Studies assessed as proficient by using writing rubrics aligned with the Common Core State Standards.</p>	<p><input type="checkbox"/> To continue to develop a coherent curriculum across the content areas and to begin to modify curriculum maps to align with the Common Core State Standards.</p>
<p><input type="checkbox"/> Rationale: Ensure forward movement on our NYC progress reports teachers will need to be involved in data-informed collaborative inquiry processes to identify target students, learning targets and teaching practices to improve student achievement.</p> <p>Goal 3: By June 2011, as a result of collaborative teacher team inquiry work, the percentage of students in the lowest 1/3 earning at least 10 credits in their first year at East New York Family Academy will increase 3% from 78.3% to 81.3%.</p>	<p><input type="checkbox"/> To strengthen the functioning of collaborative teacher teams involved in the inquiry process.</p>

<p><input type="checkbox"/> Rationale: Identified as an area in need of improvement on our 2010 Quality Review we need to, “provide the support and extensions students need to ensure high levels of student engagement.”</p> <p>Goal 4: By June 2011, as a result of teachers increased ability to engage high school students in learning, the high school will reduce by 10% the gap between this school’s 2009-2010 attendance rate of 89.1% and a 100% perfect attendance rate. This 10% gain will represent an improvement of 1.09% to a 90.1% attendance rate for the 2010-2011 school year.</p>	<p><input type="checkbox"/> To improve teacher practice that supports student engagement through the implementation of instructional strategies outlined in the Professional Teaching Standards, specifically PTS #1.</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 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, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Rationale: Differentiation of instruction and the use of rubrics with qualitative comments were identified as key areas for improvement in our 2008 and 2010 Quality Reviews, respectively.</p> <p>Goal 1: To improve teaching capacity in the area of differentiated instruction for grades 6-12 in the CORE subject areas (English language arts, math, social studies & science).</p> <p>By June 2011, students will demonstrate progress towards achieving state standards at a high level as evidenced by a 3% increase in the percentage of students earning final grades of 85% or higher in the CORE subject areas (English language arts, math, social studies & science).</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Offer professional development in learning styles, brain development, differentiated instruction and conferencing with students to enhance teacher pedagogy to meet the needs of diverse student groups. • Teachers will participate in network sponsored series of five ASCD Differentiated Instruction Institutes. • School will use CEI-PEA consultant hours to secure on-site follow up professional development in DI from ASCD Facilitator. • Conduct professional development workshops on the use of TeacherEase (HS), EnGrade (MS), ARIS, Scantron, Acuity and Differentiated Instruction during weekly faculty conferences, department meetings, teacher team meetings and extended day trainings for staff. • Utilize the SBO process to convert one 37.5 minute extended day module from small group instruction to teacher team meeting time. This will enable teachers to meet regularly to engage in collaborative inquiry focused on student achievement and teacher practice. • Teachers will be provided with opportunities to model and observe colleagues demonstrating

	<p>exemplary DI practices.</p> <ul style="list-style-type: none"> • Teachers will use student data to create lesson plans that differentiate instruction and motivate student learning. • Teacher team meetings will be used to analyze student work to develop practical learning targets and teaching strategies that more effectively meet the needs of each student.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title I School Wide Programs <ul style="list-style-type: none"> ○ Reduced Class Size ○ Professional Development ○ Parent Involvement • Contract for Excellence <ul style="list-style-type: none"> ○ Reduced Class Size • Tax Levy Fair Student Funding <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • Tax Levy Hold Harmless <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • In accordance with the Conceptual Consolidation Plan under Appendix 4, Section II of this CEP Title I SWP, IDEA and Tax Levy Funds will be used to support the plans outlined above in the following ways: <ul style="list-style-type: none"> ○ Title I SWP: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest achieving students. ○ IDEA: To ensure that all children with disabilities have available to them a free and appropriate public education designed to meet their individual needs.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Teacher lesson plans/unit plans reflect differentiated strategies aligned with student achievement data. • Faculty conferences, department meetings and teacher team meeting agendas will document analysis of student data to inform differentiated instructional and curricular decisions. • Teacher observations and walkthroughs reflect differentiation of process, content or product and consideration of student interests and learning styles. • Teachers' formative and summative classroom assessments that consider various learning styles and modalities. • Honor roll reports on STARS at the end of each marking period will be used to measure progress towards achieving a 3% increase in students earning 85% and above.

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Rationale: The implementation of the new Common Core State Standards necessitates that teachers review and begin to revise curriculum maps based on the expectations set forth in the Common Core State Standards for Math, ELA & Literacy in History/Social Studies, Science, and Technical Subjects.</p> <p>Goal 2: To continue to develop a coherent curriculum in English and Social Studies and to begin to align curriculum maps to align with the Common Core State Standards.</p> <p>By June 2011, students will demonstrate progress towards achieving the college and career ready standard in writing as evidenced by a 10% increase in student writing artifacts in English and Social Studies assessed as proficient by using writing rubrics aligned with the Common Core State Standards.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Provide all teachers with at least two professional learning experiences to understand the CCSS. <ul style="list-style-type: none"> ○ Initial exposure to CCSS on September 8, 2010 ○ Follow up exposures during Professional Development Day(s) as well as monthly department meetings planned. • At least 20% of teacher team meetings will focus on integration of the CCSS into curriculum maps. • Identify school-level CCSS team that will participate in network and PSO facilitated professional development on the CCSS. • Identify lead content area teachers who will facilitate infusion of expectations of the CCSS into current content area curriculum maps. • Lead teachers will participate in ASCD Curriculum Mapping Institutes • ASCD facilitator will conduct on-site professional development in Differentiated Instruction, Understanding by Design or Curriculum Mappings. Topic will be determined by staff interest/need surveys. • Participate in regular meetings with the network’s school-level CCSS teams and/or core inquiry teams. • Curriculum maps will be developed that infuse the expectations of the CCSS. • Teacher team meetings will be periodically devoted to the CCSS and CCR Standards for Writing.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Title I School Wide Programs <ul style="list-style-type: none"> ○ Reduced Class Size ○ Professional Development ○ Parent Involvement • Contract for Excellence <ul style="list-style-type: none"> ○ Reduced Class Size • Tax Levy Fair Student Funding <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • Tax Levy Hold Harmless <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • In accordance with the Conceptual Consolidation Plan under Appendix 4, Section II of this CEP Title I SWP, IDEA and Tax Levy Funds will be used to support the plans outlined above in the following ways: <ul style="list-style-type: none"> ○ Title I SWP: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest achieving students. ○ IDEA: To ensure that all children with disabilities have available to them a free and appropriate public education designed to meet their individual needs.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Curriculum maps will reflect planning that highlights the infusion of expectations of the CCSS. These maps will also be shared and discussed with parents and students. • Formal and informal observations to determine if curriculum maps/planning are being followed. • Agenda and other artifacts from teacher team and school meetings will refer to CCSS. • Formal and informal observation reports will highlight promising practices, as well as challenged practices. • Interim writing assessments will be used to see if students are making progress towards meeting the College Ready Standard in Writing as measured by writing artifacts and scoring rubrics that are aligned with the CCSS. • Students will write arguments that support claims, informative/explanatory texts, and narratives. Examples of these types of student written work will be kept on file. • Teacher lesson plans and grade books will reflect an increased number of writing tasks.

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Rationale: Ensure forward movement on our NYC progress reports teachers will need to be involved in data-informed collaborative inquiry processes to identify target students, learning targets and teaching practices to improve student achievement.</p> <p>Goal 3: To strengthen the functioning of collaborative teacher teams involved in the inquiry process for students in their first year of high school.</p> <p>By June 2011, as a result of collaborative teacher team inquiry work, the percentage of students in the lowest 1/3 earning at least 10 credits in their first year at East New York Family Academy will increase 3% from 78.3% to 81.3%.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will re-assess the composition of their teacher team in light of the 2010-11 DOE expectations for schools as they relate to the CCSS. • Teachers will assume a 'role' on the team and work collaboratively with colleagues to identify and monitor target students, their learning targets, and promising practices to support student learning. • Teachers will gather and analyze student achievement data using DOE source systems e.g. ARIS, Acuity, and Scantron. • Multiple sources of data (ARIS - promising practices library and CCSS library) will be used to identify promising teacher practices targeted to improve students' knowledge and/or skills in order to improve student achievement. • Improvement of teachers' knowledge and skills will be supported through ASCD Institutes and follow-up ASCD on-site professional development that focuses on differentiation of instruction, understanding by design and curriculum mapping. • Teachers will focus on the achievement of specific subgroups at weekly Collaborative Inquiry Team Meetings that utilize data from formative assessments to design lessons and strategies to support these students. • Teachers will start to look at student work during weekly teacher team meetings. Teachers and guidance counselors will use ARIS to target students in the lowest third. Teacher inquiry work will focus on the most needy of these students. Teachers will look at the work of these students in teams and have developed individual action plans with learning targets, teaching strategies, SMART goals, and formative and summative assessments.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Title I School Wide Programs <ul style="list-style-type: none"> ○ Reduced Class Size ○ Professional Development ○ Parent Involvement • Contract for Excellence <ul style="list-style-type: none"> ○ Reduced Class Size • Tax Levy Fair Student Funding <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • Tax Levy Hold Harmless <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • In accordance with the Conceptual Consolidation Plan under Appendix 4, Section II of this CEP Title I SWP, IDEA and Tax Levy Funds will be used to support the plans outlined above in the following ways: <ul style="list-style-type: none"> ○ Title I SWP: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest achieving students. ○ IDEA: To ensure that all children with disabilities have available to them a free and appropriate public education designed to meet their individual needs.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Evidenced through teacher lesson plans, that allow for differentiation based on assessment results. • Evidenced through teacher team agendas and other artifacts of their work together. • Evidenced through inquiry cycles characterized by evaluation of student achievement, goals, assessments, assignment tasks and rubrics. • Observed through informal visits/observations that demonstrate the use of grouping and differentiation of tasks, assignments • Progress reports and transcripts from STARS will be used to measure the progress towards 81.3% of our first year high school students in the lowest third earning 10 credits or more in their first year of school.

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Rationale: Identified as an area in need of improvement on our 2010 Quality Review we need to, “provide the support and extensions students need to ensure high levels of student engagement.”</p> <p>Goal 4: To improve teacher practice that supports student engagement through the implementation of instructional strategies outlined in the Professional Teaching Standards, specifically PTS #1.</p> <p>By June 2011, as a result of teachers increased ability to engage high school students in learning, the high school will reduce by 10% the gap between this school’s 2009-2010 attendance rate of 89.1% and a 100% perfect attendance rate. This 10% gain will represent an improvement of 1.09% to a 90.1% attendance rate for the 2010-2011 school year.</p>
<p>Action Plan</p> <p><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><input type="checkbox"/> It is our belief that teacher quality is the most important factor for student achievement. Additionally, we believe that students learn best when they are actively engaged in the learning process. Professional Teaching Standard #1 provides teachers with indicators of teacher practice that promote student engagement.</p> <ul style="list-style-type: none"> • The Professional Teaching Standards and Continuum will be reviewed with a focus on Student Engagement during weekly Faculty and Departmental Conferences. • Teachers will “self-assess” and develop goals and action plans toward progressing on the continuum for PTS#1. • School Leaders will meet with teachers during weekly professional developments and team meetings, and on an individual basis, to collaborate on these goals and plans to identify professional development needs and plan professional development opportunities to support individual teachers and groups of teachers with similar goals. • School leaders will meet with teachers during weekly professional developments and team meetings, and on an individual basis, to monitor progress and revise PD plans based on student engagement data collected during formal and informal observations as well as self-assessment needs identified by teachers. • Students will self-assess increased engagement in classes as indicated in the 2011 Student School Survey. • Inter-visitations will be planned to provide teachers with opportunities to observe and share “best practices” for the implementation of strategies to increase student engagement. • Teachers will follow up intervisitations with discussions on promising instructional practices that

	<p>increase student engagement.</p> <ul style="list-style-type: none"> • Teachers will talk with students informally to solicit ways in which to create learning activities that are more engaging.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Title I School Wide Programs <ul style="list-style-type: none"> ○ Reduced Class Size ○ Professional Development ○ Parent Involvement • Contract for Excellence <ul style="list-style-type: none"> ○ Reduced Class Size • Tax Levy Fair Student Funding <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • Tax Levy Hold Harmless <ul style="list-style-type: none"> ○ PM School (Budget Permitting) ○ Saturday Academy (Budget Permitting) • In accordance with the Conceptual Consolidation Plan under Appendix 4, Section II of this CEP Title I SWP, IDEA and Tax Levy Funds will be used to support the plans outlined above in the following ways: <ul style="list-style-type: none"> ○ Title I SWP: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest achieving students. ○ IDEA: To ensure that all children with disabilities have available to them a free and appropriate public education designed to meet their individual needs.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Faculty and Department Agendas, hand-outs and attendance sheets. • Teachers' annual goals and objectives and/or self-evaluations will reflect at least 3 elements of Professional Teaching Standard #1. • Professional Development logs and supervisory conference notes. • School walk-throughs / Classroom observations. • Inter-visitation schedules and feedback. • 2011 Student School Survey indicating increased student engagement. • The Aggregate Attendance Report on ATS (RGAR) will be used to measure progress towards our high school attendance goal of 90.1% for the 2010-2011 school year.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	41	41						
7	40	40						
8	30	30						
9	15	9			8			
10	14	18	16	27	12			
11	40			13				
12	3			10				

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Tutorial Periods • PM School (Budget Permitting) • SaturdayAcademy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Cooperative Learning
Mathematics:	<ul style="list-style-type: none"> • Tutorial Periods • PM School (Budget Permitting) • SaturdayAcademy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Cooperative Learning
Science:	<ul style="list-style-type: none"> • Tutorial Periods • PM School (Budget Permitting) • SaturdayAcademy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction

	<ul style="list-style-type: none"> • Cooperative Learning
Social Studies:	<ul style="list-style-type: none"> • Tutorial Periods • PM School (Budget Permitting) • SaturdayAcademy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Cooperative Learning
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Mandated Related Services • Counselling, Individual and Small Group • Non-mandated counselling, individual and small group • Weekly Girls Group and Boys Group
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Not Applicable
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Not Applicable
At-risk Health-related Services:	<ul style="list-style-type: none"> • Tutorial Periods • PM School (Budget Permitting) • SaturdayAcademy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Cooperative Learning

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

- 6-12

Number of Students to be Served:

- LEP 3
- Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative Language Instruction Program

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

Not Applicable

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 ESL teacher will participate in professional development provide by our PSO, CEI-PEA.

Section III. Title III Budget

School: East New York Family Academy
BEDS Code: 331900011409

Allocation Amount:		
None		
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)	None	Not Applicable

- Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts	None	Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	None	Not Applicable
Educational Software (Object Code 199)	None	Not Applicable
Travel	None	Not Applicable
Other	None	Not Applicable
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The parent coordinator will survey home language data from ATS to identify translation needs. The parent coordinator will work with the in house translators, guidance, PTA President and review Home Language Surveys to determine the actual need for interpretation Services. Whenever there is a need to communicate to parents, translation services will be provided via oral or written methods. The Parent Coordinator and translators will conduct outreach to the families of students identified on the ATS Home Language Report to ensure parents/guardians can read and understand documents and conferences. Translation services will be provided where difficulties in understanding are identified.

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

This school's translation and interpretation findings are reported to the school community via memo and during faculty and team meetings. All staff members are required to submit communications going to student homes in both English and Spanish.

Part B: Strategies and Activities

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

The parent coordinator meets with native language staff members to create written documents for parents who have been identified as being in need of translation services. If necessary, the parent coordinator will make arrangements with the Office for Language and Interpretation Services or make contact with a contracted vendor for additional support.

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

The parent coordinator and/or guidance counselors will ensure that the native language staff members are available for oral translations where needed. If necessary, the parent coordinator and/or guidance counselors will make arrangements with the Office for Language and Interpretation Services or make contact with a contracted vendor for additional support.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parent notifications of translation services are posted in the main office and at the main entrance of the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$295,104	\$186,752	\$481,856
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2951 SWP	\$1868	\$4819
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,755 SWP	See Consolidation Plan	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,510 SWP	See Consolidation Plan	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100%

6. 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.

Not Applicable

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.□

Statement of Parent Policy EAST NEW YORK FAMILY ACADEMY

East New York Family Academy is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

East New York Family Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **East New York Family Academy** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. **East New York Family Academy** will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan. Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

East New York Family Academy will coordinate and integrate Title I parental involvement strategies in the following ways:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only.
- When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development: Monthly professional development for parents is provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

Not Applicable

This policy was adopted by **East New York Family Academy** on **10/14/10** and will be in effect for the period of **one year**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **12/15/10**

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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.

□

2010 - 2011

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

East New York Family Academy and the parents of the students participating in activities, services, and programs funded by Title I, 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 2009-2010.

East New York Family Academy will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - **Staff will be available for consultation with parents during the open school night and open school afternoon in the fall and spring. Teachers can also be contacted at the school by telephone or by email.**
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - 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 Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, 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 I, 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 I, Part A programs that includes a description and explanation of the school's curriculum, 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 math, language arts and reading.
- 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 I.

The Parent/Guardian will support their children's learning by:

- Promoting positive use of my child's extracurricular time
- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their 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.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

East New York Family Academy will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

East New York Family Academy will use disaggregated student results on state and City assessments Grades 6-8, District benchmark assessments, the Grow Report, NYS Regents Examinations, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards.

Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help our school to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
 - See Needs Assessment on pages 10-13.

- See Goals on page 14.
- See Action Plan on pages 15-21.

3. Instruction by highly qualified staff.

All teachers hired in East New York Family Academy, for the 2010-11 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold TransitionalB certificates, including NYC Teaching Fellows, Teach for America Corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in East New York Family Academy that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

East New York Family Academy and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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

East New York Family Academy will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST.

Professional development offerings will include differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, and teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

East New York Family Academy will coordinate professional development for staff Academy through a Professional Development Team that includes Network support staff, the Principal, Assistant Principals, Lead Teachers, and Department Coordinators. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction.

Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups. In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers,

will be in place for East New York Family Academy. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by Network support staff to strengthen the following: Instructional leadership, Clinical supervision of instruction, Time management, Launching instructional initiatives, Uses of technology in carrying out administrative duties – e-mail, excel, etc., Data analysis and using data. Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include: Support for parents' understanding of, and participation in instructional initiatives such as Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.), Parent Coordinator workshops, Learning Leaders, and Parent Volunteer Program Support for increased parent participation on the School Leadership Team and subcommittees, and family support resources in the community in the areas of career development, health, and social services, etc.. Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

This School's empowerment support network has assisted in the placement of 100% certified staff. Beginning in the spring of 2010 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. The Empowerment District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally. East New York Family Academy will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

East New York Family Academy implements strategies to promote effective parental involvement in our school, including specific actions to support the system-wide goal of making our school more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school has a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, East New York Family Academy arranges for workshops focused on parent involvement strategies and techniques for helping their children to improve academically. The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. This Office handles parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers also helps to coordinate the activities of the Parent Coordinator

for East New York Family Academy. Additional support for East New York Family Academy is provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who promotes engagement, provides customer service center support and works on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team works closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers engage in ongoing discussions and decision-making processes with East New York Family Academy and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

East New York Family Academy uses disaggregated State and City assessments Grades 6-8, benchmark assessments, NYS Regents Examinations, and multiple classroom-level measures to regularly assess the progress of students and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Ongoing assessment of student progress allows teachers to make timely and appropriate adjustments to the delivery of instruction. Academic Intervention Services (AIS) are provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS includes additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided varies according to the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards receive appropriately targeted services. Strategies for promoting learning for at-risk students are enhanced by ongoing professional development and parental involvement activities.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The CEI-PEA Partnership Support Organization works closely with East New York Family Academy to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual

needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$247,888	True	See Action Plan (pp.15-21)
Title I, Part A (ARRA)	Federal	Yes			\$184,865	True	See Action Plan (pp.15-21)
IDEA	Federal	Yes			\$67,674	True	See Action Plan (pp.15-21)
Tax Levy	Local	Yes			\$2,229,461	True	See Action Plan (pp.15-21)

1Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

2Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

Not Applicable

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

Not Applicable

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;

Not Applicable

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Not Applicable

c. Minimize removing children from the regular classroom during regular school hours;

Not Applicable

4. Coordinate with and support the regular educational program;

Not Applicable

5. Provide instruction by highly qualified teachers;

Not Applicable

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

Not Applicable

7. Provide strategies to increase parental involvement; and

Not Applicable

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

Not Applicable

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

APPENDIX 7: 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:

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.)

6 Students

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

- See Section VI, Action Plan, pp. 15-21
- See Appendix I, Academic Intervention Services, Part B, pp. 24-25

Guidance Counselors will:

- Check weekly in ATS for changes in our population of Students in Temporary Housing.
- Meet monthly with students in Temporary Housing to monitor their situation and ensure proper services are being provided.
- Make contact and/or meet monthly with parents/guardians of students in Temporary Housing to monitor their situation and ensure proper services are being provided.

Part B:

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).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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 your Children First Network.

N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	East New York Family Academy					
District:	19	DBN:	19K409	School		331900011409

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.3/89.1	95.7/	95.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.8	98.8	98.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	47	49	48	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	49	50	50		68.8	86.2	83.5
Grade 8	48	46	50				
Grade 9	90	90	96	Students in Temporary Housing - Total Number:			
Grade 10	91	71	74	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	73	69	56		0	20	7
Grade 12	54	73	64				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	452	448	438	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	2
# in Collaborative Team Teaching (CTT) Classes	2	12	13	Superintendent Suspensions	1	6	6
Number all others	28	16	14				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	34	32	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	9
# receiving ESL services only	7	0	TBD				
# ELLs with IEPs	0	0	TBD	Number of Educational Paraprofessionals	0	0	0

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	5	20	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.0	78.8	65.6
				% more than 5 years teaching anywhere	40.0	51.5	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	60.0	79.0	81.3
American Indian or Alaska Native	0.9	0.4	0.7	% core classes taught by "highly qualified" teachers	93.1	96.3	97.1
Black or African American	62.6	62.1	63.7				
Hispanic or Latino	34.3	35.0	33.1				
Asian or Native Hawaiian/Other Pacific	1.1	0.9	0.9				
White	1.1	1.6	1.6				
Male	42.7	43.8	44.3				
Female	57.3	56.3	55.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-	v	v		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White				-	-		
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged	v	v		v	v		
Student groups making	4	4	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / B	Overall Evaluation:	P
Overall Score:	50.3 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment: <i>(Comprises 15% of the</i>	7.5 / 8.4	Quality Statement 2: Plan and Set Goals	WD
School Performance: <i>(Comprises 25% of the</i>	12.9 /	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	29.9 /	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	0 / 0	Quality Statement 5: Monitor and Revise	P

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 531	District 19	School Number 409	School Name East NY Family Acade
Principal Sheila Richards	Assistant Principal Not Applicable		
Coach Not Applicable	Coach Not Applicable		
Teacher/Subject Area Sonia Clarke-Pinnock/ESL	Guidance Counselor Not Applicable		
Teacher/Subject Area Not Applicable	Parent Not Applicable		
Teacher/Subject Area Not Applicable	Parent Coordinator Shavorn Wallace		
Related Service Provider Not Applicable	Other Not Applicable		
Network Leader Althea Serrant	Other Not Applicable		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	441	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.45%
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Part II: ELL Identification Process

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

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

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

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program.

Parents are given a Home Language Survey (HLIS) by the Parent Coordinator to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by the guidance counselor and the Language Battery Assessment (LAB-R) is given by the ESL teacher to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

East New York Family Academy offers a Freestanding ESL Program that meets the size and needs of our ELL population.

To encourage continuing community involvement, ELL parents are provided with opportunities to be involved in the life of our school. During the school year, our school provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy (Budget Permitting) and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. In 2009 - 2010s we had no ELLs. All of our ELL students in 2008 - 2009 achieved proficiency on the May 2009 NYSESLAT. Our 2 ELL students for 2010 - 2011 school year are at the advanced proficiency level and should achieve full proficiency on the 2011 NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained															0
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL				2			1				3
Total	0	0	0	2	0	0	1	0	0		3

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

C. Home Language Breakdown and ELL Programs

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2							2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	0	0	1	0	0	0	3

Part IV: ELL Programming

A. Programming and Scheduling Information

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

East New York Family Academy implements a Freestanding English as a Second Language (ESL) Program. The primary goal of our program is to assist students in achieving English Language proficiency within three years.

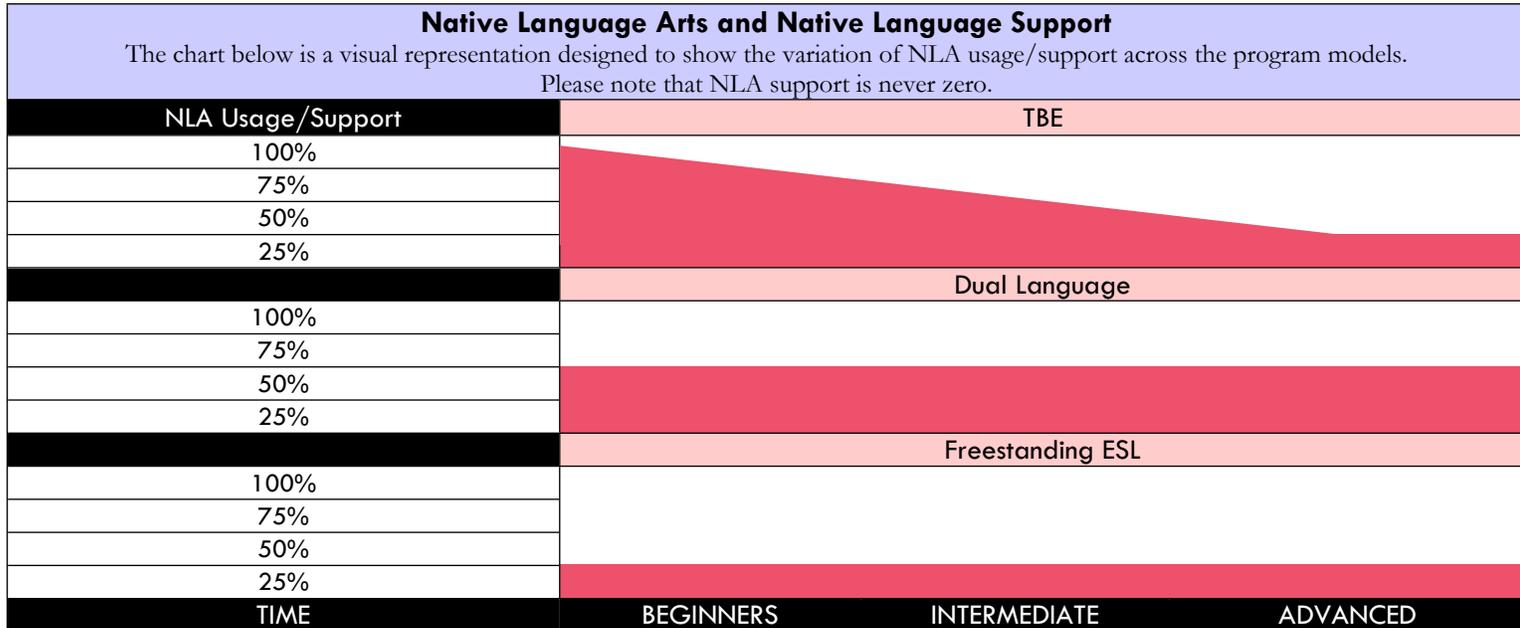
- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

In the Freestanding ESL component we currently have 3 students at the advanced proficiency level who receive 215 minutes of pull-out instruction per week by a fully certified ESL teacher for one period each day in a mixed grade and mixed ability setting.

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

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

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



B. Programming and Scheduling Information--Continued

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

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teacher that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and the uses of the schools Elmo's and illustrations to increase comprehension.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

Improvements under consideration for the future of our program will be the extension of services to students who achieve proficiency on the NYSESLAT for up to two years. This extension of service will increase the potential for these students to achieve well above standard.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

Professional development for our ELL teacher will provided by school support organization throughout the school year. ELL training for all teachers will be provided at our bi-weekly professional development sessions throughout the school year. The ELL liason from the CEI-PEA network will support the implementation of professional development activities. Agendas and sign in sheets documenting these professional development activites will be kept on file.

Since we are a middle school/high school our ELL teacher and our classroom teachers are able to provide continuous support to our small population of ELL students.

E. Parental Involvement

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

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for Ells and their families. These include:

- Saturday Academy: Budget permitting, our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program when budget permits.
- Parent Academy: Budget permitting, ESL classes are offered to parents as needed, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday dinners, School BBQ Day, the Annual Parent Fair, and Cultural Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Important documents are translated into Spanish, Haitian Creole, and other languages as needed. Additionally, interpretation services are a daily help in communication between school staff and parents

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)							1			1				2
Total	0	0	0	0	0	0	1	0	0	1	0	0	0	2

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													

	I													
	A									1				
	P						1							
READING/ WRITING	B													
	I													
	A						1							
	P									1				

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English 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?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our 2 ELL students are at the fully proficient level and at an advanced level of proficiency on either the read/writing or listening/speaking component of the NYSELAT exam. Our 9th grade student achieved level 2 on the 8th grade ELA, Math, and Science state exams and level 1 on the Social Studies state exam. Our 6th grade student achieved level 4 on the 5th grade Math and Science state exams and level 3 on the ELA and Social Studies state exams. Given these results our ELL teacher will work with these students 5 periods week on increasing their proficiency levels for the 2011 NYSESLAT exam through the use of high interest reading, writing, speaking, and listening activities.

The success of our program is measured by the outcomes achieved on the NYSESLAT and New York State exit exams for Middle School and High School.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		