



SECONDARY SCHOOL FOR LAW

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K462

ADDRESS: 237 7TH AVENUE, BROOKLYN, NY 11215

TELEPHONE: (718) 832-4250

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K462 **SCHOOL NAME:** Secondary School for Law

SCHOOL ADDRESS: 237 Seventh Avenue, Brooklyn, New York 11215

SCHOOL TELEPHONE: 718-832-4250 **FAX:** 718-499-3947

SCHOOL CONTACT PERSON: Oneatha Swinton **EMAIL ADDRESS:** oswinto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Erick Rowley

PRINCIPAL: Oneatha Swinton

UFT CHAPTER LEADER: John Yanno

PARENTS' ASSOCIATION PRESIDENT: Bridgette Edwards

STUDENT REPRESENTATIVE:
(Required for high schools) Tacha Mirville

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 308

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Aimee Horowitz

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
Oneatha Swinton	*Principal or Designee	
John Yanno	*UFT Chapter Chairperson or Designee	
Bridgette Edwards	*PA/PTA President or Designated Co-President	
Ellen Keating	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephanie Chavous	Member/	
Alicia Gabriel	Member/	
Erick Rowley	Member/	
Mark Navarrete	Member/	
	Member/	
	Member/	
	Member/	

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

* 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.

As a community of committed learners, Secondary School for Law cultivates a spirit of excellence in our students through rigorous academic and extracurricular activities, preparing them to engage in challenging post secondary experiences. Through the integration of demanding support programming such as college-preparatory, academic tutoring personalized mentoring and one-on-one college guidance, our goal is to help students develop their own voices by teaching them skills lawyers have – the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities.

The school's current enrollment is 523 students in grades 6-12. The school opened its doors in September 2003. Previously the school was an institute in a larger school-the Secondary School for Law, Journalism and Research, part of a collaborative effort between District 15 and B.A.S.I.S. to revitalize the John Jay Building. We draw our student population from many diverse communities in Brooklyn. These include Downtown Brooklyn, Red Hook, Sunset Park, Park Slope, Windsor Terrace/Kensington, Bedford-Stuyvesant, Canarsie, Flatlands and Flatbush. During 2009-10, more than 800 students listed the Secondary School for Law on their high school applications for ninth grade. These students were from all neighborhoods of Brooklyn.

The school emphasizes a rigorous academic curriculum. Students take classes in all core subjects including English, Mathematics, Science and Social Studies, Foreign Language as well as Law, Art, Drama, Health and Physical Education. Electives include Advanced Placement U.S. History, Biochemistry, Forensics, Law and Literature, Dramatic Literature. The study of law begins in our middle school where it is integrated into the Social Studies Curriculum. A formal law sequence begins in the ninth grade students where students take Introduction to Law and Participation in Government. Tenth grade students take International Law I and II, and eleventh grade students take Constitutional Law I and II. Our Mock Trial and Debate Team, two popular after school activities, participate in competitions that give students concrete and exciting ways to apply their legal knowledge. In addition, our Principal for A Day Partnership with the law firm of Paul Hastings Janofsky and Walker, which received the 2007 PENCIL Award, provides students in the high school with regular interaction with lawyers and legal issues. Lawyers from the firm visit the school regularly, devise mock trials for the students, and provide career orientation to the field of law.

Technology is infused into all curricular areas through the use of Smartboards, mobile laptop computer carts and LCD projectors that are available for classroom use. The library, which is shared by the three schools in the building, is an integral part of students' learning experience in the school. We have a full-time Librarian and the Library is open during lunch periods for individual student use. In addition, teachers regularly reserve library time for whole class use.

A Cabinet consisting of the Principal, Assistant Principal (Supervision), Literacy and Math Coach and selected staff plan and coordinate professional development activities. During the course of the year, the Cabinet examined a variety of indicators including item skills analyses, the Annual Report, Periodic Assessments, teacher grades and samples of student work at all levels. These data were shared with and analyzed by teachers during Department and Professional Development meetings in order to identify areas required additional instructional support and make instructional decisions on a departmental and classroom level.

The pedagogical staff meets for professional development on every other Monday. Weekly grade meetings also take place by grade during the school day. Grade meetings focus sharing information about students and planning grade-wide activities. Each grade team follows a targeted group of students for the year, monitoring progress and setting goals for individual students.

The Secondary School for Law has implemented a data-driven approach to improving school achievement. Teachers regularly analyze student achievement data in English and Mathematics and used data to adjust their instruction to student needs. The school also formed a school-based Inquiry Team that conducts case studies on individual students to determine effective strategies for improving student performance in Mathematics.

The Secondary School for Law has an active PTA and School Leadership Team. The School Leadership Team meets on the same days as the PTA before PTA meetings and consisted of eight members from the various constituencies in the school community. Our Parent Coordinator continues to be a key link between parents and the school. She facilitates parental interaction with administration, teachers and school staff, assists in organizing PTA and School Leadership Team meetings, does outreach to families whose students are in need of additional services. In addition, an Attendance Coordinator closely monitors student attendance and lateness and keeps the Guidance Counselors and Parent Coordinator aware of students whose attendance and punctuality are problematic. A SPARK counselor assists students and families around substance abuse issues and interacts regularly with students through classroom presentations.

The Secondary School for Law enjoys collaborations with several community-based organizations. These include the Project Reach Youth – a local community based organization that provides a variety of academic and college/career services; College Summit, which assists our College Office in making sure all students set high goals for college attendance; Arts Connection, which offers on-site arts programming; and the Columbia Center for the Environment and the Economy that offers Science curriculum and workshops on environmental issues to our middle school students.

The school receives its funding in accordance with the Chancellor's Children First initiative. Support for extended day activities comes from the District 15 Extended Day Violence Prevention grant and the CHAMPS program. The school became a Schoolwide Planning School for Title I in 2004. In 2009 the school was declared "In Good Standing," by the State of New York after spending two years on the State SINI list. Also, the school received a CMSS Middle School Implementation Grant under NCLB in 2009 to restructure and improve its middle school program.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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 school's 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?
-

English Language Arts:

I. Middle School

According to our NYS ELA test scores 3 students without an IEP or 7% of those students currently enrolled in general education/CTT classes without an IEP achieved a performance level 1 on the spring 2010 exam. However 72% of the students currently enrolled in general education/CTT without an IEP scored at a performance level 2 on this assessment and only 21% of these students scored a level 3.

In grades 7 20% of those students without an IEP scored a level 1 on the assessment, 67% scored a level 2 and 13% scored a level 3, making this the lowest performing cohort in the middle school.

Additionally, while none of the students currently in grade 8 achieved a level 1, this cohort had the most level two's overall with 72% of all grade 8 students scored a level 2 while 21% achieved a level 3 on this assessment.

Therefore in order to improve the performance of our middle school students on the NYS ELA exam we have determined our goals as follows:

II. High School

The Regents performance for our 2007 cohort now currently in grade 12 shows of the students in this cohort without IEP's 65% of these students scored a level 3 on the Regents exam and 24% scored a level 4. Of the students scoring a level 3, 32% exceeded their performance on their grade 8 NYS exam, 28% matched their performance on the NYS ELA exam, none performed at a lower level (21% did not take the grade 8 exam.

Analysis of the general education students in our 2008 cohort currently enrolled in grade 11 31 of these students or 38% achieved a level 3 on their NYS grade 8 ELA exam and 34 of these students

or 42% achieved a level 2 on the same assessment. Two students or 2% achieved level 1 and 14 students or 17% had no grade 8 score.

Of the students who achieved a level 3 in grade 8, 19% or 6 students are currently under credited in English, Conversely, only 7 of the students or 21% enrolled in this cohort who scored a level 2 are under credited in English, and 27 of these students are on track in terms of their English credit acquisition.

Mathematics:

I. Middle School

According to our NYS Math test scores, 6 students or 33% currently enrolled in 6th grade achieved a performance level 1 (below standard) on the spring 2010 exam, 44% scored level 2 (meets basic standard), only 17% of these students scored a level 3 (meets proficiency standard) performance and 6% scored a level 4 (exceeds proficiency standard) making this the lowest performing cohort in the middle school.

In grades 7, 15% of the students scored a level 1 on the assessment, this cohort had the most level two's overall with 50% of all grade 7, 31% scored a level 3, and 4% exceeds proficiency standard.

Moreover, 28% in grade 8 achieved a level 1, 45% meets the basic standard while 24% achieved a performance level 3 and only 3% scored level 4 on this assessment.

II. High School

The June 2010 Math Regents shows that 56.92% of students taking Integrated Algebra pass the exam with 65% or better, 60.27% the Geometry and 35% pass the Algebra 2 and Trigonometry.

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.

Science:

- To achieve a 7% increase in Regents Exam scores, to be measured by averaging the percent change in Regents scores for The Living Environment, Chemistry, and Physics.
- To complete inter-disciplinary project-based learning in the 8th grade with a unit involving English, Social Studies and Science by May 2011. To increase the number of level 3's on the eighth grade Science test and decrease the number of 1's on the Eighth Grade Science test by 4% by May 2011.

Social Studies:

- To improve the passing rate for students taking the Global and US History Regents exam for the first time by 3% from last year by August 2011.

English Language Arts:

I. Middle School

- To design our own interim assessments/ Acuity ITA's for the middle school that are more closely aligned to our curriculum and the skills and strategies needed to pass the NYS ELA exam.

II. High School

- To increase by 3% the number of students who achieved a level 2/ approaching standard when they entered our school in grade 9 to a level 3/ proficient level on the NYS English Regents exam.

Mathematics:**I. Middle School**

- To increase by 6% the percentage of students who are currently in below standard level scoring level 2 or higher on the NYS Math test.

II. High School

- To increase by 5% the percentage of students scoring a 65% or higher on the NYS Integrated Algebra, Geometry and Trigonometry Regents by August 2011.

Special Education:

- To increase by 3% the percentage of special education students making at least 1 year of academic progress as measured by the State Tests in ELA and Math in middle school and 12 accumulated credits for high school.

Attendance:

- To increase attendance by 3% from 88% to 91% by June 2011.

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): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To achieve a 7% increase in Regents Exam scores, to be measured by averaging the percent change in Regents scores for The Living Environment, Chemistry, and Physics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will use test maker and online preparation materials to facilitate this increase. • Teachers will make use of articles, videos, internet and hands-on activities at least 3 times per week. • Teachers will provide at least one 2 to 4 minute opportunity per class period to complete Regents related constructed/extended response questions. • Teachers will move students from Level 1 to Level 3 questioning as per Costa’s Three Story House of Questioning within a unit, as reflected in teacher planning and classroom instruction. • Students will collect, analyze, represent and interpret data in their labs. Clear guidelines on formats and purposes for labs at each level will lead to students’ ability to complete labs. • Standard format and procedure for labs from 6-12 will be implemented through departmental collaboration. • The Science Department will identify core concepts that provide a foundation for learning through curriculum planning. • Regents preparatory classes will be offered to students to improve performance on all science Regents examinations.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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"> • Fair Student Funding • Title I SWP • Contract for Excellence (Extended Day Credit Recovery)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Report Card (6x/yr) • Students are Achieving improved passing rates in Science classes 6 times a year. • Teachers can see evidence of deeper understanding of concepts based on quizzes, tests, projects and informal classroom assessments. • Scores on Regents Exams improve by 7%.

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): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To complete inter-disciplinary project-based learning in the 8th grade with a unit involving English, Social Studies and Science by May 2011. To increase the number of level 3's on the eighth grade Science test and decrease the number of 1's on the Eighth Grade Science test by 4% by May 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The Science Department has identified core concepts that provide a foundation for learning through curriculum planning. • Each teacher at each grade level will explain and develop an understanding at each appropriate grade level of volume, conservation of energy, heredity and cells as the basic unit of life. These understandings will be reflected in their curriculum maps. • Eighth grade Science teacher will plan an interdisciplinary unit on the environment with ELA teacher and Social Studies teacher.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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"> • Fair Student Funding • Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Report Card (6x/yr) • Free Response section of 8th grade Science test • Teachers can see evidence of deeper understanding of concepts based on quizzes, tests, projects and informal classroom assessments. • Increased scores on eighth grade Science test.

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): Social Studies

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To improve the passing rate for students taking the Global and US History Regents exam by 3% from last year by August 2011
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • By November 2010 the Social Studies Department will do an item analysis on the June 2010 Regents in order to identify areas of weakness to inform info teaching • Students will use Study Island to supplement their regular class in order to prepare for the Regents. • Teachers will use Exam-Gen to preview multiple choice questions and essays from former Regents exams and analyze results to inform teaching. • Regents prep will be offered in May /June to prepare for Regents.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • C4E Funds for Extended Day Instruction • Citywide Social Studies Staff

Indicators of Interim Progress and/or Accomplishment

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

- Report Card(6X/year)
- Regents results (Jan & June)
- Where applicable, graduation rate (June)

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): English Language Arts – Middle School

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To design our own interim assessments/ Acuity ITA’s for the middle school that are more closely aligned to our curriculum and the skills and strategies needed to pass the NYS ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The literacy coach will receive training in the form of a DOE webinar during the month of September about how to design Acuity customized ITA assessments. • The literacy coaches will the turn-key the information to the middle school teachers and support them as they customize their ITA assessments to align with the curriculum and the standards. • Teachers will administer the customized assessment two times this year, in addition to the Acuity ELA predictive. • Teachers will meet after each administration to analyze the results and to plan for next steps within each grade as well as across grades. • Teachers will design and/or modify curriculum to address the concerns raised from the Acuity assessment. • Teachers will receive extra support from the in-house literacy coach in the implementation of the Acuity customized ITA assessment and how to use the Acuity web site for further assessment and instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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"> • Teachers will participate in an after school training session led by the literacy coach • Teachers will receive on going support from the in house literacy coach to design, analyze and implement instructional implications from the Acuity assessments. • Teachers will be afforded the time needed to design for each assessment, to administer each assessment t and to analyze the data from each assessment. • Teachers will be afforded time to work with the in house literacy coach on how to utilize the Acuity web site for further assessment and instruction.

Indicators of Interim Progress and/or Accomplishment

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

- The first Acuity assessment will be a formative assessment aligned to the current curriculum and standards.
- The first Acuity ITA will be designed in September 2010. It will be administered the first week in November and the data will be analyzed by the teachers for instructional implications by.
- The second Acuity exam will be an ELA predictive created by Acuity. It will be administered in the third week in January 2011. The results analyzed by the beginning of February 2010.and an item analysis of student performance will be done to plan instruction for the state exam.
- The third and final Acuity assessment will be a formative assessment /Acuity ITA. It will be designed at the end of January and administered the third week in March 2011. This assessment will be graded and it's results analyzed by J
- April 2011.
- In all three cases the results of theses assessments will be used to modify curriculum and instruction as indicated by the data analysis.

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): English Language Arts – High School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 3% the number of students who achieved a level 2/ approaching standard when they entered our school in grade 9 to a level 3/ proficient level on the NYS English Regents exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • In order to insure that students who entered out school in grade 9 approaching standard on their grade 8 exams are provided the opportunity to increase their performance, an analysis of the cohort’s performance in grade 8 will be done in October 2010 by the literacy coach. • This analysis will include looking at which students came to our school in grade 9 at a level 2/approaching standard are on target for graduation by meeting or exceeding the credit requirement for English and are performing well in class. The analysis will include looking at grade data and credit accumulation in English. • A target group of students who were approaching standard in grade 8 but are currently appropriately credited, or exceeding credit expectations and performing well in the discipline of English will be identified. • Attendance and lateness data will also be reviewed for these students identified as having the potential for passing the Regents exam. • These students will be targeted for extra support. This support will take place within the classroom, during zero period and after school. • These students will be assessed to determine which skills and strategies needed for the Regents are present and which are still need to be acquired. • All grade 11 students will take part in a mock Regents as part of our DYO initiative, consisting of Part 4/ Critical lens. This data will be used to plan classroom instruction and targeted intervention. • Students will take the Regents exam in January b2011. An item analysis of answers for the

	<p>students who do not meet proficiency will be performed to determine next instructional steps for these students.</p> <ul style="list-style-type: none"> • Students who do not reach proficiency in January will retake the exam in June.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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"> • The grade 11 teacher will receive ongoing support from the literacy coach in strategies to support students identified as showing strong potential for passing the English Regents with extra support. • The grade 11 teacher will administer the Regents based DY0. This assessment will be the sample Regents provided by the State Department of Education on its website and will be normed and graded by our grade 11 teacher with support from our literacy coach. This assessment will take place in October of 2010. • An assessment/item analysis will be done on the DY0/mock Regents of the identified students. • The literacy coach will support the teacher in planning and implementing effective instruction and interventions for these students. • The teacher will be afforded the time needed to plan, administer and grade the mock Regents. • The teacher will be afforded the time to work with the literacy coach to plan instruction for students identified. • The teacher and literacy coach will perform an item analysis of the January 2011 Regents for those students who do not pass. Time will be afforded to the teacher and coach for this work.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In the 2008 cohort students who were approaching standard in grade 8 and are now performing well in English, showing strong potential for passing the regents will be identified through analysis of their current performance in the discipline of English and their performance on our mock Regents exam. • In addition, teacher observation conferences and class performance and grades also be used to identify students who came to our school performing on a level 2 in state ELA assessments but now show strong potential to achieve a level 3. • Students will take the New York State English Regents exam in January of 2011. If identified students do not pass this exam, an item analysis of their test will be performed and instruction will be designed based on this analysis. • Students will retake the Regents exam if necessary in June 2011. • Projected gains: 3% of students who achieved a level 2 on their grade 8 ELA exam will achieve a level 3 on the NYS English Regents exam.

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): Mathematics – Middle School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 6% the percentage of students who are currently in below standard level scoring level 2 or higher on the NYS Math test August 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • This goal will be achieved through various strategies including curriculum maps that are aligned with NYS Mathematics standards, periods of small group instruction during school day taking the form of zero period and lunch time tutorials, and after school test prep. Implementation will take place in early Fall 2010 and all math department staff members are involved in it. • Design our own interim assessments/Acuity ITA's which will be administered twice this year and Periodical Exams that will be administered every six weeks. These assessments are created and more closely aligned to our curriculum and the skills and strategies needed to pass the NYS Math exam. • Teachers will design and/or modify curriculum to address concerns raised from the Acuity assessment and Periodical Exam. • Teachers will receive extra support from the in-house math coach in the implementation of the Acuity Customized ITA assessment and Periodical Assessment and how to use the data to guide instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Teachers will participate in an after school training session led by Math coach on customizing Acuity ITA. • Teachers will receive on going support from the in-house math coach to design, analyze and implement instructional implications from the assessments. • Teachers will be afforded time to work with the in house math coach on how to utilize different sources of data (ATS, ARIS, Acuity, teacher-made assessment data, etc.) for further assessment and instruction.

	<ul style="list-style-type: none"> Teachers will participate in preparing students for the NYS Math test 1 and a ½ month before the NYS Math exam which will be done after school hours.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Acuity Customized ITA Assessment and Periodical Assessment will demonstrate progress of students acquiring skills necessary to pass the NYS Mathematics Exam. Summative and Formative Assessments will be used to guide instruction and will demonstrate students making progress in areas of weakness. NYS Mathematics Exam scores in Spring 2011 will display gains made.

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): Mathematics – High School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 5% the percentage of students scoring a 65% or higher on the NYS Integrated Algebra, Geometry and Trigonometry Regents by August 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • This goal will be achieved through various strategies including curriculum maps that are aligned with NYS Mathematics standards, periods of small group instruction during school day taking the form of zero period and lunch time tutorials, and after school test prep. Implementation will take place in early Fall 2010 and all math department staff members are involved in it. • Design our own interim assessments/Acuity ITA's which will be administered twice this year and Periodical Exams that will be administered every six weeks. These assessments are created and more closely aligned to our curriculum and the skills and strategies needed to pass the NYS Math exam. • Teachers will design and/or modify curriculum to address concerns raised from the Acuity assessment and Periodical Exam. • Teachers will receive extra support from the in-house math coach in the implementation of the Acuity Customized ITA assessment and Periodical Assessment and how to use the data to guide instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Teachers will participate in an after school training session led by Math coach on customizing Acuity ITA. • Teachers will receive on going support from the in-house math coach to design, analyze and implement instructional implications from the assessments. • Teachers will be afforded time to work with the in house math coach on how to utilize different sources of data (ATS, ARIS, Acuity, teacher-made assessment data, etc.) for further assessment and instruction.

	<ul style="list-style-type: none"> Teachers will participate in preparing students for the NYS regents 1 and a ½ month before the NYS Regents exam which will be done after school hours.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Acuity Customized ITA Assessment and Periodical Assessment will demonstrate progress of students acquiring skills necessary to pass the NYS Mathematics Exam. Summative and Formative Assessments will be used to guide instruction and will demonstrate students making progress in areas of weakness. NYS Mathematics regents scores in August 2011 will display gains made.

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): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 3% the percentage of special education students making at least 1 year of academic progress as measured by the State Tests in ELA and Math in middle school and 12 accumulated credits for high school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be assessed periodically using our DY0 reading/writing assessment. • Small group instruction using the workshop model will encourage engagement and understanding. • ELA curriculum will align with the Regents and RCT exam. • Zero period tutorials and after school test prep will begin in December. • Struggling students will be tracked by advisors who communicate with teachers, parents, counselors and the student to promote academic success and support. • Network instructional support specialist will assist students and teachers by improving the academic rigor and expectations in our special classes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • ELA curriculum will align with IEP goals, Regents exams, and literacy standards. • Teachers will receive on going support from literacy coach in strategies to support struggling readers. • New teachers will receive mentors. • Students will have access to class and school libraries that include reading material across a variety of interests and levels. • Professional development will be offered to by network instructional specialist. A special education ELA lab site will be set up to allow other teachers to visit classrooms and share

	<p>ideas.</p> <ul style="list-style-type: none"> • Inquiry teams will focus on promoting literacy across content areas. • Grade team meeting will allow teachers to analyze student work and successful teaching practices.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will be assessed periodically using our DY0 reading/writing assessment. • Assessments and observations will be used to modify curriculum and instruction.

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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase attendance by 3% from 88% to 91% by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data</p> <p>Our attendance for the 2009-2010 school year as reflected in the NYS Report Card was 88%.</p> <ol style="list-style-type: none"> 1. The attendance team (principal, assistant principals, guidance counselors, the parent coordinator and the family worker) will use the monthly ATS PAR report to track attendance and to monitor progress toward meeting goals. 2. Counselors, teachers will monitor the daily attendance report in ATS and the weekly cutting report to help track student attendance. <p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. The attendance team will collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade. 2. The principal will conduct weekly attendance meetings with the attendance team to review all attendance related data with the purpose of identifying patterns and reviewing the effectiveness of interventions. 3. Award Ceremonies, movie tickets and pizza parties will be used to motivate students and to reward students for excellence in attendance and for successfully meeting incremental attendance goals. 4. Teachers and family worker will consistently review and update attendance information through reversals and verification. 5. Teachers with the held of coaches and staff developers, will work to develop engaging

	<p>lessons and activities that will provide motivation for regular attendance by students.</p> <ol style="list-style-type: none"> 6. It is our intention to make attendance data transparent. To this end, daily attendance data will be publicly posted to generate school-wide awareness. 7. Guidance counselors and the parent coordinator will use daily reports from the school messenger to correct contact information for students and update blue cards. 8. The family worker, parent coordinator and the guidance counselors will identify students with problematic attendance and engage in intervention by making frequent contacts with the parents. These contacts would include home visits, letters, phone calls and e-mails and text messages. The attendance teachers will counsel families and students regarding the importance of regular school attendance and the consequences faced by families of chronically absent students. 9. The parent coordinator will assist in planning and conducting parent outreach and workshops related to student attendance. <p>Professional Development</p> <ol style="list-style-type: none"> 1. ISC attendance personnel will conduct trainings on attendance taking procedures and ATS applications for administrators, counselors and attendance staff to assure that attendance data is collected and analyzed accurately. 2. Principal and attendance teacher will conduct staff development for teachers in accurate attendance taking practices and effective communication with parents of students who are chronically absent from their classes. 3. Teachers will receive professional development in engaging instructional strategies to motivate students to attend class regularly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<p>Budget</p> <ol style="list-style-type: none"> 1. Purchase of school text messaging system to send text messages to the parents of absent or tardy students daily. 2. PD on engaging lesson plans to motivate regular attendance of students. 3. Purchase movie tickets and hold pizza parties for students who meet attendance goals. <p>Staffing</p> <ol style="list-style-type: none"> 1. Assistant principals, parent coordinator, the family worker and the guidance counselors will work collaboratively as a team to meet the attendance goals. <p>Schedule</p> <ol style="list-style-type: none"> 1. Common planning included in schedule to accommodate collaborative work and periodic pd on creating engaging lesson plans.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Primary Indicators</p> <ol style="list-style-type: none"> 1. We will use the monthly ATS reports (PAR) to monitor our progress. <p>Other evidence</p> <ol style="list-style-type: none"> 1. We will review daily and weekly ATS attendance reports (school-wide and individual students). 2. We will monitor the percentage of students who receive incentives for meeting attendance goals. 3. We will monitor parent response to attendance inquiries via text message system. 4. We will review the school messenger report daily. 5. We will review the weekly ATS cut-report.
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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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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	4	6	4	4				
7	3	4	2	1				
8	3	3	2	2				
9	16	20	20	16				
10	25	35	35	25	5			5
11	10	18	22	9	5			5
12	14	18	21	16	5			

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson – one-on-one or small group – during school day Extended Time – small group instruction – before school Extended Day – small group instruction – after school Regents Prep classes – small class instruction – during school day Credit Recovery – grades 9-12
Mathematics:	Extended Time – small group instruction – before school Extended Day – small group instruction – after school
Science:	Extended Time – small group instruction – before school Extended Day – small group instruction – after school
Social Studies:	Regents Prep classes – small class instruction – during school day Extended Time – small group instruction – before school
At-risk Services Provided by the Guidance Counselor:	Counseling – one-on-one or small group – during school day Advisory
At-risk Services Provided by the School Psychologist:	Counseling – one-on-one – during school day
At-risk Services Provided by the Social Worker:	Counseling – one-on-one – during school day
At-risk Health-related Services:	SAPIS – small group – during school day

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

NCLB/SED requirement for all schools

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster B.E.S.T.	District 15	School Number 462	School Name Sec. School for Law
Principal Oneatha Swinton		Assistant Principal Julie Fraad	
Coach Lisa Silva		Coach Marie Madrid	
Teacher/Subject Area Felicia Holtzman/ESL		Guidance Counselor Kesha Hopkins	
Teacher/Subject Area Leana Lu/ESL		Parent type here	
Teacher/Subject Area Laura Malone/ELA		Parent Coordinator Stephanie Taylor	
Related Service Provider Patricia Bradley		Other type here	
Network Leader Kathy Pelles		Other type here	

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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
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	546	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	4.03%
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Part II: ELL Identification Process

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

When a new admit enters the Secondary School for Law, the parent is asked to complete the Home Language Identification Survey at registration, including the informal oral interview in English and in the native language when possible. Through the use of faculty and school aides we are able to interview parents in Spanish and Bengali. The HLIS is then reviewed by Ms. Felicia Holtzman, a fully certified ESL teacher and our ELL Liaison. If the HLIS indicated that a language other than English is used in the home, Ms. Holtzman meets with the parent for an informal oral interview. A Spanish speaking school aide is available to translate the interview for Speakers of Spanish. The student is then administered the Language Assessment Battery-Revised (LAB-R) within 10 days of registration. Ms. Lisa Silva, testing coordinator, ensures that the LAB-R is conducted in the timeline allotted. The LAB-R determines whether a student is to be placed in an English Language Learning program or has reached proficiency in English. Ms. Holtzman, ESL Teacher, is responsible for conducting the initial screening.

Once the LAB-R is scored and reviewed, if the student is identified as an ELL, the parent is notified in writing through a Parent Entitlement Letter and invited to attend a Parent Orientation session. During this session, the parent views a video and receives information on the different programs available. In addition to English, the video is available in Spanish, Chinese, Haitian, Korean, Urdu, Arabic, Russian, and Bengali. The parent completes the Parent Assurance Survey and Program Selection Form, indicating his/her program choice: Transitional Bilingual Program, Dual Language Program, or ESL Program. Ms. Keating, Attendance Coordinator and Ms. Holtzman, ESL teacher, ensure that this process happens during the first 2 weeks of a child's enrollment. If the parent selects an ESL Program, the student is placed in our free-standing ESL program in accordance with the student's proficiency and grade level. The parent is provided with a

Placement Letter. In the event that a parent selects TBE or Dual Language, the parent is directed to the Placement Office of the Department of Education to find the desired program at another school. Whether the parent chooses to enroll a student at this school or not, parents are advised that their choice will be recorded and that if 15 or more parents select the same program that they did, it will be started at this school. Over the course of the past two years, the trend in parent requests have been for students to be enrolled in a free-standing ESL program. Our ESL program is aligned with parental requests as free-standing classes in ESL have been the primary selection families of ELLs have made in recent years.

In the past few years, most of our incoming ELLs have come from another NYC school through the middle school and/or high school articulation process. Their records indicate that their parents have chosen a free standing ESL program for them in their previous school. Therefore, we are honoring parent choice. We have had only one (1) new admission from a country other than the U.S. and that parent chose to enroll his son in an ESL program when given information on all program choices.

All paperwork and forms related to ELLs and ELL eligibility is maintained in both the office of the ELL liaison and the office of the attendance coordinator.

Student progress is monitored each spring with the administration of the New York State English as a Second Language Achievement Test (NYSESLAT). As students move through three (3) levels of English proficiency (beginner, intermediate, advanced) from year to year, they eventually test out of the ESL Program by attaining the passing score – proficient.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>		
6	<input 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 checked="" type="checkbox"/>

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	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	

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
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:

Native American:

White (Non-Hispanic/Latino):

Other:

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							5	1	1	4	3	1	1	16
Chinese										3				3
Russian														0
Bengali														0
Urdu														0
Arabic							1		2					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	1	3	7	3	1	1	22

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.

In accordance with parental choice, all instruction at the Secondary School for Law is conducted in English. ESL Services are provided by Ms. Felicia Holtzman and Ms. Leana Lu, who are licensed and fully-certified in the Teaching of English to Speakers of Other Languages. Our ESL teachers are supervised by Ms. Oneatha Swinton, Principal. We utilize a self-contained model. To further support ELLs, we program all ELLs for before-school tutorials to work with teachers on a more individualized basis. We utilize both a heterogeneous model and an ungraded model for our ELL classes. This model allows us to meet all the needs of our ELLs regardless of level and also enables us to deliver the mandated number of instructional minutes to each group of ELLs based on proficiency level.

All ELLs receive the required minutes per week of ESL instruction as mandated by the state. Ms. Holtzman and Ms. Lu, ESL teachers, review

all ELL student programs and attendance records at ongoing department meetings to ensure that ELLs are receiving the mandated number of instructional minutes according to proficiency levels. These services are provided by two fully certified ESL teachers who focus on English acquisition, reading, writing, listening, and speaking instruction. Instructional approaches are conducted in English with native language support. Native language support is delivered via written and electronic dictionaries and glossaries as well as graphic representations. We utilize bilingual dictionaries and glossaries also. Additionally, we provide a variety of graphic organizers for our ELLs to translate their thinking into writing.

ESL instructional minutes are delivered in self-contained classes based on the self-contained classes are based on the six (6) main types of scaffolding: modeling, bridging, contextualization, schema building and text representation. These strategies best deliver content to our ELLs. The ESL teachers also use QTEL strategies to support our ELLs with content. Additionally our ESL program works on decoding and encoding skills through content-based instructional themes in our ESL classes. Additional methods include the Communicative Approach, which is being used in some of our science and social studies classes as well. Our ELA teachers collaborate with our ESL teachers to also modify the Teacher's College Reader's/Writer's Workshop Model in the ESL classes and in the ELA classes to best serve our ELLs. Native language support is delivered in both ESL and ELA classes through the use of bilingual dictionaries and glossaries for all ELLs. Additionally ELLs attend small group tutorials in their native language during extended time when available. Support is available in Spanish currently. Required services and resources support the ELLs' grade levels and ages as our ESL classroom has all textbooks by grade level and discipline for all of our current ELLs. We also offer bilingual dictionaries and glossaries to our ELLs by discipline and grade level.

Technology has been integrated into the core academic areas for ELLs in grades 6-12. Educational Activity Software is used in the self-contained ESL classes and Smartboards are utilized in many of the content area classes. In addition, ELLIS Essentials has been installed on four (4) laptops for use in the ESL classes. Each student has his/her own individualized plan based on vocabulary and reading comprehension needs. Each student develops goals by marking period based on these vocabulary and reading needs. Likewise, electronic dictionaries and glossaries are utilized both in the ESL classrooms and are permitted for ELLs in their content area classes as well.

Middle school ELLs follow the core curriculum of all the students at the school. They receive eight (8) classes per week of Mathematics, five (5) classes per week of Social Studies, and five (5) classes per week of Science. Sixth grade, seventh and eighth grade ELLs receive eight (8) classes per week of English Language Arts.

High school ELLs follow the core curriculum of all the students at the school. They receive five (5) classes per week of English Language Arts. In addition, ninth grade ELLs receive two (2) classes per week of Reading Workshop. Some ninth grade ELLs receive ten (10) classes per week of Mathematics, while others receive five (5) classes. All high school ELLs receive five (5) classes per week of Social Studies and Science.

Instruction across the content areas is differentiated to meet the needs of ELLs. Scaffolding the academic uses of English for ELLs is practiced by all teachers and as mentioned above, students are instructed in the use of bilingual dictionaries and glossaries.

Extracurricular activities offered at our school include PRY (Project Reach Youth), Science Club, Swimming Club, Math Tutoring, Debate Team, Mock Trial Team, Basketball Team, and Wrestling Team, arts, photography and photovideo. The students are recruited for these activities through classroom visits, flyers and school-wide postings.

Throughout the year, overall student progress will be monitored for increases in both decoding and encoding skills. Additionally, content area teachers and ESL teachers conference both formally and informally about all ELLs. Formal conferring takes place both in grade team collaborative meetings, where teachers look at student work of ELLs, and in department meetings, where ESL and ELA teachers co-plan lessons and strategies to use with our ELLs. ESL Communication Sheets are distributed to each teacher of an ELL. Content teachers and ESL teachers provide assessments of the student's four language skills throughout the year. Additionally, the subject teacher makes academic comments that the ESL teacher uses as a guide to help tutor the ELL. Our ESL teachers visit content area classes once per marking period and

work with the content area teacher to develop ways to address ELL needs through lesson adaptation, material selection, scaffolding and alternative assessment methods. Students in need of additional support will receive weekly outlines for each class created by the content area teacher and the ESL Teacher. These outlines will list the main topics and necessary vocabulary that will be taught that week. Students will use these as guides to take notes on and to help them understand content. We utilize a modified version of Cornell notetaking strategies with our ELLs. The school's Librarian and ESL teachers have purchased bilingual reference books as well as reading materials in the native languages of the majority of ELLs.

Specifically to assist particular ELL populations, we have the following opportunities for each group:

SIFE:

- Incoming SIFE will benefit from highly- scaffolded literacy instruction during school day sessions. Specific programs these students will gain access to include:
- Academic Intervention: Students will either participate in early morning or afternoon group tutoring or a combination of both programs if needed.
- 1 on 1 tutoring with one of the certified ESL teachers one period per day, using the student's lunch, gym or elective period to pull out.
- SIFE students will follow the established ESL program at SSL, but will receive more pull-out instruction which will gradually become less as student progresses.

Long Term ELLs:

- Small group or individual coaching to help these students prepare for standardized tests with the goal to place out of ESL. Coaching will focus on literacy across the curriculum while addressing all for language skills.
- ESL teacher will meet weekly with student's content area teacher to determine skills student continues to struggle with and devise a plan to support student in these skills. Methods might include flash cards across content area for specific vocabulary, and oral language development using a tape recorder.
- Academic Intervention: Students will either participate in early morning or afternoon group tutoring or a combination of both programs if needed.

ELLs reaching proficiency:

- Small group or individual coaching to help these students prepare for standardized tests with the goal to place out of ESL. Coaching will focus on the specific language skill(s) student remains weakest in.
- ESL teacher will meet weekly with student's content area teacher to determine skills student continues to struggle with and devise plan to support student in these skills. Methods might include flash cards across content area for specific vocabulary, and oral language development using a tape recorder.
- Academic Intervention: Students will either participate in early morning or afternoon group tutoring or a combination of both programs if needed.
- Students will continue to receive testing accommodations for two years after reaching proficiency. This is coordinated by our ELL Liaison.

Newcomers:

- Use of educational activities Software: Students will work with Educational Activities software to immerse them in new language acquisition through the four modalities (listening, speaking, reading and writing.)
- Academic Intervention: Students will either participate in early morning or afternoon group tutoring or a combination of both programs if needed. One session will work on group discussion skills to develop oral language and one session will be technology-based, using Rosetta Stone and ELLIS programs.
- Students will be paired with both a highly proficient ESL student as well as a mainstream student as buddies. The ELL student buddy will help the newcomer adjust to the cultural aspects of school and expectations within each class. The Mainstream buddy will act as a mentor

and tutor to the newcomer, helping them academically.

Alternatively Placed ELLs in Special Education:

- Academic Intervention: Small group or individual coaching to help these students prepare for standardized tests with the goal to place out of ESL. Coaching will focus on literacy across the curriculum while addressing all for language skills.
- Paraprofessionals will be provided to work with students on an individualized basis in their content classes.
- Student will be paired with a work buddy who will help to peer tutor the student.
- ESL teacher, Special Education teacher, Guidance Counselor and Content teachers will meet on a continuing basis to evaluate student's needs and progress.

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

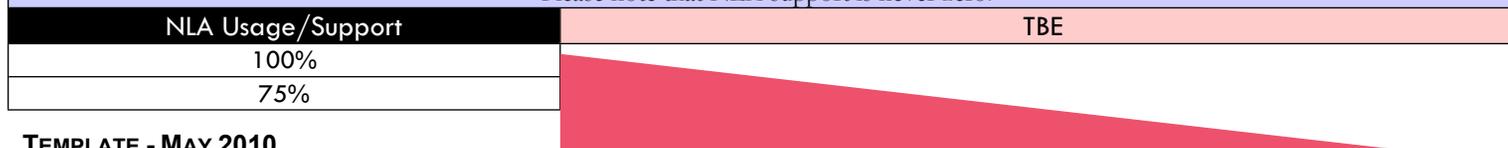
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs in ELA, Math and other content areas consist of a combination of Free standing ESL classes and training content area teachers to modify work for ELLs. ELLs are programmed in blocks with monolingual (English speaking) students for core content areas. Beginning ELLs are buddied with a monolingual student who sits in the same grouping and helps support the ELL. In the ESL class, student grouping differs on the activity but groupings can be both mixed proficiency level as well as same native language, depending on the task and task's goal. Additionally, our school uses NYU student teaching tutors in content classes such as ELA, Math, Social Studies and Spanish and these student teachers provide in class linguistic support to our ELLs in their Core Content areas. We use bilinigual glosseries in science and math classes. In our middle school science classes, we have Spanish textbooks available for Spanish speaking ELLs, the majority of our ELL population.

ELLs reaching proficiency on the NYSESLAT receive continuing transitional support by being programmed for before-school tutorials three (3) times a week with either an ESL teacher or an ELA teacher. These students are provided with ongoing support in literacy and continue to receive testing modifications for two years after reaching proficiency. These students are also permitted to use digital translators and dictionaries in classes.

For the upcoming school year we are looking to purchase additional Rosetta Stone software for our ELLs in their native languages and we have no plans to discontinue any programs or services for our ELLs.

Technology has been integrated into the core academic areas for ELLs in grades 6-12. Educational Activity Software is used in the self-contained ESL classes and Smartboards are utilized in many of the content area classes. In addition, ELLIS Essentials has been installed on four (4) laptops for use in the ESL classes. Each student has his/her own individualized plan based on vocabulary and reading comprehension needs. Each student develops goals by marking period based on these vocabulary and reading needs. Likewise, electronic dictionaries and glosseries are utilized both in the ESL classrooms and are permitted for ELLs in their content area classes as well.

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(8) classes per week of English Language Arts.

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Instruction across the content areas is differentiated to meet the needs of ELLs. Scaffolding the academic uses of English for ELLs is practiced by all teachers and as mentioned above, students are instructed in the use of bilingual dictionaries and glossaries.

Extracurricular activities offered at our school include PRY (Project Reach Youth), Science Club, Swimming Club, Math Tutoring, Debate Team, Mock Trial Team, Basketball Team, and Wrestling Team, arts, photography and photovideo. The students are recruited for these activities through classroom visits, flyers and school-wide postings. Equal access to all of these activities is available to not only our ELLs but all of our students school-wide.

Throughout the year, overall student progress will be monitored for increases in both decoding and encoding skills. Additionally, content area teachers and ESL teachers conference both formally and informally about all ELLs. Formal conferring takes place both in grade team collaborative meetings, where teachers look at student work of ELLs, and in department meetings, where ESL and ELA teachers co-plan lessons and strategies to use with our ELLs. ESL Communication Sheets are distributed to each teacher of ELL. Content teachers and ESL teachers provide assessments of the student's four language skills throughout the year. Additionally, the subject teacher makes academic comments that the ESL teacher uses as a guide to help tutor the ELL. Our ESL teachers visit content area classes once per marking period and work with the content area teacher to develop ways to address ELL needs through lesson adaptation, material selection, scaffolding and alternative assessment methods. Students in need of additional support will receive weekly outlines for each class created by the content area teacher and the ESL Teacher. These outlines will list the main topics and necessary vocabulary that will be taught that week. Students will use these as guides to take notes on and to help them understand content. We utilize a modified version of Cornell notetaking strategies with our ELLs. The school's Librarian and ESL teachers have purchased bilingual reference books as well as reading materials in the native languages of the ELLs.

Activities to assist newly enrolled ELL students include both 6th and 9th grade family orientation prior to the start of the school year. During this orientation, students and parents are provided with opportunities to ask questions regarding programming, classes, curriculum, supports, and school activities. They also meet some of the instructional and support staff that can assist them when they need help.

Students at the Secondary School for Law are offered Spanish Foreign Language classes.

C. Schools with Dual Language Programs

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

N/A

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.

Our school's professional development plan for all ELL personnel involves two trainings for all staff at faculty-wide meetings. In November 2010 and in April 2011 our two (2) certified ESL teachers will run professional development and train faculty in scaffolding approaches to help support ELLs throughout the content areas. Additionally, staff receives materials and training from our ESL teachers in grade team meetings which occur weekly. In these weekly meetings, student work is assessed and discussed between the ESL teachers and the content teachers. Additionally, the ESL teachers set-up inter-visitations and intra-visitations when appropriate for content area teachers to observe purposeful instructional approaches for ELLs. Through this professional development approach, The ESL Liaison and ESL teacher ensure that all teachers are provided with the required 7.5 hours of training through meetings, observations, and inter-visitations. Agendas for these professional developments are kept in the office of Ms. Holtzman, ESL teacher.

This professional development plan provides ongoing support and training to assist principals, paraprofessionals, counselors, psychologists, therapists, secretaries, parent coordinator, and all subject area teachers on instructional, compliance, and social issues affecting ELLs.

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?

Parent involvement in our school is a priority, including the parents of ELLs. In November, 2010 we will host a school-wide open house to encourage parents to visit the school and be a part of the learning going on. At this event, translators for our non-English speaking parents will be present. We use teachers, school aides and students to deliver translation services. Additionally, we were awarded a Parent ARIS grant where we received two new computers for parent-use in 2010. Parents received training in the use of these computers and training in the ARIS website in October, 2010. These computers will be housed in a 'Parents as Partners' room within the school that is available to

parents for their use.

For parent/teacher conferences, parents of ELLs are provided with services from the Department of Education where they can call in to receive translation of the parent/teacher conference. Throughout the year, parents of our ELLs are invited to attend our grade-level meetings with their child's teachers to discuss student progress and social issues. Translation services are provided at these meetings.

Additional Parent/community involvement within the school have included the following workshops and activities: Curriculum Night, Resume Writing, Demystifying the College Application Process, How to Prepare Your Child for the ELA Exam (Middle School), Middle and High School Progress Report Information Sessions, Seminar for 8th Grade Parents on Selecting a High School, and Awards Night. At these workshops and activities, translation is made available through our school aides and teachers and students fluent in Spanish and Bengali. Our school's three partners: Paul Hastings, Bloomberg Communications and NYU are asked to attend many of these events to help build community in the school and a partnership with parents. Translation is available for SPanish speaking parents at these events through one of our faculty members who is a Spanish teacher. No additional partnerships exist at this time.

The needs of parents are evaluated at monthly PTA meetings where parents, teachers, students and administrators meet and discuss parent needs. From these meetings, we determined the desire for access to technology and training in that technology. Therefore, we now have created the 'Parents as Partners' room and parents were trained in ARIS. Parents are also members of the school's SLT where they are able to discuss parent and student needs.

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)							2	0	0	0	0	0	0	2
Intermediate(I)							4	0	1	6	0	1	1	13
Advanced (A)							0	1	2	1	3	0	0	7
Total	0	0	0	0	0	0	6	1	3	7	3	1	1	22

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							5						
	P								1	3		3	0	1
READING/ WRITING	B							1						
	I							4	1	1	5			1
	A									2	1	3		
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	1	0	0	5
7	1	0	0	0	1
8	1	2			3
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	3		2						5
7			1						1

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Math				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1		0	
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								

reviewing and analyzing the assessment data, answer the following

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

Assessment tools to identify early literacy skills of ELLs include Fountas and Pinnel, Willson Reading System and Design Your Own Assessment. A combination of these tools is used to determine literacy skills of each ELL depending on their level and their grade. This data reveals that over 90% of ELLs read below grade level. This information helps inform our school's instructional plan for ELLs as we use it to concentrate on reading in the ESL classes.

A close examination of the 2010 New York State English as a Second Language Achievement Test (NYSESLAT) sub-test scores in each of the four language modalities indicates that some of our ELLs need to improve their reading and writing scores in order to meet the rigorous state and city standards. 2010 NYSESLAT subscores in speaking and listening modalities showed that the majority of our ELLs are proficient in this area but that their reading and writing still requires development. This data drives instruction in the ESL classes where reading across content areas is the focus.

Our school does not have a large population of ELLs taking the Regents. In fact, only one (1) student took a regents examination in 2010. This student was a special education student who also took RCT tests. The student was unable to pass any regent exam attempted. This information has helped inform school instruction and as a result, we have hired an IEP teacher this year whose role is to use this data to help special education teachers align their curriculum to standards and prepare students for regents exams.

Likewise, the middle school students face challenges in regards to state tests. An examination of the 2008-2009 school year tests shows, with the exception of two (2) sixth grade ELLs, almost no ELLs achieving a 3 or 4 score on the statewide English test; however, eleven (11) ELLs did score a 3 on the statewide Math test, while still another achieved a 4

We currently do not use ELL periodic assessments. Success of our ELLs is evaluated using both quantitative and qualitative data. Design Your Own Assessment test results, classwork and homework completion, oral and written presentations, research projects and class participation are all modes of assessment used to measure success. Each spring we evaluate the NYSESLAT scores and track each ELL's progress through the levels of proficiency.

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.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

N/A

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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 data and methodologies used to assess our school's written and oral translation and interpretation are provided in a timely manner include all families completing the Home Language Identification Survey at registration. Our parents, ESL teacher, Parent Coordinator, Attendance Coordinator and Spanish speaking school aide are a part of this process to ensure timeliness of written and oral translation.

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.

We determined that written translation services were primarily needed for translating documents from the school that are sent to parents.

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.

We determined that through strategic scheduling our foreign language teachers and school aides would provide translation of school documents for Spanish-speaking parents which are our largest group in need of written translation services. Translation services for parents speaking other languages will be obtained through the DOE's Translation Unit.

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.

We will provide translation at school events for parents by providing per session employment to our bilingual teachers and school aides.

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>.

Parents whose primary language is other than English and who require language assistance services will receive a Parents Bill of Rights and Responsibilities when they visit the school. Translation services will be provided as needed. The school will post in the main office the sign of the covered languages indicating the availability of interpretation services.

According to our Safety Plan, if a parent or visitor does not speak English, the S.S.A. or staff member should try to determine the language the individual is speaking, and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A. or staff member on duty should escort the individual to the main office, where a school representative should contact DOE's Translation and Interpretation Services Unit at 718-752-7373 to request telephone translation.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	404,222	103,751	507,973
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,042	1,037	5,079
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,211	*	
4. Enter the anticipated 10% set-aside for Professional Development:	40,422	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97%_____
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.

The school will provide tuition assistance to teachers in need of additional classes to become highly qualified.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy

1. *The Secondary School for Law* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

2. *The Secondary School for Law* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings. This meeting will be held during the start of the school year, in conjunction with curriculum night, which is held sometime in October.
 - At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
 - Provide parents with the opportunity to meet with Title I funded reading, and mathematics teachers, in order to familiarize parents with curriculum, student assessment results, and make parents aware of the role parents must play in having children achieve proficiency levels.
 - Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed annually at PTA and SLT meetings.
3. *The Secondary School for Law* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - *N/A*
4. *The Secondary School for Law* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the

evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *The evaluation will be conducted by members of the SLT. The SLT will issue a survey and the results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.*

5. *The Secondary School for Law* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. 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 –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

- *Evening workshops held in conjunction with PTA meetings.*

b. *The Secondary School for Law* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- *Developing a parent handbook and distributing it to all parents.*
- *Distributing course descriptions, etc. to familiarize parents with academic requirements.*
- *Evening workshops conducted by teachers and other staff as well as community based organizations.*

c. *The Secondary School for Law* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- *Workshops will be conducted in conjunction with regularly scheduled professional development.*

d. *The Secondary School for Law* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- *Having the Parent Coordinator serve as a resource for contacting these activities.*
- e. *The Secondary School for Law* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Translate all mailings as necessary.*

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on December 9, 2004, March 10, 2005, May 26, 2005, June 15, 2006, June 5, 2007, September 18, 2007, February 7, 2008, June 3, 2009, May 20, 2010, and October 21, 2010.

This policy will be adopted by *The Secondary School for Law* on 11/18/10 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I parents each year.

Principal’s Signature: _____

Date: _____

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parent Compact

School Responsibilities

The Secondary School for Law will:

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

- *Utilize certified Teachers.*

- *Provide ongoing training and professional development.*
- *Maintain Literacy Coach.*
- *Provide additional support through supplemental instruction and extended day activities for students to prepare for state examinations.*

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- *Parent Teacher conferences will be held October and February per citywide calendar.*

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- *Report cards are provided to parents 6x/year. 2x/year in person; 4x/year mailed.*
- *Additional cutting/attendance reports for students with attendance/lateness problems.*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Staff will be available for consultation at parent-teacher conferences and by appointment.*
- *Parent Coordinator will be available for consultation during school hours.*

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- *Parents will be allowed to volunteer, participate and observe classroom activities during the school day by prior arrangement with the Principal.*

Parent Responsibilities

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

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;

⇒ becoming involved in developing, implementing evaluating and revising the school-parent involvement policy;

⇒ participating in training that the school offers;

⇒ sharing the responsibility for improved student achievement;

⇒ communicating with his/her child's/children's teachers about their education needs;

⇒ asking parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the education process;

⇒ providing written documentation of a child's absence from school;

⇒ returning and signing all papers requiring a parent signature;

- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectation and offering praise and encouragement for achievement.

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.
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.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

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

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 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			339,547		
Title I, Part A (ARRA)	Federal	X			102,271		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			2,605,081		

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Note: 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.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Good standing **SURR³ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Five (5) students.

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

The services we provide to students in temporary housing are:

- Make sure full-fare transportation is issued.
- Let student know they will receive free lunch
- Guidance Counselor meets regularly with student to discuss needs.
- Attendance checked daily; if absent, parent/guardian is notified immediately.
- Offer after-school assistance in both academics and social (PRY, credit recovery, tutoring, etc.)
- Contact family/student to identify any services needed on a regular basis.
- If immunizations are needed, refer to clinics for assistance.
- Assure parent/guardian that their child has right to remain in current school.

Part B: FOR NON-TITLE I SCHOOLS

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

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Secondary School for Law					
District:	15	DBN:	15K462	School		331500011462

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		88.0/84.0	88.6/	88.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	Student Stability - % of Enrollment:			
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		96.4	95.9	95.4
Grade 5	0	0	0				
Grade 6	36	32	19	Poverty Rate - % of Enrollment:			
Grade 7	57	30	28	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	55	58	30		67.2	75.9	70.5
Grade 9	157	145	149				
Grade 10	115	116	110	Students in Temporary Housing - Total Number:			
Grade 11	94	100	91	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	65	74	95		4	11	14
Ungraded	1	1	0				
Total	580	556	522	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	9	3

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	32	41	38	Principal Suspensions	104	158	158
# in Collaborative Team Teaching (CTT) Classes	10	16	17	Superintendent Suspensions	15	23	30
Number all others	36	32	27				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	17	17	TBD
# ELLs with IEPs	8	13	TBD
Number of Teachers	43	44	44
Number of Administrators and Other Professionals	12	12	8
Number of Educational Paraprofessionals	1	1	3

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
	18	17	46	% fully licensed & permanently assigned to this school	97.7	100.0	95.2
				% more than 2 years teaching in this school	55.8	68.2	68.2
				% more than 5 years teaching anywhere	23.3	29.5	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	75.0	77.3
American Indian or Alaska Native	0.9	0.9	0.0	% core classes taught by "highly qualified" teachers	92.8	90.9	93.8
Black or African American	56.6	59.4	63.8				
Hispanic or Latino	31.2	30.8	29.1				
Asian or Native Hawaiian/Other Pacific	5.0	4.7	2.1				
White	6.2	4.1	5.0				
Male	43.1	42.1	40.0				
Female	56.9	57.9	60.0				

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,					
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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:

Elementary/Middle Level		Secondary Level	
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	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	74
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:	C / C	Overall Evaluation:	P
Overall Score:	34.4 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.7 / 8.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	6.3 / 12.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	22.4 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 1.5		

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