



**W.E.B. DU BOIS HIGH SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)

ADDRESS:

TELEPHONE: _

FAX:

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K489 **SCHOOL NAME:** W.E.B. Du Bois High School

SCHOOL ADDRESS: 402 Eastern Parkway Brooklyn, NY 11225

SCHOOL TELEPHONE: 718 773 7765 **FAX:** 718 773 7849

SCHOOL CONTACT PERSON: Catherine Hartnett **EMAIL ADDRESS:** chartne@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Reilly

PRINCIPAL: Ms. Hartnett

UFT CHAPTER LEADER: Mr. Sarkowicz

PARENTS' ASSOCIATION PRESIDENT: Ms. Cummings

STUDENT REPRESENTATIVE:
(Required for high schools) Brandon Clarke/Faith Phillips

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ms. Hartnett	*Principal or Designee	
Mr. Sarkowicz	*UFT Chapter Chairperson or Designee	
Ms. Cummings	*PA/PTA President or Designated Co-President	
	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	
Ms. Panetta	Member/Teacher	
Ms. Reilly	Member/Teacher	
Ms. McCants	Member/Parent	
Ms. Sinclair	Member/Parent	
Ms. Murray	Member/Parent	
Faith Phillips	Member/Student	
Brandon Clarke	Member/Student	

(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.

W.E.B. Du Bois High School is a transfer high school that serves 300 students from all areas of Brooklyn. Our school admits 16-18 year old students who have fallen behind academically. Students who are admitted to W.E.B. Du Bois typically accumulated minimal credits in their previous high schools. In addition, many of our students face challenges in their personal lives and need the individualized attention and support that can only be provided in a small educational setting. As a school, we understand that in addition to providing a rigorous academic program, we must also provide our students with the resources, services, and support they need in order to overcome the obstacles that are impeding their educational success.

Tailoring our academic program to the needs of our students is a top priority at W.E.B. Du Bois High School. Upon admission, each student's academic record is analyzed to determine the classes and exams needed to meet graduation requirements and to identify areas in which students have failed to meet New York State Standards. This information is used to program students according to their needs. Because we are aware that each student learns differently teachers routinely differentiate instruction based on students' skill level, learning style, and interest.

W.E.B. Du Bois High School operates on a four-cycle schedule. Each cycle is approximately nine weeks long. Students are programmed for five classes each cycle and can earn up to three and a half credits. Typically, students are scheduled to take two double period classes in the core academic areas (Math, Science, English and Social Studies) and three single period elective or required classes each cycle.

In addition to the school staff, the students are supported by three community-based organizations. St. John's University's Brooklyn Bridge Program provides services to our students including college and career advisement, individual and group counseling, college tours, and field trips to various cultural events. The United Way Attendance Improvement and Drop-Out Prevention (AIDP) program provides individual and group counseling, attendance outreach, and incentive programs to students who have been identified as being at-risk of high school non-completion. Community Counseling and Mediation's P.R.I.D.E. program prepares students for entry into the work force by developing leadership skills and exploring career interests. Their Hip Hop Academy introduces students to the music industry. Participating students learn how to write and produce music, publish a magazine, and create videos.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	W. E.B. Dubois Academic High School								
District:	17	DBN:	17K489	School BEDS Code:	331700011489				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0				TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment:					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		81.9	94.6	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment:					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		65.2	75.5	78.2		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	9	TBD		
Grade 9	21	16	31	Recent Immigrants - Total Number:					
Grade 10	143	150	121	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	64	55	49		0	0	0		
Grade 12	75	80	56	Special Education Enrollment:					
Ungraded	0	0	1	(As of June 30)	2007-08	2008-09	2009-10		
Total	303	301	258						
				Suspensions (OSYD Reporting) - Total Number:					
				(As of June 30)	2007-08	2008-09	2009-10		
				Principal Suspensions	13	146	TBD		
				Superintendent Suspensions	13	10	TBD		
				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	0	0		
				Early College HS Program Participants	0	0	0		
				English Language Learners (ELL) Enrollment:					
				(As of October 31)	2007-08	2008-09	2009-10		
				# in Transitional Bilingual Classes	0	0	0		
				# in Dual Lang. Programs	0	0	0		
				# receiving ESL services only	2	3	0		
				Number of Staff - Includes all full-time staff:					
				(As of October 31)	2007-08	2008-09	2009-10		
				Number of Teachers	18	18	TBD		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	9	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	57	57	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	94.4	83.3	TBD
				% more than 5 years teaching anywhere	72.2	88.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	100.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	100.0	97.7	TBD
American Indian or Alaska Native	0.0	0.3	0.4				
Black or African American	92.1	92.0	89.1				
Hispanic or Latino	5.9	6.3	8.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.0	0.8				
White	1.0	0.0	0.4				
Male	42.2	43.5	42.2				
Female	57.8	56.5	57.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2					√	
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

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				X	√	X	25
Ethnicity							
American Indian or Alaska Native							
Black or African American				X	√		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White							
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				0	2	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade:	Overall Evaluation: NR
Overall Score:	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment:	Quality Statement 2: Plan and Set Goals
<i>(Comprises 15% of the Overall Score)</i>	Quality Statement 3: Align Instructional Strategy to Goals
School Performance:	Quality Statement 4: Align Capacity Building to Goals
<i>(Comprises 25% of the Overall Score)</i>	Quality Statement 5: Monitor and Revise
Student Progress:	
<i>(Comprises 60% of the Overall Score)</i>	
Additional Credit:	

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding
 NR = No Review Required

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

Assisting students in acquiring basic skills in reading and math is a priority. The latest available data reveals that 82% of the students enrolled at W.E.B. Du Bois High School scored at either level 1 or level 2 on the 8th grade English Language Arts assessment and 82% scored at either level 1 or level 2 on the 8th grade Mathematics assessment. A three year look at student performance on the English Language Arts Regents reveals that on average, 68% of our students score above a 65 at a level 3. We have therefore been successful in helping these students attain grade level proficiency in English Language Arts. Mathematics continues to be an area of concern. A three year look at student performance on the Mathematics Regents reveals that on average, 31% of our students score above a 65 at a level 3.

W.E.B. Du Bois High was identified as Improvement (Year 2) in ELA and Math for the "All Students", "Black or African American", and "Economically Disadvantaged" groups for the 2009-2010 school year. The majority of our students come to us without having successfully completed the pre-requisite classes needed to pass the ELA and/or Mathematics Regents within four years. Preparing students for success on these exams within the State's given time frame is a constant challenge. In addition, our ability to meet State accountability targets is dependent upon our ability to graduate students in four years. This is seldom possible as our students come to us having already fallen one or more years behind. In response to the particular challenges transfer high schools face, the New York State Department of Education implemented the use of an "alternative cohort" as a way to measure the progress of students in transfer schools. Whereas the traditional cohort measures students' progress after four years of high school, the alternative cohort measures students' progress after being enrolled in a transfer school for two consecutive years. During the 2009-2010 school year, the students in our school's alternative cohort, and in all subgroups of that cohort, met the State's accountability targets in both English Language Arts and Mathematics.

The table below represents the percentage of students earning a 65 or higher on Regents Exams over the past three years.

Exam	2007-2008	2008-2009	2009-2010
English Language Arts	60%	66%	68%
Integrated Algebra	N/A	29%	31%
Global History and Geography	40%	48%	47%
U.S. History and Government	52%	70%	67%
Living Environment	37%	62%	63%

The data reveals that the number of students earning a grade of 65 or higher on Regents Exams in all subjects has remained steady over the past two years. Since new York State is in the process of phasing in the requirement that students must earn a 65 or higher on Regents exams in all subject, it is important that we prepare students for success on all of these exams and pay particular attention to their performance on the Integrated Algebra and Global History and Geography Regents as historically many students have struggled with these exams.

Our New York City 2008-2009 Progress Report revealed that 18.5% of the students who enter the school with 0-11 credits graduated within 6 years; 54.7% of the students who enter the school with 11-22 credits graduated within 6 years; and 69.6% of the students who enter the school with more than 22 credits graduate within 6 years. The data indicates that students who enter school with less than 11 credits are not very likely to graduate and that students who enter the school with between 11 and 22 credits are only likely to graduate half the time. We must make a concentrated effort on providing these students with additional support and additional opportunities for credit accumulation.

W.E.B. Du Bois received a score of “proficient” on the 2009-2010 School Quality Review. The reviewer praised the school for its robust use of data, customized programming, productive and caring relationships with students, and attention to student learning. The reviewer stated that we needed to improve in the areas of differentiating instruction, setting learning goals with students, and using rubrics to assess student progress.

Improving student attendance is a high priority. The Average Daily Attendance rate was 68.7% for 2007-2008. The percentage increased to 72.6% in the 2008-2009 school year. For the 2009-2010 attendance decreased to 69%. In order to address student attendance, the school funds a full time attendance teacher and family worker. The school also receives support from United Way’s AIDP program.

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.

1. The percentage of students advancing at least one performance level in English Language Arts will increase from 60% during the 2009-2010 school year to 62% by June 2011.
2. The percentage of students advancing at least one performance level in Mathematics will increase from 41% during the 2009-2010 school year to 43% by June 2011.
3. The percentage of students earning 11 or more credits per year will increase from 24% during the 2009-2010 school year to 26% by June 2011.
4. The average daily attendance rate will increase from 69% during the 2009-2010 school year to 71% by June 2011.
5. By June 2011 the school will increase the methods of communicating with parents and families in order to achieve greater parental and family involvement.

SECTION VI: ACTION PLAN

Subject Area

English

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students advancing at least one performance level in English Language Arts will increase from 60% during the 2009-2010 school year to 62% by June 2011.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During the 2010-2011 school year students who have yet to achieve a score of 65 or higher on the ELA Regents will be enrolled in an English Language Arts class. Students in this group will be provided with additional “time on task” through reduced class size funded in part through Title I. The English Language Arts teachers will differentiate instruction based on students’ reading level, interest, and learning style. Student progress will be monitored through instructionally targeted and predictive assessments. The teacher, along with the members of the English department, will receive professional development on integrating technology and differentiating instruction throughout the year. They will form an inquiry group that will meet monthly to analyze the results of instructionally targeted and predictive assessments, set goals for improvement, assess and improve the effectiveness of the taught curriculum, and monitor progress towards meeting goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>1.2 Teachers: \$88,848 (Title I ARRA SWP: \$27,018; Fair Student Funding \$61,830); Professional Development: \$9,000 (Title I SWP)</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>The progress of the students in English 5 and English 6 classes will be assessed in October, December, March, and May using instructionally targeted and predictive assessments. In addition, percentage calculations will be done after the January and June administration of the Regents exam.</p>

Subject Area**Mathematics**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students advancing at least one performance level in Mathematics will increase from 41% during the 2009-2010 school year to 43% by June 2011.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During the 2010-2011 school year students who have yet to achieve a score of 65 or higher on the Integrated Algebra Regents will be enrolled in a Mathematics class. All students in this group will be provided with additional “time on task” through reduced class size funded through Contract For Excellence. The Mathematics teachers will differentiate instruction based on students’ abilities. Student progress will be monitored through instructionally targeted and predictive assessments. The teacher, along with the members of the Mathematics department, will receive professional development on differentiating instruction throughout the year and form an inquiry group that will meet daily to analyze the results of instructionally targeted and predictive assessments, set goals for improvement, assess and improve the effectiveness of the taught curriculum, and monitor progress towards meeting goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>1.4 Teachers: \$129,059 (\$29,616 TL Fair Student Funding); \$99,443 (Contract for Excellence) Professional Development: \$10,000 (Title 1 SWP)</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The progress of the students in Integrated Algebra classes will be assessed in October, December, March, and May using instructionally targeted and predictive assessments. In addition, percentage calculations will be done after the January and June administration of the Regents exam.</p>

Subject Area**Credit Accumulation**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students earning 11 or more credits per year will increase from 24% during the 2009-2010 school year to 26% by June 2011.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to increase the graduation rate, from September through June, students will have the opportunity to recover credits for failed classes by participating in our credit recovery program. Students will complete online classes through APEX Learning while receiving direction and supervision from a subject certified teacher.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>The credit recovery program is funded centrally through the iLearn initiative and through a Title IID grant. In addition, students will be provided with after school support through our centrally funded United Way AIDP Program.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In September students will be identified for the credit recovery program. The number of credits earned by these students will be tracked each cycle.</p>

Subject Area**Attendance**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The average daily attendance rate will increase from 69% during the 2009-2010 school year to 71% by June 2011.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The school will fund a full time attendance teacher and a full time family worker to conduct attendance outreach for all enrolled students. Students with a history of sporadic attendance will be enrolled in the school’s United Way AIDP program.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Attendance Teacher: \$1,472 (AIDP), \$72,943 (TL FSF General Hold Harmless) Family Worker: \$27,817 (TL Fair Student Funding) United Way: \$150,000 (United Way AIDP)</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>The attendance committee will review attendance rates on a monthly basis by accessing ATS reports. It is expected that the average daily attendance rate for the 2010-2011 school year will increase by 2% over last year’s rate.</p>

Subject Area**Parental Involvement**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the school will have used two new methods of communicating with parents and families in order to achieve greater parental and family involvement.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The school will fund a full-time parent coordinator to conduct outreach to parents and families. The school will purchase software that will increase our ability to communicate with parents and families.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Parent Coordinator: \$37,072 (TL Parent Coordinator) Software: \$1,343 (Title I SWP)</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher will submit logs of home contact. The parent coordinator will submit logs of parent contact and keep records of parent attendance at PA meetings and open school events.</p>

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								
7								
8								
9	17	15	8	11	5			
10	44	34	41	54	23			
11	20	9	10	15	12			2
12	18	10	16	23	9			

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><i>Students in grades 9-12 who are not meeting standards in English Language Arts are provided with before school tutoring. Class sizes are reduced. Instruction is differentiated in all ELA classes.</i></p>
<p>Mathematics:</p>	<p><i>Students in grades 9-12 who are not meeting standards in Mathematics are provided with before school tutoring. Class sizes are reduced. Instruction is differentiated in all Mathematics classes.</i></p>
<p>Science:</p>	<p><i>Students in grades 9-12 who are not meeting standards in Science are provided with before school tutoring. Class sizes are reduced. Instruction is differentiated in all Science classes.</i></p>
<p>Social Studies:</p>	<p><i>Students in grades 9-12 who are not meeting standards in Social Studies are provided with before school tutoring. Class sizes are reduced. Instruction is differentiated in all Social Studies classes.</i></p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><i>The school guidance counselor provides students in grades 9-12 with individual and group counseling. The topics for counseling include, but are not limited to, anger management, grief, depression, time management, and goal setting.</i></p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><i>We do not have a school psychologist.</i></p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><i>We do not have a school social worker.</i></p>
<p>At-risk Health-related Services:</p>	<p><i>The school conducts vision screenings for all students who have not been previously screened. The health aide assists families with obtaining glasses for students who need them.</i></p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 10 **Number of Students to be Served:** 2 LEP

Number of Teachers: 1 **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.

The freestanding ESL program includes three components: the daily ESL class, the double-period balanced literacy class, and after-school Academic Intervention tutoring. All classes are taught in English. Instruction is based upon pedagogical techniques and strategies such as scaffolding, using graphic organizers, modeling, leveled classroom library, differentiated instruction, and creating a low-anxiety learning environment.

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.

The ELL teacher is offered the opportunity to attend PD outside the school three (3) times a year, offered by our Empowerment Network.

Section III. Title III Budget: W.E.B. Du bois does not receive Title III funds.

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.

Upon admission, each family is asked to complete a home language survey. The results of the survey are entered into ATS. All staff members are provided with ATS reports indicating which families require translation and interpretation services.

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

We found that French-Haitian Creole is spoken in one (1) household, Haitian-Creole is spoken in (8) households, Spanish is spoken in eleven (11) households. We reported these findings to the school community through letters to teachers and guidance counselors. Additionally, contact information was provided to all for translation services.

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.

All written communications from the school will be sent in the home language of identified families. The school will use in-house staff and Google translator to translate written communications that are not translated centrally.

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

The school will use in-house staff to provide oral translation services to our French Haitian-Creole, Haitian-Creole and Spanish speaking families.

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>.

For all parent communications for the French Haitian, Haitian Creole and Spanish translations, we will continue to use in-house translators, the DOE web site/internet and parent volunteers.

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:	210,559	51,875	262,434
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,105	520	2,625
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,530	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21,056	*	

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

* 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.

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.

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.

See pages 9-10

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See pages 12-16

3. Instruction by highly qualified staff.

All teachers working at W.E.B. Du Bois High School during the 2010-2011 school year will be fully certified. The quality of the instruction provided by all teachers will be closely monitored throughout the school year. Through the observation process, teachers will be observed on a regular basis and those who are not providing quality instruction will be given an unsatisfactory rating at the end of the school year. All teachers will participate in high-quality and on-going professional development in order to ensure that each of our students receives high quality instruction on a daily basis.

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.

All teachers working at W.E.B. Du Bois will receive ongoing professional development through AUSSIE. Topics will include reading and writing across the content-areas, thinking routines, and data-informed instruction. Teachers in each subject area will form inquiry groups that will use data to identify trends in student achievement, perform action research for the purpose of improving achievement, and set student achievement goals. The groups follow the inquiry cycle and meet monthly to plan, share ideas, and check progress. Selected teachers will participate in professional development on integrating technology into the classroom.

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

Each year, vacancies and growth positions will be posted on the open-market system. The hiring team will conduct extensive interviews and background checks of all applicants. Applicants will be required to teach a demonstration lesson, and provide letters of recommendation and professional portfolios for review. Only the most qualified applicants will be offered a position at the school. Should we be unable to find a highly qualified candidate through this process, members of the hiring team attend DOE sponsored placement fairs in order to identify additional candidates to interview.

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

W.E.B. Du Bois High School will use a portion of the Title I set-aside for parent involvement to sponsor parenting workshops at the school.

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

N/A

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

The school has established “Inquiry Teams” in each major subject area consisting of subject area teachers. The Inquiry Teams are responsible for selecting assessments, coordinating the administration of assessments, analyzing the results of the assessments, developing goals and action plans for improving the achievement of individual students and the overall instructional program based the results of the assessments. The Inquiry Team will receive professional development on how to do the aforementioned.

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.

The school will administer periodic assessments in order to identify students who are having difficulty mastering the proficient or advanced levels of academic achievement standards. Assessments results will be analyzed and distributed to teachers in a timely manner. Teachers will differentiate instruction during the regular school day to assist these students in becoming proficient. Additional assistance and enrichment activities will be provided before and after school.

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.

All funds will be consolidated to support the School wide Program. These resources will be coordinated to decrease class size, provide academic intervention services, and counseling services to students; provide professional development to teachers; and to increase parental involvement.

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of 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			178,868	X	13, 14
Title I, Part A (ARRA)	Federal	X			51,355	X	13
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			8,295	X	
Tax Levy	Local	X			1,765,519	X	13, 14

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.

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.

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: Improvement Year 2 **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.

W.E.B. Du Bois High was identified as Improvement (Year 2) in ELA and Math for the “All Students”, “Black or African American”, and “Economically Disadvantaged” groups. It should be noted that the “All Students” group is primarily the same as the “Black or African American” and “Economically Disadvantaged” groups since 92% of our students are “Black or African American” and all of our students as classified as “Economically Disadvantaged” since the school is part of the Universal School Meals program. Since we are a “transfer” high school our students are typically “over-aged” and “under-credited” for their grade. As such they come to us without having successfully completed the pre-requisite classes needed to pass to the ELA and/or Mathematics Regents within four years. This is due, in part, to the fact that the vast majority of our students scored at either Level 1 or Level 2 on the 8th grade ELA and/or Math assessment; indicating that they did not acquire necessary skills in elementary and middle school.

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.

See pages 12-14

School Under Registration Review (SURR)

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.

All teachers working at W.E.B. Du Bois will receive ongoing professional development through AUSSIE. Topics will include reading and writing across the content-areas, thinking routines, and data-informed instruction. Teachers in each subject area will form inquiry groups that will use data to identify trends in student achievement, perform action research for the purpose of improving achievement, and set student achievement goals. The groups follow the inquiry cycle and meet monthly to plan, share ideas, and check progress. Selected teachers will participate in professional development on integrating technology into the classroom.

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

W.E.B. Du Bois has one teacher assigned to the mentoring program. The mentoring program is a daily interaction between the mentor and mentee. Interactions include class visits, planning, classroom management, lesson plan analysis and conferences. All the said above are documented in the NYC Mentoring Department web site.

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.

The New York City Department of Education sent a letter to all parents notifying them of our school's SINI Status and their right to transfer their child. The letter was translated into the student's home language where necessary.

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.)

There are 13 students in temporary housing.

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

Students in Temporary Housing and their families will receive dedicated counseling support from the school's counselor. A portion of our Title I funds will be set aside to address the educational needs of these students. Funds will be used to purchase basic and emergency supplies.

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:	W.E.B. Dubois Academic High School						
District:	17	DBN:	17K489	School		331700011489	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		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				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	16	31	40				
Grade 10	150	121	153				
Grade 11	55	49	47				
Grade 12	80	56	49				
Ungraded	0	1	0				
Total	301	258	289				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	81.9	94.5	69.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	65.2	78.2	78.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	9	11

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	13	146	57
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	13	10	16
Number all others	18	23	29				
<i>These students are included in the enrollment information above.</i>							

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	18	18	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	8	17
# receiving ESL services only	3	0	TBD	Number of Educational Paraprofessionals	2	1	2
# ELLs with IEPs	0	0	TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>							

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
	57	57	161	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	94.4	83.3	59.1
				% more than 5 years teaching anywhere	72.2	88.9	84.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	100.0	84.1
American Indian or Alaska Native	0.3	0.4	1.0	% core classes taught by "highly qualified" teachers	100.0	97.7	100.0
Black or African American	92.0	89.1	90.3				
Hispanic or Latino	6.3	8.9	6.9				
Asian or Native Hawaiian/Other Pacific	1.0	0.8	1.4				
White	0.0	0.4	0.3				
Male	43.5	42.2	42.9				
Female	56.5	57.8	57.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						v
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:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

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				X	v	X	25
Ethnicity							

American Indian or Alaska Native						
Black or African American				X	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White						
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
Student groups making				0	2	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	49.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.9	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:	14.1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	28.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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



Catherine Hartnett, Principal
Edna Clark, Assistant Principal
Maryanne Douglass-French, Assistant Principal

402 Eastern Parkway
Brooklyn, New York 11225
Telephone (718) 773 - 7765
Fax (718) 773 - 7849

Title I Parent Involvement Policy 2010-2011

I. General Expectations

W.E.B. Du Bois High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. W.E.B. Du Bois High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Discuss the parent involvement policy during PTA meetings
 - b. Form a committee of parents to review and revise the parent involvement policy
2. W.E.B. Du Bois High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Parents will serve on the school leadership team
 - b. The results of the needs assessment and the budget will be discussed at PTA meetings
3. W.E.B. Du Bois High School 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 school quality. 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 about 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.
4. W.E.B. Du Bois High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the 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
 - 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, the requirements of Part A, how to monitor their child's progress, and how to work with educators
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as providing parents with the opportunity to attend parenting workshops sponsored by the PTA.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by conducting workshops.
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of 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:
 - i. Translating correspondence into applicable home languages

III. Discretionary School Parental Involvement Policy Components

W.E.B. Du Bois High School will also

- pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions

- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- provide other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the W.E.B. Du Bois High School in June 2010 and will be in effect for the period of September 2010-June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 20, 2010.

School-Parent Compact **2010-2011**

School Responsibilities

W.E.B. Du Bois High School will:

1. 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.
2. Hold parent-teacher conferences twice during the school year during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide report cards 4 times per year and progress reports 4 times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointment.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

10. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by regularly calling or visiting the school to check on my child's progress, attending parent-teacher conferences, promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

SIGNATURES:

SCHOOL

DATE

PARENT(S)

DATE

**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 CFN108	District 17	School Number 489	School Name W.E.B. Du Bois High
Principal Catherine Hartnett		Assistant Principal Maryanne Douglass-French	
Coach		Coach	
Teacher/Subject Area Patricia Panetta/English		Guidance Counselor Beatrice Logan	
Teacher/Subject Area		Parent Judith Cummings	
Teacher/Subject Area		Parent Coordinator Selen Adams-Thomas	
Related Service Provider		Other	
Network Leader Sumita Kaufhold		Other	

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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	1

C. School Demographics

Total Number of Students in School	277	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.72%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- Since we are a transfer high school, all prospective students are interviewed by either a guidance counselor or school administrator prior to acceptance to the school. Students who may possibly be English Language Learners are identified during the interview process. At this time the Home Language Identification Survey is conducted. Upon admission to the school, the formal LAB-R is administered by the school's testing coordinator. ELLs are identified at the beginning of the school year and are evaluated annually with the NYSESLAT. ELL student programs are adjusted upon receipt of the NYSESLAT scores.
 - When an ELL student is seeking a transfer, the guidance counselor or school administrator informs the parents/guardians of the three program choices available to them during the interview. At this time the parents/guardians are also informed that the school does not have a certified ESL teacher on staff and that the school is only able to offer a Freestanding ESL program. Native speakers of Spanish, Arabic, and Haitian-Creole or on hand to translate this information to parents during the interview. If a parent indicates that they would like their child to participate in a program other than our freestanding program or if the parent indicates that they would like their child to receive ESL instruction from a certified ESL teacher, they are referred back to the sending school or to a referral center for additional assistance in finding an appropriate educational setting.
 - Entitlement letters and Program Selection forms are mailed home. The guidance counselor follows up with students and their families to ensure that the form is returned.
 - ELL students are placed in the Freestanding ELL program according to the number of units of support identified for their instructional level in CR Part 154. The program is explained to parents during the interview process.
 - The Parent Survey and Program selection forms reveal that all the parents choose the Freestanding ELL program.
 - Yes.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained											1			1
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	1	0	0	1

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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

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.

1. The freestanding ESL program includes two components: The daily ESL class and the double-period English class. All ELL students, regardless of grade or Native Language participate in the daily ESL class. Students are programmed for the double-period English class based on grade level in ELA.
2. The single period ESL teacher consults regularly with the double period ELL teacher to ensure that the mandated number of instructional minutes are delivered.
3. In our free-standing model, content area teachers employ the following approaches to make content comprehensible and enrich language development: differentiated instruction, leveled texts, frequent assessment of learning, and reduced class-size.
4. All subgroups receive differentiated instruction based upon a frequent assessment of skills. Instructional materials and methods are tailored to meet the needs of individual learners regardless of the length of time they have been classified as ELLs.

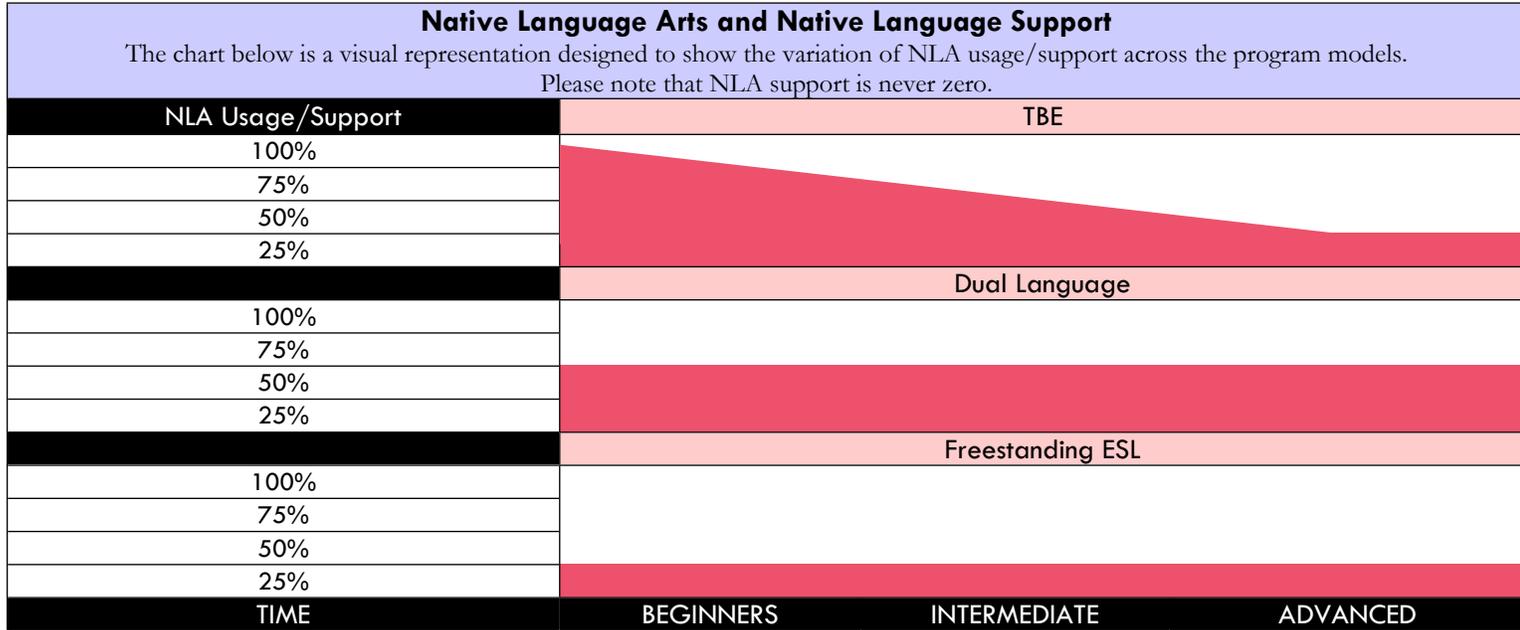
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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



B. Programming and Scheduling Information--Continued

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

5. ELL students who have been identified as needing intervention receive small group instruction before school and have the opportunity to receive after-school tutoring. These students are also encouraged to enroll in our SES Tutoring Program and receive services free of charge through outside providers. Providers who offer tutoring services in languages other than English are identified.
6. ELL students who have reached proficiency are closely monitored. If these students experience academic difficulty, the range of intervention services described in question 5 is employed.
7. No new programs will be considered.
8. No programs will be discontinued.
9. ELL students are afforded equal access to all school programs. Translated information about these programs is sent home so that the families of these students are aware of the programs offered and can encourage their participation. Please refer to question 5 for information about the supplemental services offered to ELL students.
10. All content area teachers use leveled textbooks and graphic organizers. Math teachers use manipulatives.
11. N/A
12. Yes.
13. N/A
14. None.

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)?

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.

1. Throughout the year, all teachers receive ongoing literacy professional development through AUSSIE. In addition, all teachers received professional development on differentiated planning using Lesson Writer, a lesson planning tool that allows teachers to differentiate reading materials, questions, and literacy building activities based on individual student needs.
2. N/A
3. Through Aussie, all teachers received at least 7.5 hours of professional development on strategies that have proven to be successful with ELL students including but not limited to: defining language objectives; linking concepts to student background and experiences; pre, during

and post reading strategies; and identifying and emphasizing key content vocabulary words.

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?

1. W.E.B. Du bois High School has an established Parent Association that meets monthly as well as a Parent Coordinator who acts as a liaison between parents and the school.
2. The school partners with St. John's University, Community Counseling and Mediation, and the University Center for Workforce and Academic and Development (UCWAD) to provide services and workshops to parents.
3. Parent needs are evaluated through formal surveys (translated as appropriate) and informal conversations.
4. Parent involvement activities are identified and planned based on survey responses. For example, this year many parents asked for assistance with the college application process and obtaining financial aid, other parents wanted to become more familiar with using a computer. We partnered with St. John's University and UCWAD to address these 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)														0
Intermediate(I)												1		1
Advanced (A)												1		1
Total	0	0	0	0	0	0	0	0	0	0	0	2	0	2

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

NYS ELA

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

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

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

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 <u>Integ Alg</u>	2		0	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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		