



SCHOOL FOR DEMOCRACY AND LEADERSHIP

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 17K533
ADDRESS: 600 KINGSTON AVE., BROOKLYN, NY 11203
TELEPHONE: 718-771-4865
FAX: 718-771-5847

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K533 **SCHOOL NAME:** School for Democracy and Leadership

SCHOOL ADDRESS: 600 Kingston Avenue, Brooklyn, NY 11203

SCHOOL TELEPHONE: 718-771-4865 **FAX:** 718-771-5847

SCHOOL CONTACT PERSON: Rebecca Ostro **EMAIL ADDRESS:** rostro@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rebecca Ostro

PRINCIPAL: Rebecca Ostro

UFT CHAPTER LEADER: Tyler Brewster

PARENTS' ASSOCIATION PRESIDENT: Ms. Bonner

STUDENT REPRESENTATIVE:
(Required for high schools) Jerry Wilson

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN106

NETWORK LEADER: Cyndi Kerr

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
Rebecca Ostro	*Principal or Designee	
Tyler Brewster	*UFT Chapter Chairperson or Designee	
Ms. Bonner	*PA/PTA President or Designated Co-President	
Ms. McLeish	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jerryl Wilson Benjamin Georges	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Jarvis	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

As part of the New Century High School Initiative, School for Democracy and Leadership (SDL) opened in September of 2004 with a 6th and a 9th grade and a total student population of 150 students and eleven teachers. SDL is one of the four schools that replaced Wingate, a high school that was notorious for violence and was graduating three out of every ten students. SDL's mission focuses on two goals—ensuring that our students are ready for college and developing students who thinking about themselves as agents of change in their community. We serve the same general population that Wingate High School previously served. We do not screen our students based on achievement, yet we have almost tripled the graduation rate that Wingate High School had previously achieved.

Our biggest strength is our team structure. The school is broken into grade teams, each comprised of four core subject area teachers and at least one other teacher—special education, Spanish, art, etc. Those teams are each led by a team leader, each of whom volunteered for the position. SDL teams are powerful because they have significant autonomy, significant ownership, and significant time for collaboration. We have built into their schedules common planning time that happens two-three times per week. During that time, the team works around issues of student performance, instructional initiatives, team data, and curriculum development. Teams work to design trips, develop interventions for failing students, share instructional strategies, and/or discuss in depth a few students to determine the best methodology to increase the students' academic achievement and emotional development. The team leaders meet regularly to examine school data across the grades and to develop school-wide responses to that data. Since the school's inception, team leaders have also been a driving factor in concretizing the school's mission and developing the school's philosophy. The team structure has led to the enormous difference we've seen in our school's promotion results as compared to those of Wingate High School. We have now expanded this team structure to include a vertical team structure in departments. Departments meet every other Monday, and they are responsible for developing and improving the curriculum at SDL. A major focus of the departments is developing mastery work projects that serve as pillars for our curriculum and ensure consistency and rigor across the 7 grades at SDL.

Another distinct characteristic of School for Democracy and Leadership is our strong relationship with our community partner, CAMBA. CAMBA is a local organization that has the capacity to work with our school and has become integral to the success of our school. They have a major role in long-term goal-setting and planning for the school, and they provide an internship coordinator, an after-school director, and a school social worker for the school, all funded through grants.

Our proudest accomplishment is the marked changes we've made on the Wingate Campus. Before SDL's inception, Wingate was graduating thirty percent of its students. We have worked with a statistically similar population; tracked and monitored them closely; and worked with them intensely. The results have been three graduating classes that more than doubled the previous graduation rate of Wingate High School. We are also proud of the strong student voice within our school and our high teacher retention rate.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	3	Number of Administrators and Other Professionals	9	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	22.9	45.0	TBD
				% more than 5 years teaching anywhere	0.0	7.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	46.0	70.0	TBD
American Indian or Alaska Native	0.2	0.5	0.7		85.9	79.5	TBD
Black or African American	91.9	89.8	90.7				
Hispanic or Latino	6.4	8.4	7.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.0	0.0				
White	1.1	1.4	1.1				
Male	44.3	43.3	44.1				
Female	55.7	56.7	55.9				
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/Diferentiated 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						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		School for Democracy and Leadership								
District:		17	DBN:		17K533	School BEDS Code:		331700011533		
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		93.0/81.7	93.6/ 79.4	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		95.4	93.2	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		61.1	62.1	73.7			
Grade 6	57	46	37	Students in Temporary Housing - Total Number :						
Grade 7	65	55	53	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	60	57	59		4	13	TBD			
Grade 9	102	78	70	Recent Immigrants - Total Number :						
Grade 10	75	87	83	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	52	65	82		2	1	1			
Grade 12	56	55	65	Special Education Enrollment:						
Ungraded	0	0	2	(As of October 31)	2007-08	2008-09	2009-10			
Total	467	443	451		2	1	1			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	12	4	4	Principal Suspensions	69	241	TBD			
# in Collaborative Team Teaching (CTT) Classes	13	37	42	Superintendent Suspensions	35	22	TBD			
Number all others	25	23	18	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10			
				CTE Program Participants	N/A	0	0			
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0			
(BESIS Survey)				Number of Staff - Includes all full-time staff:						
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	35	40	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	0	12	10							

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			X
Math:		√		Math:			√
Science:		√		Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√	X	√	√	
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√		√	√		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	3	3	1	2	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B/B			Overall Evaluation:	√		
Overall Score:	61.0/ 61.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment: <i>(Comprises 15% of the Overall Score)</i>	8.3/ 6.6			Quality Statement 2: Plan and Set Goals	√		
School Performance: <i>(Comprises 25% of the Overall Score)</i>	14.0/ 16.8			Quality Statement 3: Align Instructional Strategy to Goals	√		
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	34.2/ 33.2			Quality Statement 4: Align Capacity Building to Goals	W		
Additional Credit:	4.5/ 5.0			Quality Statement 5: Monitor and Revise	√		
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				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?

NEEDS ASSESSMENT SNAPSHOT

ACADEMIC PROGRESS	
Strengths	Challenges
<ul style="list-style-type: none"> ▪ College Application Rate ▪ Improved departmental structure to develop curriculum and build consistency and rigor across all grades 	<ul style="list-style-type: none"> ▪ Consistent grading policy that effectively communicates progress to students and parents ▪ Pass/proficiency rates of school’s lowest third
SCHOOL CULTURE	
Strengths	Challenges
<ul style="list-style-type: none"> ▪ Strong partnership with CAMBA 	<ul style="list-style-type: none"> ▪ Many low-level incidents resulting in students being out of classroom ▪ Lack of extra-curricular programming for students ▪ Attendance Rates
TEACHER SUPPORT	
Strengths	Challenges
<ul style="list-style-type: none"> ▪ Use of Common Planning Time for Formalized Teacher Support 	<ul style="list-style-type: none"> ▪ Need for more focused, consistent approach for using student achievement data ▪ Need for structure to allow more administrative support in classrooms

ACADEMIC PROGRESS

School Strengths

College Applications

SDL has developed its college preparatory program. Through partnerships with College Summit, CAMBA, and Brooklyn College, we now have a 9-12 college prep curriculum that resulted in 100% of our 2010 graduates applying and being accepted to college.

Structure/Intervention	Description/Impact
Advisory	<ul style="list-style-type: none"> • Each advisor did a transcript review with the guidance counselor in the fall to highlight any students missing credits or Regents. • Advisors reviewed the transcripts with the students and worked with the guidance counselor to fix mistakes and design interventions and supports. • Utilizing the College Summit curriculum, all advisors provided space and oversight for the college application process, ensuring that each student had applied to at least one college.
Pupil Personnel Team	<ul style="list-style-type: none"> • While not focused exclusively on the Senior class, the At-Risk Team met regularly to address both the academic and social-emotional needs of SDL students. • Comprised of the school's two guidance counselors, two social workers, and the lead partner liaison, the team regularly reviewed teacher and staff referrals of students to determine appropriate interventions for students.
7th Period and Credit Recovery	<ul style="list-style-type: none"> • For students who were short on credits, SDL offered a comprehensive credit recovery and accumulation program.
Individualized Interventions	<ul style="list-style-type: none"> • For students who were significantly off-track, the 12th grade team worked with the HS guidance counselor and AP to design individual interventions. • For some students, individualized schedules were created to provide students with additional classes that would help them to graduate on time. • In addition to Regents classes, students who still needed to pass Regents were involved in a pull-out program run by the 12th grade team to provide individualized support and preparation.

Improved departmental structure to develop curriculum and build consistency and rigor across all grades

SDL developed its departmental structure by creating a Department Chair position and providing time for departments to meet. Departments focused on developing curriculum that was aligned to portfolio projects and state standards and looking at student work to ensure progress towards targets.

Greatest Challenges/Needs

Consistent grading policy that effectively communicates progress to students and parents

While SDL has taken a step in the right direction with the Departmental structure, there is still a great need for increased consistency in grading and rigor of classroom work. In addition, this consistency needs to be effectively communicated to parents and students (SQR).

Pass/proficiency rates of school's lowest third

Our middle school proficiency rates were quite low this year -- in ELA it was only 14.5% and in Math it was only 22.9%.

In addition, we had low credit accumulation rates, particularly among our lowest third:

Percentage of Students Earning 10+ Credits in 1st Year	61.5%	Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	40.9%
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	50.0%	Percentage of Students Earning 10+ Credits in 3rd Year	67.3%
Percentage of Students Earning 10+ Credits in 2nd Year	64.2%	Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	50.0%

SCHOOL CULTURE

School Strengths

Strong Partnership

In the past two years SDL's relationship with its lead partner, CAMBA, has continued to flourish. In addition to a full-time partner liaison who serves on the leadership team and coordinates the after-school programs, CAMBA has maintained its support of the school by continuing to apply for and secure funding for much needed programming. At the end of 2008-09, CAMBA successfully secured two more grants for the 09-10 school year; one grant focuses on providing a college seminar for advanced high school students, and the other program focuses on intervention for at-risk 9th graders. Both of these programs were very successful and will continue into the next year.

Greatest Challenges/Needs

More Fully Developed Discipline System

While SDL's school culture has improved dramatically this year, we still must build on these developments to create a more seamless system that builds in preventative measures. While SDL has not seen a rise in Superintendent Suspensions, there are still a very high level of low level incidents, and we need to refine our discipline system so that we are minimizing these low level offenses and maximizing the amount of time students are spending in class.

Lack of Extra-Curricular Programming

Because we are a small school, we have struggled as a school to provide a comprehensive extra-curricular program for our students..

More Effective Attendance Interventions

One of the greatest challenges SDL has faced is implementing structures to support high school attendance. This year, our attendance rate in the high school was only 79.5%. While we have put some structures in place to help us combat absenteeism, we clearly need more work in this area.

TEACHER DEVELOPMENT AND SUPPORT

School Strengths

Use of Common Planning Time as Formalized Teacher Support

Teachers at SDL meet every other day in Common Planning Time meetings. These meetings provide teams of teachers who share a group of students to sit down and discuss grade team goals, individual student concerns, and structures and activities that the team feels will move its students forward. This year we were very deliberate about using CPT as a time for teams to review data, set goals, and then review those goals and benchmarks. We often used our weekly team leader meetings as a training opportunity to introduce the team leaders to data and protocols, and to give them tools that they could then bring back to the team during CPT. This structure was instrumental in providing teacher support in looking at data, and it is a structure that we will build upon next year. Finally, we also use CPT as a time to implement our inquiry work.

Greatest Challenges/Needs

Need for more focused, consistent approach for using student achievement data

As indicated in our SQR and our LES, we need more consistency in our PD model so that teachers feel supported in using student achievement data to better differentiate instruction and target student needs.

Need for structure to allow more administrative support in classrooms

In our LES, it was clear that teachers wanted more classroom support from administrators in the form of classroom observations.

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. Increase Middle School math proficiency rate by 5 points (22.9% to 27.9%).
2. Increase Middle School ELA proficiency rate by 5 points (14.5% to 19.5%)
3. Increase High School credit accumulation rate by 5 points

Percentage of Students Earning 10+ Credits in 1st Year	61.5%
---	-------

Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	50.0%
---	-------

Percentage of Students Earning 10+ Credits in 2nd Year	64.2%
--	-------

Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	40.9%
---	-------

Percentage of Students Earning 10+ Credits in 3rd Year	67.3%
--	-------

Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	50.0%
---	-------

4. Increase school attendance rate by 3 points (MS: 91.9% to 94.9%, HS: 79.5% to 82.5%)
5. Decrease number of Level 1, 2, and 3 incidents by 5 points (38% to 33%)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Middle School math proficiency rate by 5 points (22.9% to 27.9%).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> •Establish mastery projects and school-wide grading policy (math coach to assist). •Literacy focus in department work (vocabulary development) •Increase amount of individualized teacher support by increasing formal observations •Mentoring plan •Establish protocol for department inter-visitations/intensives. •Class goals and individual student goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Large number of teachers to allow for small classes and collaborative time built into schedule (\$1,844,800). Per session and comp time for department chairs and team leaders to plan and run inter-visitations and to conduct inquiry with teams (\$7,144 in per session). Professional development for literacy (\$30,025 for coaching).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Mastery Project pass rates. Acuity Interim assessments</p>

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Middle School ELA proficiency rate by 5 points (14.5% to 19.5%)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> •Establish mastery projects and school-wide grading policy. •Increase amount of individualized teacher support by increasing formal observations •Mentoring plan •Establish protocol for department inter-visitations/intensives. •Class goals and individual student goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Large number of teachers to allow for small classes and collaborative time built into schedule (\$1,844,800). Per session and comp time for department chairs and team leaders to plan and run inter-visitations and to conduct inquiry with teams (\$7,144 in per session). Math coach to work with teachers individually (\$30,025 for coaching).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Mastery Project pass rates. Acuity Interim assessments.</p>
<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase High School credit accumulation rate by 5 points.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> •Establish mastery projects and school-wide grading policy. •Increase amount of individualized teacher support by increasing formal observations •Mentoring plan •Establish protocol for department inter-visitations/intensives. •Class goals and individual student goals. <p>New advisory system with weekly progress reports.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Large number of teachers to allow for small classes and collaborative time built into schedule (\$1,844,800). Per session and comp time for department chairs and team leaders to plan and run inter-visitations and to conduct inquiry with teams (\$7,144 in per session). Science and Math coaches to work with teachers individually (\$30,025 for coaching)..</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mastery project pass rates Course pass rates</p>
<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase school attendance rate by 3 points (MS: 91.9% to 94.9%, HS: 79.5% to 82.5%)</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>New enrichment block in HS where students get to select enrichment activities that interest them. F-status social worker to work with students who have chronic attendance issues to provide counseling for students and families. New advisory system with weekly progress reports. Attendance celebrations monthly to honor students with perfect and improved attendance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>F-status social worker dedicated to attendance (\$41,573). Family worker and Attendance Aide (\$52,028). Materials for enrichment block and dedication of professional duty time to enrichment block (\$10,000). Supplies for attendance celebrations and incentives (\$2,000).</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly attendance rates.</p>
<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Decrease number of Level 1, 2, and 3 incidents by 5 points (38% to 33%).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Blocked periods in the middle school to reduce transition time. Use of uniform behavioral incentive system in the MS. School-wide focus on student supervision (monitoring) and how we speak with students. New enrichment blocks in the HS to provide better incentives for HS students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Professional development for teachers around school-wide focus of how we speak with students (with Network Support). Individualized coaching for teachers who struggle with classroom management (through Network grant, CEIS). Supplies and materials for MS incentive program and HS enrichment (\$12,000).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Suspension and incident rates.</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	30	30			5	5	5	10
7	30	30			10	7	20	15
8	30	30			30	5	20	10
9	50	50	50	50	10	8	5	20
10	40	40	40	40	10	3	5	20
11	40	40	40	40	25	3	5	20
12	20	20	20	20	40	3	5	20

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ▪ Blocked ELA classes in 6th and 7th Grade ▪ Additional literacy classes ▪ Saturday academy ▪ After school tutoring
Mathematics:	<ul style="list-style-type: none"> ▪ Blocked math classes in 6th and 7th grade ▪ Additional math periods ▪ Saturday Academy ▪ After school tutoring
Science:	<ul style="list-style-type: none"> ▪ Saturday Academy ▪ After school tutoring
Social Studies:	<ul style="list-style-type: none"> ▪ Saturday Academy ▪ After school tutoring
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ▪ Advisory Lessons ▪ Individual Counseling
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ▪ Girls group ▪ Boys group ▪ At-Risk group ▪ Individual Counseling
At-risk Health-related Services:	<ul style="list-style-type: none"> ▪ Workshops

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) 6-12 Number of Students to be Served: 14 LEP Non-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.

ELL students are enrolled in 360 minutes/week of additional literacy courses if they are beginner or intermediate. Advanced ELL students attend 180 of additional literacy instruction during 7th period.

Our ELL students have all successfully moved past the beginning stages and are fluent in oral English. Their biggest struggles are in reading and writing on grade level, and to that end, we have designed the following supports:

- Daily extended periods of ELA
- Literacy support across the curriculum
- Push-in and pull-out opportunities to develop literacy skills
- Collaborative team teaching when possible
- Tutoring opportunities
- 7th Period and Academy courses focused on literacy and language development
- ESL Classes

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.

Staff has received on-going professional development around literacy and language development. In addition, we conducted an all-staff professional development on Caribbean dialects and language acquisition.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and

- High quality staff and curriculum development contracts.		administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We had the parent coordinator reach out to all families at the beginning of the school year. We have two staff members who are designated to do translations – one in Spanish and one in Creole.

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.

Her assessment found that approximately 5 families require Haitian Creole oral translation and 4 families require Spanish oral translation. Staff was notified of this information and informed of the school designee for each language. No families required written translation.

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.

NA

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

We have a designated translator on staff for Haitian Creole and Spanish.

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>.

All parents were notified in a mailing at the beginning of the year.

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:	335,263	140,064	475,327
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,353	1,404	4,757
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,763	*	
4. Enter the anticipated 10% set-aside for Professional Development:	33,526	*	

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended**

that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The School for Democracy and Leadership is a 6-12th grade college preparatory school that will cultivate strong leaders and learners in our world.

Our students will be provided with a variety of opportunities, including:

- Rigorous academic curriculum that meets state expectations and prepares them for college
- Internships
- Mentorships
- student governance
- Partnerships with the New York Urban League
- Partnerships with Eugene Lang College and Brooklyn College
- Partnerships with Sadie Nash Leadership Project.

SDL insists on high academic achievement, a rigorous college preparatory curriculum for every child, and a close connection to the larger community. Our school emphasizes student choice, parent and community participation, and the development of personal potential through a number of elements including student advisories, Town Hall meetings, student government, and Change Projects where students work towards transforming an issue or challenge they select. Our students will take what they learn at School for Democracy and Leadership far beyond its halls – to college, to their communities, to the city, and to their future careers. They will be a positive force in their world, capable of influencing change, participating meaningfully in their communities, and contributing constructively to democracy in our society.

All classes are heterogeneous; that is, students are not grouped according to language level, achievement level, age, or grade level. Our instructional team develops thematically-based courses of study designed to ensure that students have the opportunity to meet or exceed city and state standards in all content areas. As part of their course work, students work on performance-based tasks, culminating in portfolio presentations. While performance assessment is a key component of this program, School for Democracy and Leadership uses this work to support students' development towards mastery of state standards.

The goal of our professional development program is to build a faculty equipped to support students in their academic and social growth at SDL. Our work centers around academic rigor, inquiry-based students work, and developing literacy, numeracy, and critical thinking. The weekly team meeting is the cornerstone of our professional development program. During team meeting, our staff hones in their proficiency in the following techniques:

- ↻ Developing project-based curriculum and assessments that support students' growth as critical thinkers;

- ⌘ Accommodating heterogeneity by designing and differentiating curriculum so that it is accessible but challenging for students with different degrees of academic experience;
- ⌘ Looking together at student work to better understand where our students are and how we can best move them forward;
- ⌘ Developing an advisory program that supports students' social and emotional needs, as well as helping them to become engaged citizens.

In addition to revising and developing curriculum to prepare students for portfolios and Regents exams, the team is currently engaged in an action research project exploring differentiated instruction. We strongly believe that teacher learning should parallel student learning, and all our staff development initiatives reflect this belief.

Our advisory program is a good source of academic and affective support for our students. During advisory, the teacher facilitates community-building activities and helps students choose and complete a “change project,” a central theme of our school. Students identify one thing they'd like to change about the world, and then they develop and implement, with the advisor's help, a plan around that change. The advisor is also the person responsible for maintaining contact with a student's parents. In fact, it is the advisor who interfaces with the parent during parent/teacher conferences. In addition to advisory planning meetings every other week, teachers also attend guidance meetings, during which the progress of individual students is discussed.

In summary, School for Democracy and Leadership is a place that holds students' social, emotional, and academic needs at the fore. We are a learning institution, and as such, believe that all members of our community—students, parents, staff, and administrators—are constantly involved in learning and growing.

Parent Conferences

Parent-teacher conferences to discuss a child's individual achievement take place by appointment at least twice a year. Parents are contacted by the child's advisor, who is responsible for giving parents their child's report card and communicating the child's strengths and areas of growth. Parents can speak to individual subject teachers at any time by appointment. However, the child's advisor is able to provide parents with all of the information needed to help the child grow as a learner.

We require two things: 1) Children must be present during the conference. Should the child not attend the conference, the conference needs to be rescheduled. 2) Parents should make every effort to attend on the scheduled day. However, if parents are not able to attend, the child's advisor will make every effort to schedule the meeting at a time that is more convenient for the parent.

In addition to conferences, our parents receive frequent reports. We send out narrative report cards quarterly, and in between each report card, parents receive a progress report. In addition, we have signed up for an online program called TeacherEase, which allows parents to log in and see a child's progress from day to day. Many of our parents have begun to use the system.

Beyond these formal communications with staff, our advisors call homes regularly to discuss student progress, to talk about a particular incident or concern, or to relate an honor or award that the student received in school. Our school has an “open door policy” concerning parents' visitations. All parents are welcome when they come.

Parent Responsibilities

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

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

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

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

School for Democracy and Leadership

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Rebecca Ostro, Principal

SCHOOL - PARENT COMPACT

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

The School agrees:

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences at least annually
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities

- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian agrees:

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.
- To monitor his/her child's/children's:
 - Attendance at school
 - Homework
 - Television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
- To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

School for Democracy and Leadership

Rebecca Ostro, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See Needs Assessment.

2. Schoolwide reform strategies that:

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

See Action Plan.

3. Instruction by highly qualified staff.

Our staff is highly educated and highly motivated. All teachers either have a Masters' degree (or beyond) or are enrolled in programs to get a Masters' degree

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.

We have a multi-tiered PD approach:

1. **Whole Staff Professional Development (August, Election Day, Brooklyn-Queens Day)**

We will meet as a whole staff three times per year to align our work, set goals and measure progress towards our goals. These meetings will be planned by administration, the PD committee and Department Chairs. Any faculty member who would like to share their work is also welcome to request time during these sessions.

2. Departments

In departments, faculty members will work together to develop their ability to gather and analyze data, to differentiate, and to plan assessments, including portfolios.

3. Teams

In teams, faculty members build on best practices, share observations of students, and align their instruction to individual student needs.

4. Observation and Coaching

At SDL, we use inter-observations observation-debriefs with mentor teachers and administrators to reflect on and to improve teacher practice. Administrators will be conducting team intensives for three-week periods where they will immerse themselves in the teams, attending CPTs, observing classes, and following up with individual meetings.

5. Workshops and Individual Professional Development

Teachers attend workshops, visit other schools, and enroll in classes to build upon their content knowledge or pedagogy.

6. Consultants

We work with various consultants to provide teachers with individual coaching, specifically around differentiation and students with special needs.

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

Our hiring committee continues to work hard to find highly qualified staff. They utilize the following strategies:

- Advertisements in local and national arenas

- Job fairs

- Open house forums

- Online searches

- Attendance at TFA events, Peace Corps events, and Fellows events

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

See parent involvement policy and parent compact.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

SDL uses a distributed leadership model where the following bodies are involved in school decision making:

- a. Team Leaders
- b. Department Chairs
- c. Administrative leadership team
- d. UFT Consultation Committee

In addition, we provide multiple opportunities for teachers to provide feedback through regular surveys and meetings.

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.

Using ARIS, all teachers create initial target groups of students. These students are placed into either support or advanced classes during academy and 7th period. In addition, we are doing pull out for advanced readers, and we have intensive literacy classes for struggling readers. Using CFI school-wide and using interim assessments will help us to continually monitor student progress throughout the year.

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.

Our partnership with CAMBA will ensure that our families get support well beyond that traditionally offered in schools. The CAMBA team, in conjunction with our parent coordinator and our social worker, will create a family safety net that works with families around violence prevention, housing, immigration issues, and adult education, among other things.

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				X	16-19
Title I, Part A (ARRA)	Federal	X				X	16-19
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X				X	16-19
Tax Levy	Local	X				X	16-19

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS 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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

6 students.

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

Our parent coordinator works closely with these students to ensure that they have the proper materials for school, including school supplies and uniforms. In addition, she is in touch with the families and is the point person for issues concerning these students. Parents are offered services through our partner organization, CAMBA. All of these students also work with a member of our PPT, receiving either individual counseling or group.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	School for Democracy and Leadership					
District:	17	DBN:	17K533	School		331700011533

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.0/81.7	93.6/	91.9 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.4	93.2	93.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	46	37	26	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	55	53	34		61.1	73.7	81.3
Grade 8	57	59	51				
Grade 9	78	70	76	Students in Temporary Housing - Total Number:			
Grade 10	87	83	72	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	65	82	90		4	13	23
Grade 12	55	65	78				
Ungraded	0	2	2	Recent Immigrants - Total Number:			
Total	443	451	429	(As of October 31)	2007-08	2008-09	2009-10
					2	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	4	4	11	Principal Suspensions	69	241	137
# in Collaborative Team Teaching (CTT) Classes	37	42	38	Superintendent Suspensions	35	22	21
Number all others	23	18	15				

These students are included in the enrollment information above.

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: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	40	39
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	11	7
# receiving ESL services only	12	10	TBD				
# ELLs with IEPs	0	3	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	2

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
	2	2	38	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	22.9	45.0	53.9
				% more than 5 years teaching anywhere	0.0	7.5	28.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	46.0	70.0	79.5
American Indian or Alaska Native	0.5	0.7	0.9	% core classes taught by "highly qualified" teachers	85.9	79.5	100.0
Black or African American	89.8	90.7	90.4				
Hispanic or Latino	8.4	7.3	7.2				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.2				
White	1.4	1.1	1.2				
Male	43.3	44.1	49.2				
Female	56.7	55.9	50.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v		v	v		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial							
Students with Disabilities	-	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-	-
Economically Disadvantaged	v	v		v	v		
Student groups making	3	3	1	2	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / C	Overall Evaluation:	P
Overall Score:	36.6 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	5.3 / 6.5	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	2.7 / 18.1	Quality Statement 3: Align Instructional Strategy to Goals	WD
Student Progress: <i>(Comprises 60% of the</i>	27.1 /	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	1.5 / 3	Quality Statement 5: Monitor and Revise	WD

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 17	School Number 533	School Name Democracy and Leader
Principal Rebecca Ostro		Assistant Principal Emma Heeschen	
Coach type here		Coach type here	
Teacher/Subject Area John Gibilaro/SS		Guidance Counselor Nicole Jarvis	
Teacher/Subject Area Meg Frost/Special Ed		Parent Lakesha Williams	
Teacher/Subject Area Pauline Brown/Spanish		Parent Coordinator Esther Lormil	
Related Service Provider type here		Other type here	
Network Leader Cyndi Kerr		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	451	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	3.10%
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Part II: ELL Identification Process

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

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

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

1. Initial identification process:
 - a. Our pupil personnel secretary administers the HLIS (with assistance from other translators if necessary)
 - b. Once the interview and survey have been administered, the secretary refers the student and family to our guidance counselor who does a more thorough intake.
 - c. Students who need the LAB-R are then brought to our data specialist.
 - d. Our data specialist administers the LAB-R and also administers the NYSESLAT each year
2. We only have ESL. The guidance counselor reviews the program with parents when she does the intake.
3. Our pupil personnel secretary manages the letters and ensures completion. We have a social worker available to do home visits if no form is returned.
4. We have translators meet with the student and their family to determine:
 - a. Their English language understanding (verbal, written, academic, and informal)
 - b. Their level of education in their home country
 - c. Based on this (and their performance on the LAB-R) we make a determination about what program they should be in
5. ESL (3 out of 3 in the past two years)
6. Yes

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Check all that apply	

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											2		1	3
Push-In							1	4	2	2		3	2	14
Total	0	0	0	0	0	0	1	4	2	2	2	3	3	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	17	Newcomers (ELLs receiving	10
		Special Education	1

		service 0-3 years)			
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	1	0	4	1	0	3	0	1	17
Total	10	1	0	4	1	0	3	0	1	17

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 BA									1					1
TOTAL	0	1	0	0	0	0	1							

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

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																
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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1		1	1	2		6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian								3	1	1	1	1	1	8
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	1	4	2	2	2	3	3	17

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.

Paste response to questions 1-4 here

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

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

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

1.
 - a. Most students receive services from a push-in teacher. There are a few students who are also in a self-contained class in addition to push in services.
 - b. Students are in their regular grades but are placed in the same cohort so they can receive push in services. All of our classes throughout the school are cohorted.
2. Since we do mostly push-in, we have a teacher that travels with the cohorts to provide the appropriate number of minutes for each level.
3. All classes are taught in English. Students are paired to provide native language support and teachers are trained to develop the four modalities of language within their content area (listening, speaking, reading, writing).

4.
 - a. SIFE: Students get literacy support from the push in teacher and through pull out programs such as Reading Horizons. In addition, they meet with a counselor who assists them with managing course load and any other issues that arise.
 - b. ELLs in US SCHOOLS LESS THAN THREE YEARS: Students get literacy support from the push in teacher and through pull out programs such as Reading Horizons. The school uses DRAs to measure student progress and ensure that students are making progress towards the exams. In addition, they take interim assessments that we use to measure progress and provide interventions.
 - c. ELLs 4-6 YEARS: These students receive support from a push-in teacher.
 - d. LONG-TERM: NA
 - e. SPECIAL NEEDS: This student receives services through his IEP

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)?

Paste response to questions 1-5 here

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. All teachers receive professional development in literacy and in the basics of language acquisition. Some teachers are targeted to learn specific programs, such as Wilson and Reading Horizons.
2. Each team of teachers is paired with a member of our PPT who helps support this transition.
3. This PD focuses around literacy, particularly vocabulary development and basic literacy for those who need it. In addition, teacher do co-planning of curriculum and work to differentiate major assignments so all students can achieve the same outcomes.

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. Parents are contacted frequently by advisors, and are often invited in to conference with teams of teachers during common planning time periods. In addition, we have a parent coordinator and a community coordinator who work to plan events for parents and reach out to parents. The school also sends home a monthly letter and each grade team includes a newsletter. This is translated for our ELLs.
2. Our lead partner, CAMBA, provides services for parents, particularly newer immigrants. They offer language programs, assistance with immigration issues, and assistance with a wide variety of issues that may arise for families who are new to the U.S.
3. We survey the parents at each parent-teacher conference.
4. Our survey asks parents what types of programming they would like to see, and we plan programs with this feedback.

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)							1	1	1	1			1	5
Intermediate(I)								1	1	1	2	1	1	7
Advanced (A)								2						2
Total	0	0	0	0	0	0	1	4	2	2	2	1	2	14

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Math <u>IA</u>	6		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3			
Physics				
Global History and Geography	3		1	
US History and Government	2		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. We administer DRAs to all 6-9 students and select 10-12 students. We use this data to assess students' reading levels and to monitor progress. We have two middle school students and one 9th grade student who scored low on the DRA and are receiving additional support in reading. Our other students scored well and are receiving literacy support from the push-in teacher.
2. We have one middle school student who scored low on the NYSESLAT. Our other middle school students are fairly high level. In the high school there is more of a spread – the students are spread out among all four grades and are at varying levels. In this case we are offering individualized support through push-in and pull-out.
3. In general our students scored higher in the listening/speaking section, and so we are targeting reading and writing in our instruction.
4. A) In general, our middle school students are performing at a higher level than our high school students. This will be the first year that we will have students take Regents in their native language.
 B) We use the data from the periodic assessments to measure student progress and ensure the students are prepared to take the state exams. If students are not making progress, interventions are used such as extended day, pull out from class, Reading Horizons, and Wilson.
 C) Our middle school students, with the exception of 1 student, are progressing well. In our high school, students are lagging more, so we have put in additional interventions, including a self-contained ELL support class (in addition to the push-in services).

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		