



**WILLIAMSBURG HIGH SCHOOL FOR
ARCHITECTURE & DESIGN**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 14K558
ADDRESS: 257 NORTH SIXTH STREET
TELEPHONE: 718-388-1260
FAX: 718-486-2580

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K558 **SCHOOL NAME:** Williamsburg High School for Architecture and Design

SCHOOL ADDRESS: 257 North 6th Street, Brooklyn, NY 11211

SCHOOL TELEPHONE: 718-388-1260 **FAX:** 718-486-2580

SCHOOL CONTACT PERSON: Rudy Cruz **EMAIL ADDRESS:** rcruz8@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Emily Wilson

PRINCIPAL: Gill Cornell

UFT CHAPTER LEADER: Jay Wiprovnick

PARENTS' ASSOCIATION PRESIDENT: Edward Pitre

STUDENT REPRESENTATIVE:
(Required for high schools) Kai Reynolds

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** 305

NETWORK LEADER: Joanne Mejias

SUPERINTENDENT: Karen Watts

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.

The school vision for the High School for Architecture & Design is to provide our students with a quality high school education while acquiring specialized skills in the fields of architecture and engineering that will allow them to contribute in a continually changing technological environment. We accomplish this goal by offering a challenging and current curriculum that develops life long learners who are capable of making a significant contribution to society and performing capably as individuals and team members.

The school is located in the Williamsburg area of Brooklyn and serves a primarily African American and Hispanic male student population of 428 students. Approximately 10% of our students have IEP's and 4% of our students are ELLs. 90.6% of our students qualify for free lunch.

We have a young energetic staff that has embraced all aspects of staff development and have formed positive bonds with our students in their roles as mentors and teachers.

We also take pride in our strong guidance department that includes two experienced and well-qualified counselors and a social worker. Our counselors are assigned to specific cohorts who they track for four years. This allows them to develop close relationships with their students and families as they guide them toward their timely graduation and eventual acceptance into a university program. To supplement our guidance program we have implemented a Camelot Program that provides immediate and positive interventions to address social-emotional issues. Our guidance and intervention programs have led to a significant reduction in student suspensions and helped to develop a positive school environment.

Our new multi-lingual parent coordinator has helped to establish a strong and active partnership with our parent community. We have seen attendance at parent association meetings increase significantly this year. One of the highlights of our school year was a dinner for high-achieving students and their parents, recognizing their accomplishments. In addition, this spring our students and teachers are working together to display their various talents at our annual Spring Talent Program. We expect this to be a highlight of the spring term.

Our students are also offered valuable experience in the fields of architecture and engineering through our work-based learning program. As part of the VTEA Program we have developed partnerships with several local institutions and organizations including MOMA, Pratt Institute, and the ACE Program. Our architecture and engineering students have the opportunity to work in and gain practical experience in the operation and current trends of their chosen fields. This year we will continue our partnership with NJIT, the New Jersey Institute of Technology, which will expand our ability to offer our students an optimal experience in the field of technology as we bring on teachers, consultants, and new programs.

Overall, we believe our high school is moving in the right direction: We to strive to offer our students the best possible education and provide them the skills, knowledge and abilities to work in the exciting and challenging fields of architecture and technology.

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									
School Name:		Williamsburg High School for Architecture and Desi							
District:		14	DBN:		14K558	School BEDS Code:		331400011558	
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 :					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		85.2	85.9	TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment :					
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	0	0	0		95.6	92.5	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment :					
Grade 4	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	0	0	0		61.1	60.7	83.0		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	22	TBD		
Grade 9	170	142	117	Recent Immigrants - Total Number :					
Grade 10	122	112	126	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	55	76	77		5	2	0		
Grade 12	53	58	78	Special Education Enrollment:					
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	400	388	398						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	48	63	TBD		
# in Collaborative Team Teaching (CTT) Classes	16	24	35	Superintendent Suspensions	36	13	TBD		
Number all others	27	23	20	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	265	329		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# receiving ESL services only	13	14	22	Number of Teachers	27	25	TBD		

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	1	3	4	Number of Administrators and Other Professionals	8	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	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
	18	13	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	25.9	44.0	TBD
				% more than 5 years teaching anywhere	22.2	28.0	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	67.0	72.0	TBD
American Indian or Alaska Native	0.0	0.5	0.3		78.1	86.8	TBD
Black or African American	57.5	50.8	45.2				
Hispanic or Latino	35.5	41.5	48.2				
Asian or Native Hawaiian/Other Pacific Isl.	3.0	1.5	1.8				
White	4.0	5.2	4.0				
Male	76.2	77.8	78.4				
Female	23.8	22.2	21.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
		√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

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:				√	
Math:		Math:				√	
Science:		Graduation Rate:				√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√	√	70
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	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:					√
Overall Score:	81.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					√
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					√
School Performance:	19.7	Quality Statement 4: Align Capacity Building to Goals					√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					√
Student Progress:	42.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
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?

Summary of Data Analysis/Findings- Student Progress Student Performance Trends

Data Source: Progress Report 2009-2010

Student Performance for the Four Year Graduation Rate

84.2% of our students graduated in four years. This data represents 80 students.

Student Progress for Credit Accumulation

88.1% of our students earned 10+ credits in their first year.

78.7% of our students in the school's lowest third, earned 10+ credits in their first year.

Weighted Regents Pass Rates

English – Our school scores for the weighted English Regents pass rate was 96.8%.

Mathematics- Our school scores for the weighted Mathematics Regents pass rate was 156.1%.

Science- Our school scores for the weighted Science Regents pass rate was 97.2%.

United States History- Our school scores for the weighted United States History Regents pass rate was 124.7%.

Global History- Our school scores for the weighted Global History Regents pass rate was 104.8%.

The overall score for student performance was 17 out of 25 and the overall score for student progress was 58.9 out of 60. Additionally, the school received three points each of extra credit for Special Education students and with students scoring a 75% or higher on the ELA and Math Regents exams.

The overall school score of A was determined by our score of 97.5% out of 100.

Greatest Accomplishments

Data Source- Quality Review

As indicated by the Quality Review, the school's greatest accomplishments are the successful credit recovery program, work with partnerships and outside agencies and after school programs that have promoted credit recovery and substantial progress for at-risk students. The success of these initiatives are demonstrated by the Progress Report section on exemplary proficiency gains in which the school earned extra credit for special education students, as well as Hispanic and Black students in the lowest third.

The Quality Review also notes a high-quality induction and support program for new teachers. This is particularly important as 52% of teachers are in their first three years of their teaching career. As a result of this high quality of support and mentoring, the school has retained 87% of its teachers from SY 2007-08 to SY 2008-09. Teachers are enthusiastic and embrace the focus on data-based planning and differentiated instruction.

The Inquiry Team's focus on analyzing data and using it to plan targeted instruction has raised the achievement on the United States History and Global History Regents examinations, as evidenced by the 2008 Progress Report. On both of these examinations, students scored at high levels, both within the school's Peer Horizon and City wide. (See Summary of Data Analysis/Findings - Student Progress). As a result of the success of our first Inquiry Team (2007-2008), the school expanded the team. Teachers work collaboratively in order to analyze the various data sources and consistently use it to inform instruction. The Inquiry Team has made significant progress in meeting the needs of the targeted students. Based on available results from the 2008 Math A examinations, 15 students were identified and 8 passed the Math A Regents.

As a result, the school has made great strides in addressing the issues identified for improvement in the Quality Review. The school has instituted "Portfolio Friday" for goal-setting conferences between teachers and students so that students can track their progress towards accomplishing the academic goals they have set collaboratively with their teachers. They also receive progress reports between each report card so that they could determine how well they are doing at frequent intervals.

Teachers have all received training in the use of ARIS and high quality professional development by Heart of Change, Inc. on differentiated instruction. Supervisors follow up with the incorporation of DI strategies into classroom instruction during walkthroughs and formal observations. The provision of common planning time provides the time and opportunity for meaningful discussion about individual students, cohorts, and content areas daily. Teachers work in a dedicated teachers' room, replete with computers. All teachers have their own workspace cubicles.

Attendance improvement is being addressed through the dedicated efforts of a full time attendance teacher. She makes personal phone calls to the home of each student who is absent for a second consecutive day. On the first day of an absence, families receive a call through the automated phone master, School Messenger.

We also address the needs of "at risk" students through Wizard, a computer-based program that differentiates the difficulty of instruction in all Regents based classes.

Aids Continuous Improvement

A significant aid to our continuous school improvement can be attributed to the Inquiry Team process, which developed and has sustained a community of inquiry. In fall term of the 2008 school year, the Math department formed an inquiry team that focused on fourth-year students that have not yet achieved a score of 65 or higher on the Math A Regents exam. Their efforts focused on the analysis of student work, past Regents exams and student interviews. Because January of 2009 was the last implementation of the Math A Regents, it was vital that the students passed this Regents. 52% of the students reviewed received a grade of 65 or higher on the Math Regents administered January, 2009.

Portfolio Days – One day out of the school week, classrooms adopt a non-traditional structure that provides students with an opportunity for one-on-one conferencing with their teachers. During portfolio days, students are challenged to demonstrate understanding of the teaching objectives most recently demonstrated with period-long assessments that test whether or not students can perform Regents-level tasks on their own. Teachers utilize these and past assignments as a source for individual student conferencing in order to individualize instruction. Students are also given the opportunity to earn elective or recovery credits based on their portfolio work.

Camelot Program – As part of an ongoing effort to reduce incidents in the school building, the Camelot program has been invited to work with all three schools housed in our campus. The anchor to this CBO is ongoing mediations that are set up to de-escalate potential violent situations.

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.

Goal #1	To improve the pass rate of the Global History Regents.
Measurable Objective	To increase the percentage of students earning a 65 or higher in the Global History Regents from 61% in June, 2010 to 65% in June, 2011.

Goal #2	To improve the pass rate of the Trigonometry Regents.
Measurable Objective	To increase the percentage of students earning a 65 or higher in the Trigonometry Regents from 40% in June, 2010 to 50% in June, 2011.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Percentage increase will be reflected in school scholarship and Regents pass/fail reports in HSST.
--	--

Subject/Area (where relevant): Mathematics

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of students earning a 65 or higher in the Trigonometry Regents from 40% in June, 2010 to 50% in June, 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> A Math/Science Assistant Principal has been hired to provide closer support and supervision of this department. At the end of each marking period, student scholarship reports will be generated by class for each teacher. Supervisors will meet with teachers to discuss pass/fail rates, how teachers are addressing the needs of students who have failed and how teachers are following up with these students. Increased supervision with pre-observations, post-observations and regular classroom visits will be ongoing and consistent. Weekly departmental meetings will be held, which will focus on departmental data, establishment of departmental goals and the development of instructional techniques to meet goals. A comprehensive assessment that tracks student progress is being developed in house and will provide the differentiated needs of students within the curriculum. .
<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>Inquiry Team allocations will be used to fund the data-gathering portion of inquiry.</p>

Indicators of Interim Progress and/or Accomplishment

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

- **Percentage increase will be reflected in school scholarship and Regents pass/fail reports in HSST.**

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	23	26		24	17			
10	33	17	40	34	13			
11	30	61	42	31	15			
12	33	30		30	8			

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Fourth-year students that have not yet passed the ELA Regents with a 65 or higher were placed in a class, capped at no more than 15 students, in which they receive specialized literacy training from an experienced ESL teacher. The strategy is that many standard ESL approaches apply to and benefit the literacy skills of non-ESL students. After school and Saturday tutoring is also made available to each of these students, using the Wizard interactive software to supplement their learning in class. Students that scored below 3 on their Middle School ELA assessment were placed in a special class.</p>
<p>Mathematics:</p>	<p>Third and fourth year students that have not passed the Math A Regents with a 65 or higher, were placed in classes, capped at no more than 20 students, in which they receive instruction in preparation for the Integrated Algebra Regents Exam. This is due to the fact that the Math A Regents is no longer implemented as of June, 2009. After school and Saturday tutoring is also made available to each of these students, using the Wizard interactive software to supplement their learning in class. Students that scored below 3 on their Middle School Math assessment were placed in a special class.</p>
<p>Science:</p>	<p>Third and fourth year students that have not passed the Living Environment Regents with a 65 or higher, were placed in classes in which they receive instruction in preparation for the Living Environment Regents Exam. In these classes, labs are closely monitored to ensure that students qualify for the exam. After school and Saturday tutoring is also made available to each of these students, using the Wizard interactive software to supplement their learning in class.</p>
<p>Social Studies:</p>	<p>Fourth year students that have not passed one or both Social Studies Regents exams with a 65 or higher, were placed in classes, in which they will receive instruction in preparation for these Exams. After school and Saturday tutoring is also made available to each of these students, using the Wizard interactive software to supplement their learning in class.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Weekly, targeted group sessions are held with AIS students with designated social-emotional needs. The school social worker spends a significant amount of this time establishing long and short term goals with these students in order to help them address their needs and improve scholarship.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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) 9-12 Number of Students to be Served: 32 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) 1 push-in ESL Certified teacher for at-risk students

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.

We provide Self-Contained ESL classes; We are a small school with a small population of ELLs and currently do not have the resources to offer all three types of ELL programs. Student cohort (grades 9 – 12) travels together as a group according to grade; this means that classes consist of students with mixed proficiency levels. We have two ESL certified teachers on staff to accommodate the mandated number of instructional minutes according to proficiency. Students receive all their instructional minutes with either one of the two ESL-certified teachers. Some students get double periods with the same teacher. Content areas are delivered with English as the instructional language. Differentiated instruction is used to make content comprehensible - ie. flexible grouping, readiness, using graphic organizers, assignments that are geared toward different learning styles. Special needs ELLs in content area are placed in co-teaching classrooms, where a secondary teacher is on hand to assist the student.

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.

Professional development for all teachers of ELLs include in-house workshops on differentiated instruction, time allotted for common planning, workshops on curriculum mapping, backward planning, using media in the classroom. Support to staff to assist ELLs as they transition from middle to high school are: weekly meetings involving teachers, guidance counselors and school administrators to discuss the needs of individual students, translators to communicate with parents regarding the progress (or lack thereof) of their child. ELL training for all staff include workshops on curriculum mapping, differentiated instruction.

Section III. Title III Budget

School: 14K558 **BEDS Code:** 331400011558

Allocation Amount: \$0		
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		

Purchased services - High quality staff and curriculum development contracts.		Second push-in ESL teacher to aid at-risk ESL students
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Educational Software (Object Code 199)		
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 have a number of staff members who are fluent in different foreign languages (Haitian Creole, French, and Polish) and usually assist when parents request oral translation. Our parent coordinator is fluent in Spanish and Chinese. At the moment, we send our request for translations in Arabic to the Translations Unit.

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.

Overall, we continue to be successful in communicating with parents in all languages. The result of the Environment Survey under the Communication section, as well as survey conducted by the parent coordinator in the Spring of 2010, indicate that parents feel that they are satisfied with our school's written and oral interpretation needs.

Part B: Strategies and Activities

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

All documents and letters written in English are translated immediately. The majority of the documents are translated in-house by school staff and occasionally by parent volunteers.

- 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.

All language needs can be accommodated by staff members. Our staff can usually translate and interact with parent in their native languages. We also inform parents that additional translation and interpretation unit is available for extra support when necessary, and expect to provide parents with consecutive interpretation services for Parent Teacher Conferences from Language Interpretation Services.

2. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

For all school activities and events such as PTA, Title I meetings, SLT meeting, Parent Teacher Conferences, parents are informed that translation and interpretation services are available. Section VII of Chancellor's Regulation A-663 is included in the parent handbook and provide added assistance through our parent coordinator and community associate.

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:	\$367,586	\$93,376	\$460,962
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,676	\$934	\$4,610
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,379	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,759	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy

I. General Expectations

The Williamsburg High School for Architecture and Design agrees to implement the following statutory requirements:

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

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

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

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

N/A

2. *The Williamsburg High School for Architecture and Design* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Regular meetings of the School Leadership Team
 - Join development of the Comprehensive Educational Plan
 - Regular meeting with the PTA and PTA Executive Board
3. *The Williamsburg High School for Architecture and Design* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - The State’s academic content standards;
 - The State’s student academic achievement standards;
 - The State and local academic assessments (Regent examinations)
 - The requirements of Title I, Part A;
 - How to monitor their child’s progress; and
 - How to work with educators
 - The New York City Progress Report and Learning Environment Survey.
4. *The Williamsburg High School fro Architecture and Design* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - Camelot Program
 - St. Nicholas (REACH Program)
5. *The Williamsburg High School for Architecture and Design* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will

include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be evaluated through a survey of parents conducted by the SLT. Parents on the team will compile a list of concerns and then a survey will be conducted at PTA meetings and direct mailing to homes.

6. *The Williamsburg High School for Architecture and Design* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators;
 - iv. Organize workshop to provide parents information about requirements for graduation
 - v. Organize workshops to teach parents how to review child's report cards and transcript in order to ensure child's progress
 - b. *The Williamsburg High School for Architecture and Design* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Workshops to teach parents to use The Williamsburg High School for Architecture and Design new website to maintain communication with the School Administration and teachers
 - Provide written information to navigate the new webs
 - c. *The Williamsburg High School for Architecture and Design* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

LIST ACTIONS

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

N/A

- e. *The Williamsburg High School for Architecture and Design* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Translations into Spanish.
 - Printed on brightly colored paper that parents will identify as important notices.
 - Use of School Messenger to call the homes of parents.
 - Use of full time attendance teacher to inform parents about their children’s attendance

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this contract. This policy was adopted by the *Williamsburg High School for Architecture and Design* on June, 2009 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2010.

Principal’s Signature: _____
Date _____

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

SCHOOL-PARENT COMPACT

The **Williamsburg High School for Architecture & Design** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during the 2010-2011 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

School Responsibilities

The **Williamsburg High School for Architecture & Design** will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - Through the use of data, curriculum will be revised to improve upon gaps in the instruction and continued growth in student achievement on a school wide and subject specific basis
 - Teaching staff will receive regular professional development to ensure the use of best practices in the classroom
 - Continued development of the English Language Learners program

- Academic Intervention Team will continually monitor and assess the needs for the at risk and low-achieving student population
- Through the use of student conferences, each teacher will develop an action plan for every student in the class and monitor goal achievement on a monthly basis

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

- Conferences are held during the first and second grading terms and by appointments during the school year.
- IEP meetings are conducted as mandated.
- Parents may schedule a meeting with teachers as needed during their planning times. Meetings must be arranged a few days in advance.
- Parent conferences will be held on October 28, 2010 and March 17, 2011 from 6:00 PM to 8:30 PM, and on October 29, 2010 and March 18, 2010 from 12:00 PM to 2:30 PM.

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

- Report cards will be distributed to all the students during the 3rd period on the following days: March 17, May 6 and June 28 of 2011. A copy of the report card will be mailed to all the parents 3 days after.
- Provide timely Progress Report by mid-marking period to provide parents the opportunity to assess their child's effort.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

- All staff will be available for consultation during Parent Conference on October 28 and 29, 2010, and March 17 and March 18, 2011.
- For parents who want to scheduled individual conferences to address issues and questions, arrangements can be made to accommodate the parents and staffs' schedule.
- All teachers can be contacted through email at our Williamsburg High School for Architecture and Design website www.whsad.org.

5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities,** as follows:

- All parents are invited to volunteer to join teachers who schedule academic activities and field trips outside of our school and join in class discussion on the subject of the trip.

6. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.**
7. **Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing and timely way.**
8. **Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in the Title I, Part A programs. The school will convene the meeting at a convenient time to the parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all the parents of the children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
9. **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of the parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
10. **Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
11. **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
12. **Provide to each parents an individual student report about performance of their child on the State assessment in at least math, language arts and reading.**
13. **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB)**

Parent Responsibilities

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

Describe the ways in which parents will support their children's learning, such as:

- Help monitor attendance and support School Administration effort's to curtail absenteeism and truancy by providing time and accurate attendance information to the school.
- Work with teachers and Guidance Counselors to track child's progress regularly to ensure satisfactory credit accumulation and State Regent's requirements for timely graduation.
- Make extra effort to be involved and engaged in all the activities organized by the school such as PTA, Parent Conferences, SLT, especially those that provide feedback to teachers and the School administration and help set goals for the school for coming years.
- Encourage child to participate in after school activities that promote academic improvement (peer-tutoring, AP classes) as well as social and physical well being (basketball, yoga, drumline)
- Make an extra effort to stay informed about child's academic progress and provide timely feedback to teachers. Provide the correct contact information to the School Administration to make sure that parents will be available to teachers to discuss ongoing concerns by providing current home phone and cell phone number and address.
- Monitor bedtime by curtailing internet and television hours to improve attendance rate during first period.
- Stay informed and updated about school assignments, news, and announcements by taking advantage of all the resources available such as the Monthly News Letter, School Messenger, WHSAD website and all the mailing provided by the School Administration.

Student Responsibilities (revise as appropriate to grade level)

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

- Make extra effort to improve attendance rate and timely arrival in the morning.
 - Improve participation in class and be conscious of my responsibilities to meet the requirements to pass the class.
 - Take an active role of being responsible for tracking my own progress and ensuring that I will satisfy all the requirements for graduation. (Take all the required Regents, an fulfill all credit accumulation)
 - Be responsible of meeting deadline for homework assignments, projects, portfolios, etc. by using the WHSAD website and all the teachers'
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School

Date

Parent

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The following opportunities and strategies have been and will continue to be made available for students and faculty in order to encourage academic achievement and enrichment in traditionally underserved populations, academically low-achieving children, those at risk and students meeting as well as surpassing the state education standards:

AIS: After school programs in peer and faculty tutoring, homework help, laboratory assistance and Regents Prep (see Appendix 1 pgs 17-18);

Credit Recovery: Portfolio Assessments in each subject class (see Section IV, pg 10) and 2-week summer program;

Enrichment: After school advanced placement courses in English Language Arts, Calculus, Physics and European History, College Now, Upward Bound with Pace University, ACE Architectural Internships and SIP Architectural Internships at the NYC School Construction Authority;

Guidance: Freshman Orientation, small-group workshops for college prep and transcript review, college fairs, high school & alternative fairs, college trips and sponsored college representative visits. Additional per session hours for supplemental guidance services. Per session hours for attendance coordinator to perform outreach for students who have been absent after two consecutive days.

Counseling Services: Camelot Mentoring, Anti-Violence & Leadership, SPARK, Park Slope Mental Health and Kaplan NY Cares SAT Program.

We have instituted a year-long professional development piece exploring Differentiated Instruction (DI). The DI series will consist of full staff development days followed by small group cohort development days that assist teachers in creating learning environments that address a variety of learning styles and intelligences. Title 1 funds pay for coverage for full day meetings of the teacher cohort, and professional development supplies. Additional Title 1 funds will be used for after-school meetings to address data and how it can be used to improve instruction to students at risk. Teachers will be working on curriculum issues, where grade teams meet regularly to rewrite and improve the curriculum. Some of the staff members that we pay through Title 1 funds are a reading teacher, social worker, ELL teacher and our Special Education coordinator. The staff shares the focus of improving academic performance of our most at risk students and in supporting the regular educational program.

Our staff consists of well-seasoned senior teachers, who have taken on leadership roles in faculty mentoring, as well as younger teachers who bring an upbeat student-savvy tenor to our staff. The latter members of our faculty have either completed their master's degrees in education or are in the final stages of matriculation. All Staff members take an active role in various professional development opportunities both in-house and off-site. When necessary, we actively recruit replacement staff by utilizing the Open Market Program, Inside Schools.com and networking.

Our focus this year has been to bring more parents into our Title 1 Parent meetings and our PTA meetings. We have performed outreach through monthly mailings and meetings. Our school will also plan Parent Celebration Day, scheduled for a Saturday in May, which will be open to the whole school community. This event will coincide with a school-wide talent and fashion show, incorporating many aspects of the school community. Our school is also planning a new website where parents will be able to see their child's teachers' assignments online and through which they would be able to communicate with the teachers via email. This year, one of our school's initiatives has been to encourage instructional staff to update their class webpage regularly so to keep parents updated on classroom events and assignments. In order to kick off this initiative, we are planning a parent meeting with a demonstration lesson on this topic.

Furthermore, teachers have all received training in the use of ARIS. It is our aim to follow this inquiry practice and goal-setting for all students. The provision of common planning time has provided the opportunity for meaningful discussion about individual students, cohorts, and content areas daily. Teachers work in a dedicated teachers' resource room, complete with computers and individual workspace cubicles. The school has also instituted a "Portfolio Day" for goal setting conferences between teachers and students. One day out of the school week, classrooms adopt on a non-traditional structure that provides students with an opportunity for one-on-one conferencing with their teachers. During portfolio days, students are challenged to demonstrate understanding of the teaching objectives most recently taught with period-long assessments that test whether or not students can perform Regents-level tasks on their own. Teachers utilize these and past assignments as a source for individual student conferencing during this time in order to individualize instruction. Students are also given the opportunity to earn elective or recovery credits based on their portfolio work.

As part of an ongoing effort to reduce incidents of violence in this building, the Camelot program has been invited to work with all three schools housed in our campus. The anchor to this CBO is ongoing mediations that are set up to de-escalate potential violent situations. Also, we have developed an after school Arts and Well Being Program designed to beneficially channel student energies and excite student interest in the arts. Activities include Set Design, Drama Club, Fashion, Singing and Dancing, Yoga, a Talent Show and a Video Gaming Club. All activities are supported by expert faculty and supervised by our school COSA.

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	✓			\$367,586	✓	34, 35
Title I, Part A (ARRA)	Federal		✓				
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			\$1,682,934	✓	34, 35

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: Good Standing **SURR³ Phase/Group (If applicable):** N/A

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: N/A

SURR Group/Phase: N/A **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.) **Three (3) students.**
2. Please describe the services you are planning to provide to the STH population. **We will provide these students with school supplies and other necessities (i.e. clothing, sundries)**

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:	Williamsburg High School for Architecture and Desi					
District:	14	DBN:	14K558	School		331400011558

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.2	85.9	87.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	142	117	146				
Grade 10	112	126	106				
Grade 11	76	77	94				
Grade 12	58	78	83				
Ungraded	0	0	0				
Total	388	398	429				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.6	92.5	95.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	61.1	83.0	89.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	22	11

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	48	63	67
# in Collaborative Team Teaching (CTT) Classes	24	35	50	Superintendent Suspensions	36	13	18
Number all others	23	20	15				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	265	329
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	27	25	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	8
# receiving ESL services only	14	22	TBD	Number of Educational Paraprofessionals	1	1	2
# ELLs with IEPs	3	4	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	18	13	46	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	25.9	44.0	76.9
				% more than 5 years teaching anywhere	22.2	28.0	38.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	72.0	80.8
American Indian or Alaska Native	0.5	0.3	0.2	% core classes taught by "highly qualified" teachers	78.1	86.8	88.6
Black or African American	50.8	45.2	39.4				
Hispanic or Latino	41.5	48.2	55.7				
Asian or Native Hawaiian/Other Pacific	1.5	1.8	1.9				
White	5.2	4.0	2.8				
Male	77.8	78.4	71.8				
Female	22.2	21.6	28.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	70
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	100.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	17.1	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	60		
<i>(Comprises 60% of the</i>			
Additional Credit:	10.5		

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

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

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

**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 3	District 14	School Number 558	School Name WHSAD
Principal Gill Cornell		Assistant Principal Sonia McKenna	
Coach		Coach	
Teacher/Subject Area Angela Dam		Guidance Counselor Erneste, Small, Valentin	
Teacher/Subject Area Ursula Sztukowski		Parent Edward Petrie	
Teacher/Subject Area		Parent Coordinator Lai-Sin Chu	
Related Service Provider Mauri Small		Other	
Network Leader Joanne Mejias		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	428	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	7.48%
------------------------------------	------------	----------------------	-----------	---	--------------

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. The following are steps to identify possible ELLs:

- i. The HLIS is completed with parents, which include the informal oral interview in English and in the native language. The formal initial assessment is completed by a qualified teacher or staff. They are: Ms. Dam (ESL teacher/coordinator), Ms. Sztukowski (ESL teacher), Ms. Erneste (Guidance Counselor), Ms. Valentin (Guidance Counselor), Ms. Small (Guidance Counselor).
- ii. Our parent coordinator gives the Parent Survey and Program Selection Form for new students to take home. Student brings back completed form. (WHSAD only offers the Free Standing Program - Self contained ESL)
- iii. Student is given the LAB-R, if deemed qualified according to HLIS.
- iv. Based on results of LAB-R, student is placed in appropriate proficiency level.

The NYSESLAT is given according to instruction every spring. Students are given the four part assessment in class as per testing schedule. The testing environment is free of disruptions. Every effort is made to accommodate students who are absent on testing days. Make-up days are scheduled for those who missed any or all portions of the test. The written portion of the NYSESLAT is marked by two teachers (ESL and non ESL certified). Answer sheets are delivered to the DOE and all testing materials are returned to Pearson.

2. Our parent coordinator sends the Parent Survey and Program Selection Form home with the student. She indicates that our school only has the Free Standing Program (Self-contained ESL). The parent coordinator provides further information via phone calls and emails to ensure parents understand the three options and what our school offers.

3. The parent coordinator sends the Entitlement Letter home with the student, along with the Parent Survey and Program Selection Form. She follows up with the student, and/or make phone calls home to ensure completed forms are returned in a timely manner.

4. Based on the NYSESLAT scores identified ELL students are given the required number of ESL instructional hours. If necessary, parents are notified, in their native language, of any changes to their child's Proficiency Level.

5. WHSAD only offers Free Standing ESL classes. There is no other option at this time.

6. As previously mentioned, we only offer Free Standing ESL classes. We are a small school with a small population of ELLs. We do not have the resources to offer all three programs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	6
SIFE	8	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	11	3	1	12	5	2	2		1		25
Total	11	3	1	12	5	2	2	0	1		25

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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													27	27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													2	2
Haitian										1				1
French													1	1
Korean														0
Punjabi														0
Polish													1	1
Albanian														0
Other														0
TOTAL	0	1	0	0	31	32								

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.

1a. We provide Self-Contained ESL classes.

1b. Block model - Class /cohort travels together as a group according to grade - heterogeneous group- mixed proficiency levels.

2. We have two ESL certified teachers on staff to accommodate the mandated number of instructional minutes according to proficiency levels. Students receive all their instructional minutes with one or the other teacher. Some students get double periods with the same teacher.

2a. Students are in ESL and ELA for at least one period per day. Some ELLs take two periods of ESL.

3. Content areas are delivered in Self-Contained classes with English as the instructional language. Differentiated instruction is used to make content comprehensible - ie. flexible grouping, readiness, using graphic organizers, assignments that are geared toward different learning

styles.

4a. SIFE students are immediately streamlined into ESL classes with frequent one on one instruction to get student caught up with the material.

b. ELLs in the US for less than three years and are expected to take ELA testing are given before/after class tutoring by a certified ESL/ELA teacher. Students work with sample ELA Regents exams to practice listening, reading, paragraph and essay writing skills. Students are given further explanation on how to write a thesis, literary elements, the critical lens quotes, and proper essay format.

c. ELLs receiving 4 - 6 years of service continue to get instructional support in reading, listening, speaking and writing. Individual focus on areas of weakness is addressed - mainly in writing.

d. The plan for Long-Term ELLs is to focus instruction on reading comprehension and writing proficiency - mainly their areas of weakness. They continue to get extended time on Regents exams.

e. Special needs ELLs in content area are placed in co-teaching classrooms, where a secondary teacher is on hand to assist in the student.

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

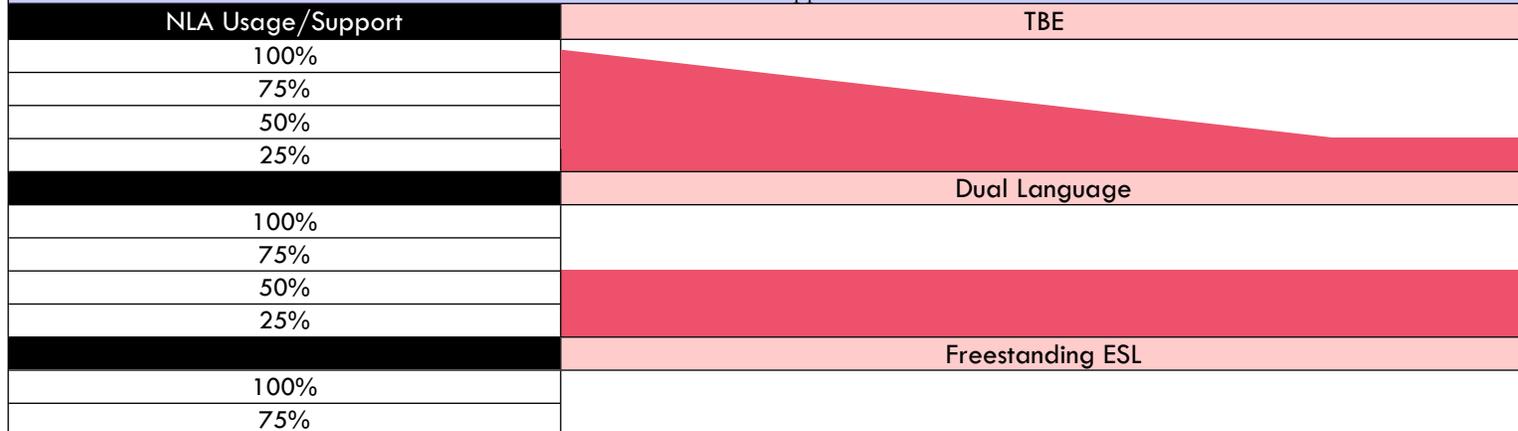
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

5. Intervention programs for ELLs in ELA, math, and other content areas include after school tutoring, peer tutoring, co-operative learning, differentiated instruction.

6. Plan for continuing transitional support include ongoing assessment, both summative and formative. Frequent teacher/student conferences to set goals and a plan to reach these goals.

7. The Preservation Arts/Architecture program is open to all incoming freshmen, and will continue to be offered to other grades.

8. None.

9. All ELLs are offered access to all school programs including Preservation Arts, Art and Architecture classes. ELLs also participate in dance, photography, yearbook clubs after school, as well as ACE and IAS.

10. Instructional materials include smart boards, the internet, computer lab, laptops, LCD projectors, overhead projectors, CDs, DVDs, textbooks, newspapers, novels, anthologies, poetry, maps, graphs, etc.

11. Native language support include dictionaries, glossaries, translators, and a diverse staff who speak numerous languages.

12. Yes.

13. None.

14. Spanish

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. Professional development for all teachers of ELLs include in-house workshops on differentiated instruction, time allotted for common planning, workshops on curriculum mapping, backward planning, using media in the classroom.

2. Support to staff to assist ELLs as they transition from middle to high school are: weekly meetings involving teachers, guidance counselors and school administrators to discuss the needs of individual students, translators to communicate with parents regarding the progress (or lack thereof) of their child.

3. ELL training for all staff include workshops on curriculum mapping, differentiated instruction.

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 involved in the PTA. Frequent outreach in the form of in school meetings with parents, phone calls, and emails. Parents are invited to Awards Night, Open School, school shows.

2. No.

3. Constant communication with parents via PTA meetings, phone calls, emails, parent/teacher conferences help us evaluate their needs. Teachers and all school staff maintain contact with parents to foster a positive and supportive learning environment for their child. Also, the Parent Survey given to all freshmen help us identify their specific needs.

4. Parent can bring up their concerns at PTA meetings, as well as with the SLT. Or at any time they are welcomed to contact teachers/staff by phone or email.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	0	2
Intermediate(I)										3	6	3	6	18
Advanced (A)										4	3	1	0	8
Total	0	0	0	0	0	0	0	0	0	9	9	4	6	28

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										1	1	1	1
	A										3	1	1	4
	P										5	6	2	1
READING/ WRITING	B										2	0	0	0
	I										3	6	3	6
	A										4	3	1	0
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		6	
Math <u>Algebra</u>	16		12	
Math <u>Trig</u>	3		0	
Biology				
Chemistry				
Earth Science				
Living Environment	16		13	
Physics				
Global History and Geography	8		6	
US History and Government	6		6	
Foreign Language				
Other <u>Spanish</u>	11		11	
Other <u>French</u>	1		1	
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. WHSAD uses the periodical testing provided by Pearson. The data predicts how students will function on the NYSESLAT and identifies areas they have yet to meet proficiency levels. This information can help teachers target instruction in specific areas such as reading and writing, vocabulary and grammar.

2. Students in all grades are more proficient in the modalities of listening and speaking vs. reading and writing.

3. Instruction is geared to students' less proficient modalities.

4a. Generally, in all grades students, are proficient in speaking and listening. ELLs, providing they are literate in their native language, tend to do better on tests taken in their native language.

4b. School leadership and teachers use the results of ELL periodic assessment to determine which students have the potential to graduate, which students need extra support to graduate or perform higher academically.

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 <u>Guidance Counselor</u>		
	Other <u>Guidance Counselor</u>		
	Other <u>ESL Teacher</u>		
	Other		