



LIFE ACADEMY HIGH SCHOOL FOR FILM AND MUSIC

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 21K559
ADDRESS: 2630 BENSON AVENUE, BROOKLYN, NEW YORK, 11214
(LAFAYETTE EDUCATIONAL COMPLEX)
TELEPHONE: (718) 333 - 7750
FAX: (718) 333- 7775

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K559 **SCHOOL NAME:** LIFE Academy High School for Film and Music

SCHOOL ADDRESS: 2630 Benson Avenue, Brooklyn, New York, 11214

SCHOOL TELEPHONE: 718 – 333 - 7750 **FAX:** 718 – 333 - 7775

SCHOOL CONTACT PERSON: Edison Teano, Principal **EMAIL ADDRESS:** eteano@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rafel Frankel Gideon

PRINCIPAL: Edison Teano

UFT CHAPTER LEADER: William Patterson

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Edison Teano	*Principal or Designee	
William Patterson	*UFT Chapter Chairperson or Designee	
Mary Ingram	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Aida Ortiz	DC 37 Representative, if applicable	
Diana Muzsynski (senior Rep) & Carmen Rodriquez(senior Pres.)	Student Representatives/SLT	
Pam Harris	CBO Representative, Coney Island Generation Gap, Executive Director	
Rafel Frankel Gideon	Member/SLT/Teacher/Chairperson	
Charlie Mandracchia	Member/SLT/UFT	
Beth Steinwurz	Member/Parent/treasurer	
Lisa Ann Hermann	Member/Assistant Principal	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

OUR SCHOOL COMMUNITY

Mission Statement

LIFE Academy High School for Film and Music is a premier educational institution serving all students. Through the integration and study of audio production, filmmaking, and new media into our curriculum, we are committed to successfully preparing our students to attain academic excellence. In partnership with The Institute for Student Achievement, Life Academy incorporates the seven core educational principles to empower students to achieve their goals through collaboration, inquiry-based project learning, and a dynamic curriculum. Life Academy is a small, safe, college-preparatory environment where students pursue their learning in an atmosphere supported by the entire school community. School leaders work in collaboration with teachers, parents, students, special service providers, support staff, and neighborhood partnerships to meet students' individual needs. We strive to make learning interesting and relevant, capture students' imaginations, and provide outlets for creative expression. At Life Academy we motivate students to think critically, while discovering and developing their unique and creative talents.

Life Academy is a small learning community for students in grades 9 – 12. Class sizes are about 25 and the entire school community will be approximately 300 students. All students have the same designated advisors in grades 9 and 10, and a dedicated team of teachers in each grade level. Students meet with advisors daily, and our extended day programs offer assistance and advancement before and after school, as well as on Saturdays.

We offer rigorous instruction in a college prep environment that prepares all students for the New York State Regents examinations and success in college and in life. Our Life Connections Advisory program ensures that every student will be closely guided by an adult that will assist them in their academic and social development. Parent participation is critical to our school community. Parents are partners in education and our school welcomes them at anytime to participate or volunteer in our school activities.

Life Academy HS has staff professional development time built into our student/staff schedule. Generally, we devote 2 hours a week to whole staff development and teachers use common planning time for additional professional and team meetings. During the dedicated staff Pd time for completing our self evaluation, one staff member lead the introductory segment around understanding and unpacking the quality statements, while the ISA Principal's coach, along with the Network Specialist, unpacked the completion of the report. This was facilitated by outside members of the school community so that the inside members could participate all together.

- We seek to train students in the art of filmmaking, audio production, and new media. Our film program is a four year intensive program that prepares students for careers in front of and behind the camera.
- Through a sequence of courses, students learn the skills of filmmaking, pre-production, production, and post-production. This includes editing using industry standard software tools, animation, directing, and producing.
- Students participate in courses and electives that develop and build their sense of storytelling, creation of short and long films, as well documentary based work.
- Our program is designed to provide students with the experiences and training needed to develop and enhance their work-based skill set in order to meet the industry demands of employability in film.
- Students receive 55 minutes blocks of instructional time in each core subject area, including 16 week credited extended day programs during the fall and spring semesters.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	LIFE academy High School for Film and Music				
District:	21K	DBN #:	559	School BEDS Code:	332100011559

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					78.2	83.4	TBD		
Kindergarten									
Grade 1									
Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.9	99.2	TBD		
Grade 4									
Grade 5									
Poverty Rate: % of Enrollment									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					60.0	88.2	80.5		
Grade 8									
Grade 9	53	76	51	Students in Temporary Housing: Total Number					
Grade 10		45	64	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11			38		2	5	TBD		
Grade 12									
Ungraded									
				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	53	121	153		1	3	0		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	2	19	23	Principal Suspensions	0	8	TBD		
Number all others	0	0	1	Superintendent Suspensions	3	4	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	118	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only	6	6	4	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	7	8	TBD
				Number of Administrators and Other Professionals	1	3	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	0	0	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.8	.7	Percent more than two years teaching in this school	0.0	0.0	TBD
Black or African American	45.3	41.3	41.8	Percent more than five years teaching anywhere	28.6	37.5	TBD
Hispanic or Latino	43.4	37.2	38.6	Percent Masters Degree or higher	86.0	100.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	0.0	4.1	3.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	69.2	100.0	TBD
White	11.3	16.5	13.7				
Multi-racial			0.0				
Male	45.3	53.7	47.1				
Female	54.7	46.3	52.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓		
Ethnicity							
American Indian or Alaska Native							
Black or African American				✓	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				4	4		

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	√
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	7	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

- School staff doubled in size in one year.
- Not all starting staff attended the ISA Summer retreat or subsequent summer professional days.
- Our inconsistent beginning. We began the school year by collaborating to create and develop structures that would lay the foundation for the growth of our small learning community. School momentum decreased during the absence of the Principal for approximately three months. Several beginning structures and protocols were preserved, but others were not. The school was able to maintain operation day-to-day, but did not advance as expected. The inquiry team was developed, however many school-wide protocols and instructional development became under-developed. While it was a positive and productive three month period, our schools momentum was somewhat decreased and took a slightly different course since the leadership changed during this time period.
- Limitations exist on human capital due to low enrollment and loss of funds during the first year of our school.
- In year 1 of our school, our departments were departments of 1 which did not allow for dialogue with content specialists and did not provide opportunities for inter-visitation among team members of the same content area.
- Parental involvement due to the location of our school. Many students come from over one hour away. Lafayette reputation within the community has presented first year student recruitment challenges (i.e. diversity concerns, safety concerns, etc...)
- Less than 60% of our second year lowest third students are earning 10+ credits
- Only 34.7% of our students obtained 65 or above in the New York State Regents exam that they were eligible to pass last year
- Relative to our peer horizon, our school's score of 0.69 in the weighted Regents passing rate category in ELA is 15.5% of the way from the lowest passing rate at any school (0.58) to the highest passing rate (1.40).
- Relative to our peer horizon, our school's score of 0.84 in the weighted Regents passing rate category in Global History is 48 % of the way from the lowest passing rate at any school (.23) to the highest passing rate (1.50).

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 enhance our teaching and learning practices with respect to curriculum development, lesson planning, and differentiation in an effort to increase student achievement.

- **Goal 2**

To ensure that our sophomores earn the minimum credit requirements to successfully transition from the 10th grade to the 11th grade.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ALL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To enhance our teaching and learning practices with respect to curriculum development, lesson planning, and differentiation in an effort to increase student achievement.</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"> • To train teachers on the integration of academic rigor practices. • To create focused course syllabi based on common expectations and requirements. • To align all courses by creating curriculum maps for each core subject area. • To create content goals for each student to monitor progress towards course success.
<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>General supplies \$1000 to create binders, and make copies of course syllabi and curriculum maps. Use of Title 1 funds for computers and additional software support and resources. General supplies for text for professional development about Academic Rigor and curriculum development.</p>
<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"> • Each course syllabus will be collected as evidence of rigor in planning in September. • Student binders will reflect course syllabi. • Exhibition projects will be periodically assessed according to the syllabi to determine student progress towards course success. • Teachers will participate in 10 hours of pd assessing the syllabus and its value towards increasing student success. • Student goals for the course will be aligned with course standards and expectations.

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

Subject/Area (where relevant): ALL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure that our students earn the minimum credit requirements to successfully transition from the 10th grade to the 11th grade.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To carefully monitor scholarship reports from HSST to assess student progress towards credit accumulation. • To provide professional development to teachers on grading, assessment, and differentiation of instruction. • To set content goals and to tailor instruction based on the data received. • To complete item analysis to plan for instruction and pacing. • Provide a structured atmosphere for students’ tutoring and support. • Have parents log into ARIS to learn and support students’ progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>C4E is being used to reduce teacher student ratio and also to provide an additional teacher in several of our classes to improve student engagement, performance, and to better serve our students’ unique learning needs.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Content scholarship reports. • Case conferencing notes on student progress toward goals. • HSST reports on student credit accumulation. • Teacher grading data, ARIS and ACUITY data. • Our 10th grade credit accumulation percentage will meet or exceed 70% of all target population students earning 10 credits or more in their second year.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	65	65				12	12	
10	30	30				8	8	
11	30	30				4	5	
12	22	10					2	

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>Life Academy helps to assist those students that are in need of Academic Intervention Services (AIS) through the integration of the 37.5 minutes into our school day and through our extended day program. During the extended day, the students receive tutoring one-on-one and in small groups. The students that have tested below the standard level on their ELA exam work directly with one of our three ELA teachers assisted by the Special-Ed teacher.</p>
<p>Mathematics:</p>	<p>Life Academy helps to assist those students that are in need of Academic Intervention Services (AIS) through the integration of the 37.5 minutes into our school day and through our extended day program. During the extended day, the students receive tutoring one-on-one and in small groups. The students that have tested below the standard level on their mathematics exam work directly with the mathematics teacher assisted by the Special-Ed teacher. The Mathematics teacher uses the Apangea Learning system, which provides personalized, one-to-one tutoring that goes way beyond homework help. Its proven approach to learning, coupled with a cutting edge motivation system, means that students not only learn, they want to learn.</p>
<p>Science:</p>	<p>Life Academy also supports our students through the integration of the 37.5 minutes into our school day and through our extended day program. During this time our students that request to visit this particular subject teacher are allowed to do so for extra assistance.</p>
<p>Social Studies:</p>	<p>Life Academy also supports our students through the integration of the 37.5 minutes into our school day and through our extended day program. During this time, the students who request to visit this particular subject teacher are allowed to do so for extra assistance.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist is a member of the School Based Support Team (SBST). He works with individual students who have been identified to be at risk of academic failure. He also meets with the parents of the at-risk students to explain/discuss the services prescribed to meet the unique needs of their particular child.</p>

At-risk Services Provided by the Social Worker:	Our Social Worker works with individual students who have been identified to be at risk of academic failure. She also meets with the parents of the at-risk students to explain/discuss the services prescribed to meet the unique needs of their particular child.
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) 10th and 11th Number of Students to be Served: 7 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Life Academy provides longer instructional blocks of time for core content instruction. Generally, all students receive 55 minute sessions of each core content class. All of our ELL students participate in these classes. Where necessary to meet required teaching minutes in ESL, students programs are tailored to exclude film or elective classes (non-core). Life Academy offers a myriad of extra-curricular activities after-school four days a week. All of our ELL students participate fully in our school's activities and also use the extended day time to supplement or complete their instructional program. Life Academy retains a Parent Coordinator and uses the Translation Unit to communicate and engage our parents in all school-wide activities. These include but are not limited to PTA meetings, student activities, and community events. Where appropriate, we utilize the services of our campus to support translation and interpretation for our on-site activities. We have a cultural awareness program and we celebrate each member of our international communities and constituents. Life Academy utilizes our Parent Coordinator to reach out to our parents prior to the first day of school. We hold an annual Open House in June and also provide families with the necessary support for interpretation and translation.

Life Academy High School and the Institute for Student Achievement have worked in partnership to create and build a premiere institute whose primary mission is to support students' academic success in a creative and enjoyable environment. Our students are offered a curriculum combining our academic curriculum with the integration of film making, audio production, and new media. The film, music, and media platform will offer our students the opportunity to engage in deep and meaningful conversations in all curriculums, as well as provide a framework for reading, writing and reflection.

Our educational principles include:

1. All students can and must be able to speak, read, and write in English proficiently in order to actively participate in an English-speaking society.
2. Students' native languages, cultures, and families are resources that enrich our diverse learning community.
3. Everyone has different strengths and achieves at varying rates; thus multiple forms of assessment are necessary for staff and students to adequately demonstrate what they know and can do.
4. Students achieve through high expectations coupled with high academic and affective support.
5. The arts provide students new and creative forms of self-expression as well as alternative ways of interpreting and constructing knowledge.

Life Academy HS is continuing to implement and strengthen its ESL program. The curriculum focuses on vocabulary development as well as verbal, writing and reading fluency.

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.

- a. Case conferencing – since several teachers share the same students, problems with attendance, comprehension, and achievement can be dealt with much more quickly. Teachers Analyze students’ work, and discuss organization skills to help our students with their academic development and achievement. Case conferencing affords our teachers the opportunity to design action plans that address our students’ particular academic needs.

- b. The following interventions have been put in place to help students meet proficiency in writing: journal writing on a daily basis, dictation, summarizing discussions in writing, expansion of vocabulary through discussions and writing (proper usage of newly attained vocabulary in context), infusion of critical thinking questions, writing and editing essays. Students analyze selected readings through thought provoking questions and responding in writing.

Section III. Title III Budget

School: 21K559 BEDS Code: 332100011559

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	
Purchased services - High quality staff and curriculum development contracts.	\$69,000.00	1 ESL Teacher dedicated to 4 students
Supplies and materials	\$300.00	Dictionaries, Cassette Recorders, Headphones, Leveled Books

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)	\$2,000.00	Rosetta Stone language development software packages for after-school program
Travel		
Other		
TOTAL	\$71,300.00	

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.

Parents complete the Language Survey during our school orientation. Our school uses the data in ATS and our parent surveys to determine the needs of our parents.

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

We do not need many documents to be translated. We often translate documents for our parents; however, our parents usually have their children or another family member serves as a translator. When necessary, we embark the services of a staff member from The International School located in our campus, or we use the telephone services of the office of translation services.

Part B: Strategies and Activities

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

We often have translated documents available for our parents and when necessary, we use the DOE Translation Services Unit to translate our school documents.

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

We share a building with an International High School that has several counselors who translate for our parents. Further, we use the oral interpretation services of some of our staff members and the DOE translation unit.

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

Our parent coordinator will fulfill all of the requirements of Chancellor's Reg A-663.

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:	\$145,236.00	\$41,500.00	\$186,736.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,452.36	\$415.00	\$1,867.36
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7261.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$14,523.60	*	

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

School Parental Involvement Policy

Parents are invited as educators as well as partners of their child’s academic, social and emotional development. They are encouraged to participate in the School Leadership Team, the Parent Association, the Executive Board, and at school functions and events. We involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings. The PTA and Executive Board members are involved with District 21, Parent support officer. LIFE Academy students and families respect the LIFE Honor Code: R.E.A.C.H. for Excellence. Parents also respect the ideals of an ISA ~Institute for student achievement.

LIFE Academy HS for Film and Music will involve parents by inviting them to the PTA meeting, Executive board meetings and the School Leadership Team. Parents are also encouraged to participate in monthly workshops which address the needs of the parents as well as the students, ex. Internet safety awareness, fire safety.... We are also inviting parents to participate in monthly Parent-Student Activities like, Mother daughter brunch, Staff –Parent- Student basketball events.... Further, parents will be interviewed as part of the school’s Quality Review process and the data contained in our parents’ surveys is considered vital to our decision making process. The Parent Coordinator will send out a survey three times a year to assess both our parents’ and students’ needs. We also have parents participate in the ISA survey as well as the School’s Progress Report process.

Life Academy High School will conduct, with the active involvement of our parents, an annual evaluation of the content and effectiveness of our Parental Involvement Policy in improving the quality of our Title I, Part A program. The evaluation will include the identification of barriers to greater participation by parents in parental involvement activities. Our Parental Involvement Policy will serve all our parents and especially

those who are economically disadvantaged, are disabled, are Limited English Proficient parents, have limited literacy skills, or are members of historically underrepresented groups. The school will use the findings of the evaluation of its Parental Involvement Policy and activities to design strategies that will increase our parental involvement, improve our parents' education, and develop our parents' financial and time management skills.

Our Parent Coordinator will develop and distribute, three times a year, a parents' survey to evaluate our parents' needs. The surveys will be conducted in the fall, the spring, and before June 1, 2011. The surveys will provide our parents with the opportunity to provide feedback and suggestions on how to improve our school's educational services. The Parent Coordinator, along with members of the PTA Executive board, will collect and analyze the survey's data and present their findings to the principal for his review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services, and school security.

The Parent Coordinator, together with members of our school staff, will provide our parents with the following Professional Development offerings: a) The New York State's Content and Process Strands; b) The New York State's Graduation Requirements; c) The New York State's Assessments; d) The Progress Report and Quality Review evaluation systems; and e) Adolescent development.

Students will be provided with Summer School as well as an extended day accreditation program. Students will be able to accumulate credits in the extended day program in areas pertaining to their academic requirements as well as articulated interests such as dance. Life Academy High School will provide materials and training to help parents work with their children by offering literacy and technology trainings. In order to increase parental involvement and our parents' participation in our student's education, we will schedule school meetings at various times during the day, conduct phone conferences between teachers and other educators who work directly with our students, and arrange with parents who are unable to attend some of our school meetings. Parents will also be provided with monthly mailings as well as monthly emails to inform them about their child's education and our school's policies. Parents will also have the opportunity to access Engrade. Engrade is an interactive website where parents and students can access course info, contact administration, teachers and staff about their child's progress. Life Academy High School will also provide phone messenger, an automated phone system which allows for communication on a regular and easy manner.

Life Academy High School will coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children by involving parents in the regular activities of the school as well as Student of the Month breakfast assemblies.

Life Academy High School will ensure that information related to the school and parents' programs, meetings, and other activities, are sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent possible, in a language that parents can understand. At our parents' request, we will provide translated school letters with native language letters of school events. Translation services information will be provided by the Parent Coordinator and/or administration.

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

Life Academy High School is responsible for providing a high quality academic curriculum and differentiated instruction to all our students in a caring and effective learning environment. Our academic subjects and advisory curricula support our students’ academic, social, and emotional development. LIFE Academy follows the LIFE Honor Code: R.E.A.C.H. for Excellence. The school has also adopted the ideals of an ISA School ~ Institute for Student Achievement. Our students will be provided with Summer school academic services as well as an extended day accreditation program. Students will be able to accumulate credit in the extended day program in areas pertaining to their major as well as articulated areas of interest.

Parents will be provided with information on how to support their child and help them move through high school. We will further parents understanding of the State’s academic content standards; the State’s student academic achievement standards; the State’s and local academic assessments including alternate assessments; how to monitor their child’s progress and how to work with educators. Parents are invited as educators as well as partners of their child’s academic, social and emotional development. They are encouraged to participate in the School Leadership Team, the Parent Association, the Executive Board as well as a participant at school functions and events. We involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings. The PTA and Executive Board members are involved with District 21, Parent support officer.

LIFE Academy HS for Film and Music will involve parents by inviting them to the PTA meeting, Executive board meetings and the school leadership team. Parents are also encouraged to participate in monthly workshops which address the needs of the parents as well as the students, ex. Internet safety awareness, help parents further their education, instill financial wealth and time management. We are also inviting parents to participate in monthly Parent-Student Activities like, Mother/ daughter brunch, movie night, father/son tie day, Sunday/Fun-day Carnival. Parents will be interviewed as part of the school’s Quality Review. Parent surveys are a vital part of data to be aware of their needs. The Parent Coordinator will send out a survey three times a year to access the parents needs as well as their children. We also have parents partake in the ISA survey as well as the School’s Progress Report process. The School 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: providing Parent workshops and courses dealing with computer literacy, knowledge on how to further their education, instill financial wealth and time management.

In order to maximize parental involvement and participation in their children's education, we will schedule school meetings several times during the day, or conduct phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school. This is accomplished by offering services to parents during evening hours. Parents will also be provided with monthly mailings as well as monthly emails to inform them about their child's education and school policy. Parents will also have the opportunity to have access to Engrade, an interactive website where parents and students can access course info, contact administration, teachers and staff about their child's progress. Life academy will also provide phone messenger, an automated phone system which allows for communication on a regular and easy manner. The school will, coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children by involving parents in the regular activities of the school as well as Student of the Month breakfast assemblies, and Perfect Attendance Award ceremonies.

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

- 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 (classes offered at City Tech).
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.

1. Life Academy is an ISA (Institute for student achievement) school. It also has advisory, 37 ½ minutes have been added to lengthen classes and an extended day program for credit accumulation. We meet State academic content and student academic achievement standards. We continually assess the needs of the entire school and based on the data administration provides weekly professional development for the staff. Staff members case conference on a weekly basis to continually gather information on students and strategize and implement an education plan that meets to the needs of the child.

2. School wide reform strategies that:

a) Students are provided with ample opportunities to meet the State's proficient and advanced levels of student academic achievement. Students will be provided with an advisor for their four years at Life Academy High School to help students insure their academic welfare. Teachers also access to a phone, email, letter form, and Engrade as well as phone messenger to communicate with parents. Students are encouraged to participate in 37 1/2 minutes of tutoring and extended day. Life Academy will also provide a social worker on staff for the student's mental health.

b) Life Academy is an ISA (Institute for student achievement) school. It also has advisory, 37 ½ minutes have been added to lengthen classes and an extended day program for credit accumulation. The curriculum is infused with aspects of Life Academy theme Film. Technology is used in each classroom on a daily basis to improve the articulation of the lesson to students as well as improve the real world connection students have with the lesson. We continually assess the needs of the entire school and based on the data administration as well as outside providers inform weekly professional development for the staff. Students will be provided with an advisor for their four years at Life Academy High School to help students insure their academic welfare. The advisor is in contact with the parent to ensure that the family is aware of the child's academic needs as well. Students are enrolled in counseling with the social worker on staff. Staff members case conference on a weekly basis to continually gather information on students and strategize and implement an education plan that meets to the needs of the child. Students are introduced to several colleges throughout the year and will attend two trips per academic year to colleges. Students are also exposed to a monthly career awareness presentation based on the theme of the school Film and Music. Each student has a daily film class as well as extended day classes that relate to their major.

3. Instruction is delivered by staff members who are State certified in their content area in which they teach. Teachers are provided with weekly professional development in areas that help them develop as better instructors as well as introduce them to methods and technology.

4. Teachers are provided with weekly professional development to help meet the needs of the school, teachers are encouraged to go to professional development in their content area as well as for technology, film and ISA professional development. Administration also partakes in the professional development offered for the teachers as well as ISC development offered. Parents are offered workshops in courses dealing with Internet safety awareness, fire safety, computer literacy, knowledge on how to further their education, instill financial wealth and time management. Professional development has also been provided on a district level from the Parent support officer for parents.

5. Technology is available in all classes, smart boards, Engrade, air-line, teacher tube, united streaming, and mnemonic board, access to two laptop carts as well as film and video production equipment. Professional development is available every Friday to help teachers grow professionally in a supportive environment as well as ISA training. Teachers are encouraged to bring new ideas as well as technology into the school as it grows.

6. Parents are invited as educators as well as partners of their child's academic, social and emotional development. They are encouraged to participate in the School Leadership Team, the Parent Association, the Executive Board as well as a participant at school functions and events. We involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings. The PTA and Executive Board members are involved with District 21, Parent support officer. LIFE Academy students and families respect the LIFE Honor Code: R.E.A.C.H. for Excellence. Parents also respect the ideals of an ISA ~Institute for student achievement.

Parents are also encouraged to participate in monthly workshops which address the needs of the parents as well as the students, ex. Internet safety awareness, help parents further their education, instill financial wealth and time management. We are also inviting parents to participate in monthly Parent-Student Activities like, Mother daughter brunch, Staff Parent student basketball event. Parents will be interviewed as part of the school's Quality Review. Parent surveys are a vital part of data to be aware of their needs. The Parent Coordinator will send out a survey three times a year to access the parents needs as well as their children. We also have parents partake in the ISA survey as well as the School's Progress Report process. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement.

7. Teachers are included in all decisions regarding the use of academic assessments in order to inform, improve, and increase student achievement. The teachers case conference on a weekly basis. We have a clear uniform grading policy for homework as well as exams. We also give ISA assessments twice a year as well as Acuity exams and regents.

8. Teachers receive informal as well as formal observations as well as ISA feedback on lessons. Teachers also follow an intervisitation schedule of their peers. They receive professional development every Friday as well as one-on-one assistance if needed in their area which is in need of improvement. Teachers who are having difficulty will also receive a log of assistance. Teachers are encouraged to go to professional development in their content area as well as receive professional development from the ISA and ISC. Teachers have weekly team meetings, professional development time and they are invited to participate in the inquiry team meeting to discuss data and how they can keep abreast of students needs and move them to the next level.

9. (Refer to Parental Involvement Policy)

Section II: "Conceptual" Consolidation of Funds in a Title I School wide 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	yes			\$145,236.00	yes	
Title I, Part A (ARRA)	Federal	yes			\$41,500.00	yes	
Title II, Part A	Federal	yes			0	yes	
Title III, Part A	Federal	yes			0	yes	
Title IV	Federal	yes			0	yes	
IDEA	Federal	yes			\$54,140.00	yes	
Tax Levy	Local	yes				yes	

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. –

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

One student

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

Since Title I funds will be used to purchase uniforms, school supplies, books and glasses for students who are in temporary housing. Support services, counseling, intervention services, transportation and we will also work on the students needs and review progress. We have provided them with counseling services, referrals for providers and indicated by the DOE, we have given them school uniforms and supplies and materials. Our counselor works with them daily to insure that they are receiving necessary supports to give them a quality education.

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:	Life Academy High School for Film and Music					
District:	21	DBN:	21K559	School		332100011559

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		78.2	83.4	86.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		93.9	99.2	98.7
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	76	51	72		60.0	80.5	80.5
Grade 10	45	64	52				
Grade 11	0	38	61	Students in Temporary Housing - Total Number:			
Grade 12	0	0	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	0		2	5	1
Total	121	153	219	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	3	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	1	Principal Suspensions	0	8	39
# in Collaborative Team Teaching (CTT) Classes	19	23	36	Superintendent Suspensions	3	4	8
Number all others	0	1	2				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	118	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	6	4	TBD				
# ELLs with IEPs	0	0	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	7	8	15
Number of Administrators and Other Professionals	1	3	3
Number of Educational Paraprofessionals	0	0	0

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
	0	0	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	26.7
				% more than 5 years teaching anywhere	28.6	37.5	53.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	100.0	100.0
American Indian or Alaska Native	0.8	0.7	0.5	% core classes taught by "highly qualified" teachers	69.2	100.0	100.0
Black or African American	41.3	41.8	42.0				
Hispanic or Latino	37.2	38.6	34.2				
Asian or Native Hawaiian/Other Pacific	4.1	3.3	5.9				
White	16.5	13.7	17.4				
Male	53.7	47.1	48.4				
Female	46.3	52.9	51.6				

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/Diferentiated 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:	

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		
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 21	School Number 559	School Name LIFE Academy HS
Principal Edison Teano		Assistant Principal Lisa Hermann	
Coach Robert Galli		Coach type here	
Teacher/Subject Area type here		Guidance Counselor Anna Kastanis	
Teacher/Subject Area type here		Parent	
Teacher/Subject Area type here		Parent Coordinator Angel Baines	
Related Service Provider type here		Other type here	
Network Leader Terry Byam		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

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

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

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

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

Paste response to questions 1-6 here

The parents of new students are administered the Home Language Survey. The AP and Mr. Kurylyk conduct an informal interview in English as well as the native language, when possible. For new admits to the school system, the LAB-R is given to determine the students' level of proficiency in English and in the native language. If the student has been in the public school system then an ATS report of the student's exam history is run to identify their level of proficiency within each of the modalities. For students identified as Special Education, a review of their IEPs is done by the Special Ed Coordinator to determine what services are mandated as part of their educational plan.

Within the first 20 days of school, once ELL students are identified, parents are mailed non-entitlement or continuation of services. The ESL Teacher sets up parent conferences to fill out the Parent Survey and Program selection forms. Presently there is no choice, there is only one ESL class. Our school ensures that entitlement letters are distributed and parent survey forms are returned by phone calls to home and by mailings. ESL eligible students are placed in the pull-out ESL program. Presently, we have 6 students in the 9th grade, 3 students in the 11th grade, and 1 student in the 12th grade. All grades 9 - 12th grade are served by this school including ELLs and EPs. We have 5 classes of 5 Push in and 5 Pull Out ESL classes by grade, a total of 10 classes per week.

ESL Breakdown by language - 2 Russian, 2 Chinese, 2 Spanish, 1 Georgian, 1 Serbian, 1 Urdu

Part III: ELL Demographics

A. ELL Programs

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	3
		Special Education	2

SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	2
-------------	---	---	---	--------------------------------------	---

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3			4	1		2		2	9
Total	3	0	0	4	1	0	2	0	2	9

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

C. Home Language Breakdown and ELL Programs

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

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

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																
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here | a. The organizational models that we have in place are Push-In, Pull-Out. 1 b. The program model is homogeneous. 2. All classes are 50 minutes long. 9th grade beginning, intermediate and advanced level students receive one class of pull out ESL service and one class push in Global History. Our students receive a total of 500 minutes per week. Eleventh grade students receive one class of pull out ESL service and one class of push in in American History - also a total of 500 minutes per week. An advanced senior student receives 4 classes of push-in in American History per week, a total of 240 minutes per week.

3. Our students are instructed in English with ESL strategies. In Social Studies there is a push-in program where the licensed ESL Teacher provides individual support and differentiated instruction to ELLs according to their level of competency. The workshop model is followed to deliver the instruction. The instructional choices are made in favor of project based learning, explaining context vocabulary and grammar, interaction with peers in group setting, having accountable talk on the subject using visuals and media.

4. Using authentic materials, providing think aloud and modeling, activating prior knowledge using cognates, visuals, and manipulatives, teaching key vocabulary, adjusting speech, and using cooperative learning strategies. 4b. Using authentic reading, listening materials, teaching survival skills, building social and academic skills through listening, speaking, reading and writing activities; building vocabulary and integrating grammar. 4c. Exposing students to authentic reading and listening in different content areas, integrating ELA curriculum, to prepare students for Regents using writing process. 4d. Paying special attention to difficulties in reading comprehension and writing, developing writing and presentation skills, reading, discussing and writing authentic literary works and focusing on literary analysis. 4e. Developing strategies to accommodate the needs of special education students according to their IEP.

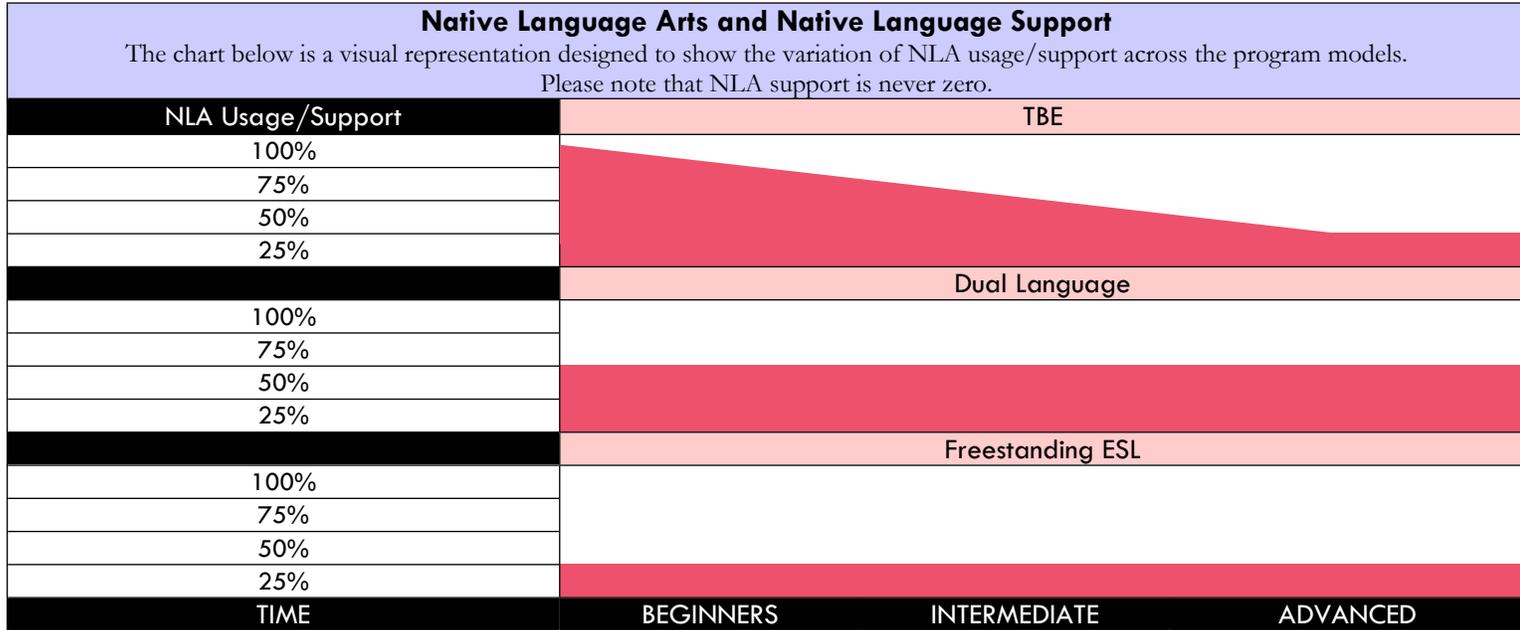
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

The parents of new students are administered the Home Language Survey. The AP and Mr. Kurylyk conducts an informal interview in English as well as the native language, when possible. The key LAP team members that reflect the composition of the school community are Ms. Amaya, Ms. Hermann, and Mr. Kurylyk. For new admits to the school system, the LAB-R is given to determine the students' level of proficiency in English and in the native language. If the student has been in the public school system then an ATS report of the student's exam history is run to identify their level of proficiency within each of the modalities. For students identified as Special Education, a review of their IEPs is done by the Special Ed Coordinator to determine what services are mandated as part of their educational plan. Within the first 20 school days, one ELL students are identified, parents are mailed non-entitlement or continuation of services letter.

Presently, we do not have three program choices; we only have one ESL section. Our entitlement letters are distributed and parent survey forms are returned by phone calls/outreach/mailings.

Our ESL eligible students are placed in the pull-out ESL program. Our 9-12 grade students are served including ELLs and EPs. Presently, we have six 9th grade students, three 11th grade students, and one 12th grade student who are ESL push-in/pull-out by grade.

Breakdown of ELLs in ESL are 2 Russian, 2 Chinese, 1 Spanish, 1 Georgian, 1 Serbian, 1 Urdu.

A description of how instruction is delivered - The organizational model is the push-in model. An ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The program model for ELL classes is heterogeneous. For ESL students, NYSELAT scores are the basis for placement and for number of hours. For 9th grade ESL students one pull out class everyday; for 11th grade we have one class push in every day; and for 12th grade we have 1 class push in every day. Our teachers follow the NYS ELA/ESL Standards, as well as the other content area curriculum standards.

To make our content comprehensible to enrich language development we have workshop, model, projects-based instruction, context vocabulary, group work, visuals, media, video.

Description of differentiated instruction for ELL subgroups; Individual instruction, personal interviews, guided reading and writing, reading aloud, projects and using cognates.

Instructional plan for SIFE - Individualized instruction, making connections to prior knowledge, using cognates, integrated and grammar, authentic audio and video materials.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here 1. Attending professional developments sessions for ESL Teachers. ISA sessions for ESL teachers; working in Teams with content teachers. 3. Training will be given by ELL Professionals.

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?

Paste response to questions 1-4 here

We involve parents through our PTA, school celebrations and events, fundraising, lunches, and field trips.
We offer translation services to parents and develop positive rapport with parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA

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

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
English		Native Language	Native Language	

New York State Regents Exam

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

Native Language Tests

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

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

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

for the last 3 years, 3 tested out.

2. The 9th grade beginning level student who was tested on LABR has passed 2 of the classes in the first marking period. The advanced level student who was tested on LABR passed all of her classes and two Regents. 3. The choice will be made in favor of those modalities in which students tested the lowest. Statistically, most of them tested proficient or advanced on listening and speaking component. Therefore, the instruction will focus on reading and writing skills. 4b. The results of ELL periodic assessments in the past were never received. So the effectiveness was limited to after test reflection, discussion and enrichment. 4c. Periodic Assessments is used as a tool to better understand the needs of students and make adjustments to instructional choices. Native Language is not used during periodic assessments.

6. All students improved their scores one level up on the 2009 and 2010 NYSESLAT. In 2009, two students out of seven tested out. In 2010, one student out of four tested out.

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		