



**SCHOOL FOR CLASSICS:
AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS**

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (19/ K/ 683)
ADDRESS: 370 FOUNTAIN AVENUE
TELEPHONE: 718-277-1069
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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 683 **SCHOOL NAME:** School for Classics: An Academy of Thinkers, Writers and Performers

SCHOOL ADDRESS: 370 Fountain Avenue, Brooklyn, NY 11208

SCHOOL TELEPHONE: 718-277-1069 **FAX:** 718-277-1873

SCHOOL CONTACT PERSON: Janice Ross **EMAIL ADDRESS:** JRoss11@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mynique Wright

PRINCIPAL: Janice Ross

UFT CHAPTER LEADER: Jessica Osborne

PARENTS' ASSOCIATION PRESIDENT: Canice Niles

STUDENT REPRESENTATIVE:
(Required for high schools) Cassy Lallane

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: Roz German

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Janice Ross	*Principal or Designee	
Jessica Osborne	*UFT Chapter Chairperson or Designee	
Carolyn Perkins	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lazette Moore	DC 37 Representative, if applicable	
Cassy Lalanne Jeffrey Brooks	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Tancredi	Member/teacher	
Kevin Williams	Member/Parent	
Simone Jemmott	Member/Parent	
Dorcas Young	Member/Guidance Counselor	
Canice Niles	Member/Parent	
Lisandra Monte	Member/Parent	

(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.

School for Classics: An Academy of Thinkers, Writers and Performers is currently a 9-11 grade school which will grow and become a 9-12 school as the student population progresses towards graduation. School for Classics: An Academy of Thinkers, Writers and Performers is a 9-12 college preparatory school in which students, parents, administrators and teachers work in partnership with the greater community to produce students who are lifelong learners and critical thinkers. The School for Classics: An Academy of Thinkers, Writers and Performers believes that literature can only truly come alive for students if they do more than read the texts on the page. Thus one of the cornerstones of our curriculum at "The School for Classics" is performing as well as reading the classics. The School for Classics encourages each and every one of its students to get involved in any and all of the aspects involved in the production of the great plays that are being read as part of the curriculum. We will accomplish this in various ways:

- The school has developed a student repertory company in which all students participate, either as actors and actresses or in some other capacity, as stage crew, lighting, production, etc. One of the great plays read in the curriculum will be performed by the student company. The students and staff will have an opportunity to act out scenes from the play, or present individual scenes or soliloquies to the school community. At the same time, all selected texts will directly support HS Regents competencies, as well as the development of Advanced Placement courses, and NYS Common Core Standards.
- All students in the school will be encouraged to produce regular dramatic presentations in the classroom: reading scenes, presenting speeches, reciting short soliloquies from memory, or performing "rap", etc. The goal of this activity is to help each student become comfortable with making a verbal presentation in front of a group or a crowd, and to develop a powerful "voice" which he or she can then take with them into the world and deploy in a variety of settings, from the public square, to the boardroom, to legislature, or whatever arena is presented.
- The school will arrange for screenings of classic movies, videos, and the opportunity to attend plays thus broadening our students' horizons.
- Additionally, the school will teach the other subjects in the same "hands-on" style and will offer students a host of AP courses and internship opportunities in order to ensure academic rigor across the curriculum.

School Vision- We envision that our students will be transformed through our rigorous curriculum and will thus stride forth confidently from our gates, continue their journeys in college and will be fully prepared for the challenges that young adults face in our global economy. This success will be due to the “world class” education they will acquire at The School for Classics, which in turn will allow them to flourish in any setting. In immersing our students in the great dramas of literature, and in encouraging them to take on a dramatic role, we will endow them with the confidence, the verbal fluency, and the dramatic charisma that will allow them to succeed in whatever profession they choose to pursue. Our students will emerge from our school as broadly educated citizens, who have been exposed to the universal themes and stirring stories of many great works of literature. They will also have learned to write with logic, nuance and discernment, having learned their craft from practitioners of English prose and poetry. “The Classics” can inspire and excite young students in a way that less demanding reading texts cannot. Furthermore, they will have learned to express themselves in public in a manner that is compelling and articulate, which will prepare them to engage the world in any way they see fit, and make their mark with erudition, style, grace, and power.

Mission Statement- The core mission of The School for Classics: An Academy of Thinkers, Writers and Performers, is to educate our students in such a way that they will have all the tools necessary to be well informed, productive and engaged citizens in American society. If our students are to realize these goals, we believe they must acquire three basic intellectual skills that will allow them to flourish in whatever roles they choose to play in our global society. (1) They must become critical thinkers; (2) They must be trained to write with logic, clarity and precision; (3) They must learn to speak eloquently and articulately, be it in a presentation before a board of directors, a speech before a town hall meeting or, perhaps, in a lesson as a teacher before the next generation of students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:					
District:	19	DBN #:	19k683	School BEDS Code:	

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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			0				89%		
Kindergarten			0	Student Stability: % of Enrollment					
Grade 1			0						
Grade 2			0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3			0						
Grade 4			0	Poverty Rate: % of Enrollment					
Grade 5			0						
Grade 6			0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7			0						
Grade 8			0	Students in Temporary Housing: Total Number					
Grade 9			108						
Grade 10			58	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11			0				2		
Grade 12			0	Recent Immigrants: Total Number					
Ungraded			0						
				(As of October 31)	2007-08	2008-09	2009-10		
Total			166				2		
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			6						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes			7	Principal Suspensions			13
Number all others			9	Superintendent Suspensions			6
<i>These students are included in the enrollment information above.</i>							

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:							
# ELLs with IEPs			1	(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			14
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			1
				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%
American Indian or Alaska Native			0.0	Percent more than two years teaching in this school			0
Black or African American			47.6	Percent more than five years teaching anywhere			39%
Hispanic or Latino			40.4				
Asian or Native Hawaiian/Other Pacific Isl.			12.0	Percent Masters Degree or higher			39%
White			0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100%
Multi-racial							
Male			45.8				
Female			54.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

As a school established in September 2009, our needs amount is based on one year of data. The data sources for our needs assessment were derived from: ARIS, Scholarship Report, Regents Report, Credit Accumulation, Attendance, Observations, Snapshots and the Learning Environment Survey.

The data in ARIS shows our students percentage in Level 3 and 4 are as follows:

Grade 8 NYS Tests		Graduation Credits and Regents Examinations																								
		Avg. # of credits earned (# required to graduate) / % with high Regents score of 65+																								
		% in Level 3 or 4					Eng.		Math		Social Studies		Science		For. Lang.											
Gr. #	% ELLs	% IEPs	Avg. Attend. Rate	% Repeating Grade	% Off Cohort	ELA	Math	Soc. Stud.	Sci.	Tot. Cr. (44)	Cr. (8)	Cr. Reg. (6)	Reg. (any)	Int. Reg.	Adv. Math Reg.*	Glob. Cr. (8)	U.S. Hist. Reg.	U.S. Hist. Cr. (6)	Reg. (any)	Phys. Set. Reg.	Cr. (2)	Reg. (any)	All Other Cr. (7)			
9	92	8	21	-	3	5	20	27	22	26	0.4	0.0	0	0.1	1	-	0	0.0	0	0	0.1	0	0	0.1	1	0.1
10	99	11	18	-	6	11	29	54	10	23	14.2	2.4	0	2.2	28	-	0	2.0	6	0	1.9	27	0	1.6	3	4.0
11	47	9	6	-	0	0	33	59	16	35	24.5	4.4	0	3.7	66	-	0	4.1	89	0	3.4	70	11	3.3	57	5.6
U	1	0	100	-	-	0	-	-	-																	

Using the data chart above determined 80% of our incoming ninth graders were level 1 and 2 in ELA and 73% were level 1 and level 2 in Math. All ninth grade students were programmed for a double math and AIS for ELA. Further research showed that student’s performance in class was not consistent with regent’s results. After reviewing Regents data we determined that student’s performance was not aligned with their course grades. Therefore, we created an intensive Regents prep program to increase their test taking skills.

Examining our Scholarship report, we determined that our students have successfully completed their course work, as our overall School Scholarship in June 2010 was 95.35%. Although the distribution of grades shows that the students’ class grades are high, with above 70%, the percentage of students who earned between 65-69%, in Math was 30.58%, and Foreign

Language, 28.8%, considerably higher than ELA, Social Studies, and Science as 5%, 19.6% and 12.6% respectively.

This data directs us to examine the instruction in our mathematics and foreign language classroom, and work towards differentiating and creating lessons that will improve student performance and raise their individual student class grades.

We continue to monitor our sub groups, ELL and special need students. Data from RNMR on ATS shows of the twenty-five students tested eleven students moved from lower proficient level to a higher proficient level and three reached the proficiency level. A new experienced ESL teacher was hired and is working on creating differentiated lessons that will provide instruction needed to move students to a higher level of proficiency.

This year we received an additional fifteen self-contained special needs students. An additional special needs teacher was hired and all IEP's were reviewed to help her create lessons to meet the needs of all her students. Learning style surveys were administered and results were used to differentiate instruction according to their learning styles.

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

At School for Classics we will develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction. 90% of teachers will engage in professional development to explore differentiated instruction that addresses the needs of students with IEPs, ELLs, Over-aged Under-Credited, to address individual learning styles, and to teach students with varying reading levels. 50% of teachers will demonstrate differentiated instructional strategies in observed lessons and walkthroughs. 50% of classrooms will reflect resources to support differentiated learning, such as Smart Boards and learning centers.

Goal #2

School for Classics will increase by 5% the number of students passing the Living Environment Regents, and increase by 5% the number of students passing the Algebra Regents exams, as compared to the previous school year.

These gains will be in response to specific targeted Regents-based instruction and academic intervention services.

Goal #3

School for Classics will develop curriculum maps that are aligned to the ELA Common Core Standards in compliance with the three year roll out. Teachers will implement these maps with lesson plans that further develop the use of the standards. 25% of the teachers will be involved in curriculum alignment and 10% of the teachers will be able to create a curriculum map that aligns Common Core Curriculum Standards and instructional goals for the lesson.

Goal #4

A comprehensive professional development program will be enacted at School for Classics to create a Professional Learning Community. 100% of the staff will engage in ongoing professional development in all areas of instruction including data analysis as a tool to improve instruction, curriculum development, lesson planning, differentiated instruction, the use of technology, and classroom management.

Goal #5

As part of our mission and vision we will utilize the services and expertise of our CBO's to: help us maintain a positive school culture and tone; build strong community relationships; meet students' social and emotional needs; enhance the current bi-weekly advisory program; continue the ongoing monthly professional development which focuses on child development and child guidance towards positive behavioral and learning outcomes.

100% of the staff will be involved in the writing and teaching of the advisory curriculum. Mentoring will occur before, during and after school. The Three Pillars of Learning, as reinforced by all CBO's are activated through immersion in school culture. Through the implementation of a comprehensive theater arts program, student involvement will enable them to thrive academically and contribute to maintaining a positive school culture.

	<p>the targeted group. A full-time professional developer is on staff to provide daily coaching, mentoring and facilitation of teacher team meetings during daily professional periods. Title I school wide program and Title I ARRA program funds are used to fund the development position.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher observations and walkthroughs will show the use of differentiated instruction. Teachers and supervisors will examine data from the administration of three windows of periodic assessments and Regents exams to further drive their use of differentiated instruction and develop additional strategies to meet. Teachers will examine classroom data-student portfolios, observations, and class assessments, both formal and informal.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Science and Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>School for Classics will increase by 5% the number of students passing the Living Environment Regents, and increase by 5% the number of students passing the Algebra Regents exams, as compared to the previous school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>At School for Classics, students are programmed for Regents preparation classes. Students will participate in completing periodic assessments, ITA's and Predictives. The assessments results (item analysis) will be evaluated for specific skill strengths and deficiencies. Students will attend AIS twice a week where they will be given targeted Regents-based instruction. Student transcripts are analyzed and programs are created to accommodate those who are in need of specific Regents to graduate. Students' programs are created out of an exploration of previous test data and reading level data from ARIS. Block programming and double periods is created to accommodate Level 1 and 2 students. Faculty will receive professional development to explore strategies to strengthen students' skills in the area of reading comprehension both factual and informational text, vocabulary acquisition, reading and interpreting charts and graphs, all Common Core math and science strands, and writing.. Faculty will engage in lesson planning during common planning to address the acquisition and practice of specific Regents level skills.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I SWP money is utilized to provide teachers with per session for Regents Preparation classes and after-school tutoring. Title I SWP and Tax Levy funding is used to purchase Regents Preparation and instructional materials and software. Teachers will receive professional development on how to differentiate Regents instruction, before, during, and after school, and during bi-annual retreats. A full-time professional developer is on staff to provide daily coaching, mentoring and facilitation of teacher team meetings during daily professional periods. Title I school wide program and Title I ARRA program funds are used to fund the development position.</p>

Indicators of Interim Progress and/or Accomplishment

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

Observations, snapshots and walkthroughs will be conducted to see evidence of Regents based instruction. Teachers will administer ongoing practice Regents exams and Regents Predictives through ACUITY and use the data to inform their instruction. Teachers will examine students' performance on state Regents exams in January and June and conduct an item analysis to use for subsequent Regents administrations.

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>School for Classics will develop curriculum maps that are aligned to the ELA Common Core Standards in compliance with the three year roll out. Teachers will implement these maps with lesson plans that further develop the use of the standards. 25% of the teachers will be involved in drafting curriculum alignment maps and 10% of the teachers will be able to illustrate an aligned map.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will receive ongoing professional development on the Common Core Standards, which will be provided to the staff by Classics’ on-site professional developer in the UFT Teacher Center, outside agencies, as well as the Children First Network. Classics’ schedule will have grade and department team common planning meeting time to fine-tune existing curricula. Attendance at daily professional development periods will enable teaches to plan effectively for the incorporation of the standards. Teachers will be sent to outside professional development workshops, provided by Cluster 3, as well as CFN 302. A community-based organization is contracted to solely provide professional development on infusing the Common Core Standards.</p>
<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>The budget (Tax Levy one time allocation, Title I ARRA SWP, Title I SWP, Title I 10% Professional Development) will be used to offer professional development to plan subject area/grade specific curriculum, per-session, CBO, instructional materials, software, hardware, and staff retreat.</p>

Indicators of Interim Progress and/or Accomplishment

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

Observations, snapshots and walkthroughs will be conducted to see evidence of Common Core Standards infused into the lessons. Bulletin boards will display student work in response to common core performance tasks.

Lesson plans, the use of rubrics, student work, and assessments will evidence the use of the standards. Movement to new performance levels will be monitored.

Indicators of Interim Progress and/or Accomplishment

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

School structures and systems are monitored, evaluated, and revised, based on outcomes of professional development, in collaboration with school administration to ensure that all school goals are met. The professional development plan is revised according to school need.

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): Student Services

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>As part of our mission and vision, maintaining a positive school culture and tone, building a strong community relationship, and meeting students’ social and emotional needs will be done through our affiliation with our CBO’s, the institution of a bi-weekly advisory program; continue ongoing monthly professional development which focuses on child development and child guidance towards positive behavioral and learning outcomes. 100% of the staff will be involved in the writing and teaching of the advisory curriculum. Mentoring will occur before, during and after school. The Three Pillars of Learning, as reinforced by all CBO’s are activated through immersion in school culture. Through the implementation of a comprehensive theater arts program, student involvement will enable them to thrive academically and contribute to maintaining a positive school culture.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students are encouraged and expected to participate in all school-wide social events before, during and after school. Students will engage in an advisory program, theater program and mentoring program which includes participation in school events and field trips. Students’ individual needs are met through the building of relationships with school faculty through the implementation for the CBO lead programs. Administration and teachers will receive ongoing guidance from the CBO’s to continually monitor, evaluate and revise the existing programs.</p>

	<p>During daily professional development, teachers, in conjunction with our CBO's, will continually analyze, understand, and use internal school data to design advisory curriculum and lessons. Parent outreach is expected of all staff to encourage a communicative relationship with parents and to encourage parent involvement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The advisory, theater and mentoring programs, and professional development related thereof are funded by Contract for Excellence, Title I SWP and Tax Levy funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators are assessed on an interim basis, and are evidenced by student performance on report cards, and from teacher observations. During common planning, tools such as surveys are created to assess the acquisition of specific social and emotional skills. These tools will be developed, administered and evaluated for internal database. The effectiveness of school functions and student participation will also be monitored, evaluated and revised on a needs basis.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	67	68	60	60		5	0	0
10	0	62	55	0		0	1	0
11	0	16	14	5		0	0	0
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Extended Day (371/2 minutes 4x's a week) Tutoring – as needs basis Small groups Teacher push-in
Mathematics:	Math support Extended Day (371/2 minutes 4x's a week) Tutoring – as needs basis Small groups Teacher push-in
Science:	Extended Day (371/2 minutes 4X's a week) Tutoring – as needs basis Small groups Teacher push-in
Social Studies:	Extended Day (371/2 minutes 4x's a week) Tutoring – as needs basis Small groups Teacher push-in
At-risk Services Provided by the Guidance Counselor:	Extended Day (371/2 minutes 4x's a week) Tutoring – as needs basis Small groups Teacher push-in
At-risk Services Provided by the School Psychologist:	Extended Day (371/2 minutes 4x's a week) Tutoring – as needs basis Small groups Teacher push-in
At-risk Services Provided by	1 on 1 with social worker for mandated and referred and students

the Social Worker:	
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9, 10, 11 Number of Students to be Served: 23 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.

There are three courses offered: Beginning, Intermediate, and Advanced. All courses are programmed in accordance with the NYSESLAT results and are comprised of students in grades 9, 10, 11 (currently the school only serves 9, 10, 11)

We offer 3 periods of instruction to our beginner ELL students, two periods of instruction to our intermediate ELL students, as well as 1 period of instruction to our advanced ELL students all by a certified ESL teacher. ELL students are fully integrated into regular education classrooms or special education if they are mandated per their IEP. Some are mandated to attend extended day courses in these classes. We offer a wide variety of extracurricular activities including: math, newspaper, drama, dance, creative writing, exercise, student council and others. ELL students are invited and encouraged to participate in all extracurricular activities. We recognize many students are able to succeed in their ESL class but struggle in the academics, therefore tutoring is available in all content areas to students after school.

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.

We have one full time ELL teacher. The teacher will be sent to ESL specific professional development on designated professional development days. Some core topics will include different ESL approaches and strategies which can be easily implemented into the content areas, such as the assessment strategies, assessing prior knowledge, improving listening skills and note taking, role playing, learning to read and reading to learn, development of oral skills, criteria for evaluating instructional materials, use of multicultural literature, and instructional adaptations for English language learners with special needs.

The teacher is also working with our CFN 302 designated ELL coordinator. She has assisted us in programming, ordering materials and other valuable resources to ensure all of the ELL student's needs are being met.

Section III. Title III Budget

We do not receive Title III funding.

School: _____ **BEDS Code:** _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Community Coordinator and guidance counselor work closely to provide language appropriate letters. Appropriate translators are available for a parent when they come to speak to our staff, either by the staff from Classics or the staff from IS 218 whose building we share.

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.

As per our demographics our parents' and students' home languages are: Spanish, Bangladesh, and Arabic. Materials are provided in the above languages.

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.

W provide written translation services to non-English speaking parents on school and specific student related matters, such as newsletters, letters to parents, and student progress reports.

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.

Translations for non-English speaking parents at PTA meetings, parent teacher conferences and other afterschool meetings between school personnel and parents will be provided in-house by school staff and staff of IS 218, whose building we share. Whenever necessary, translation services will be purchased from an outside agency.

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>.

There is school staff assigned to complete translations as needed. All parental notifications are mailed out in accordance with the results of the parent home language survey. Whenever school staff are unable to provide translation services we will purchase services from the Translation and Interpretation Unit.

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:	223,496	28,532	
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,235	285	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,175	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,349	*	

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See needs assessment, pages 11 and 12.

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.

See pages 13-23

3. Instruction by highly qualified staff.

To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development applicable to that subject area. New teachers receive mentoring.

4. High-quality and ongoing professional development is given 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.

Through additional professional development the school's P.D. committee will target the assessed pedagogical needs of the staff by offering differentiated, high quality, professional development. All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results. In order to effectuate these efforts we will utilize all available funding.

All staff members will be trained on Building Resiliency.

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

The principal, in collaboration with appropriate staff members, will follow the policy set forth by the by the Department of Education to ensure that the selection of qualified teachers follows the guidelines set by the New York State Education Department. The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.

Support teachers that are not high qualified with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

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

We provide workshops for parents in the following areas: computer literacy, parent-child effective communication, conflict resolution, group support workshops, health and fitness, and workshops geared to the specific academic and social requirements of different grade levels served by the school.

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

N/A

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

During daily professional periods, all subject teachers review classroom and periodic assessment data to inform their instruction. Lesson plans and curriculum maps are adjusted to address learning needs based on the data analysis.

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.

Students who require assistance are programmed to receive AIS services, receive after school tutoring, and attend PM school. IEP's are consistently reviewed, so that all students with an IEP are given appropriate modifications according to what the IEP specifies.

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.

Through its health, physical education, advisory, college and career, and parent involvement programs the school coordinates Federal, State, and local programs.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State	Program Funds Are	No	N/A		Check (✓)	Page #(s)
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	or Local)	“Conceptually” Consolidated in the Schoolwide Program					
		Yes					
Federal	Title I, Part A (Basic)	YES			223,496	√	pp13-22
Federal	Title I, Part A (ARRA)	YES			28,532	√	pp13-22
Federal	Title II, Part A			N/A			
Federal	Title III, Part A			N/A			
Federal	Title IV			N/A			
Federal	IDEA	YES			9,759	√	pp20 and pp 12
Local	Tax Levy	YES			1,132,966	√	Pp13-22

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: N/A **SURR¹ Phase/Group (If applicable):** N/A

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **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.)

Two students

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

Ongoing support and services will be provide:

Academic Intervention Services

- **Tutoring (in school and after school)**
- **Weekly advisory meeting with a school staff member**
- **Attendance Outreach**
- **Counseling**
- **Parent Conferencing explaining their educational rights**
- **Parent Workshops**

Collaboration with the CBO

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:	THE SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, W					
District:	19	DBN:	19K683	School	331900011683	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	
	1		5		9	v	Ungraded	v
	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				89.2
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				93.3
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				60.0
Grade 8		0	0				93.3
Grade 9		108	92				
Grade 10		58	98				
Grade 11		0	47				6
Grade 12		0	0				
Ungraded		0	1				
Total		166	238				2

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		6	20	Principal Suspensions			13
# in Collaborative Team Teaching (CTT) Classes		7	8	Superintendent Suspensions			6
Number all others		9	12				

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	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		18	TBD
# ELLs with IEPs		1	TBD
Number of Teachers			12
Number of Administrators and Other Professionals			4
Number of Educational Paraprofessionals			1

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
			15	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			58.3
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			92.8
Black or African American		47.6	51.7				
Hispanic or Latino		40.4	37.8				
Asian or Native Hawaiian/Other Pacific		12.0	10.5				
White		0.0	0.0				
Male		45.8	40.3				
Female		54.2	59.7				

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	

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		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

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

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

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

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

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

Title I Parent Involvement Policy 2010

Parent Involvement Policy

School for Classics encourages the participation of parents through an increasingly active parent volunteer program. Parents' participation is encouraged through being an equal partner by becoming a member of the School Leadership Team, and by joining the Parent Teacher Association.

1. In order to build an effective home-school partnership, School for Classics will involve parents in the joint development of the District Parental Involvement plan through the following:
 - i. *Annual distribution of a Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and strive to be a lifelong learner.*
 - ii. *A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor a child's progress in order to improve student achievement.*
 - iii. *A schedule for PTA meetings where parents can network, receive support and become empowered in how to navigate the New York City Public School System*
 - iv. *Plan to hold ongoing events and programs for parents: Outreach services such as: ARIS training, how to navigate the internet and obtain an email address, GED program outreach, parenting classes, financial literacy training and an end of the year appreciation ceremony, breakfast with the principal, parent/teacher dinners, and ongoing raffles during school events.*
 - v. *Parent volunteers during midyear trips to Canada, Washington, DC and Boston as well as a holiday breakfast.*
 - vi. *A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.*
 - vii. *Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports. A newsletter from the Parent Coordinator will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.*
 - viii. *A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.*
 - ix. *An annual survey for all parents shall be conducted by the Community coordinator and PTA executive board to collect opinions and concerns of parents*

about the current programs, to collect suggestions for improvement and topics for meetings that will meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and members of the community are welcomed at School for Classics.

Principal's Signature: _____

Date: _____

SCHOOL-PARENT COMPACT

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

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

School Responsibilities

The _____ **School for Classics** _____ will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards in the following ways:

- *Hire faculty with significant graduate training in their field of expertise.*
- *Develop academic coursework that meets or exceeds all mandated time requirements for the four core academic classes*
- *Every student will receive academic support in a small group setting in order to provide added support for the four core academic classes as well as all state mandated examinations.*
- *Curriculum and instruction will be of high quality and designed by staff in a collaborative fashion and with the guidance of in-house professional development, regional resources, and private educational entities such as S.T.A.R.R, Inc., BENI [Brooklyn Empowerment Neighborhood Initiative], Slate, Inc., and New Perspectives Theater. These institutions ensure that instruction is differentiated to meet the varied skill levels of the students.*
- *Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs..*

2. Provide parents with frequent reports on their children's progress Specifically, Classics will provide reports as follows:

- *Classics will provide parents with school-wide progress reports six times per school year-specifically three times per school term*
- *Additionally, Classics will provide parents with school-wide report cards six times per school year-specifically, three times per school term*
- *Hold parent-teacher conferences October and April per citywide calendar*
- *Individual classroom teachers will contact parents if a student is not being academically successful and consult with guidance for suitable interventions to promote academic success.*

- *Individual advisory teachers will also contact parents if a student is not being academically successful and will also consult with guidance for suitable interventions to promote academic success.*
- *The guidance counselor will provide intensive outreach to families of students who are not maintaining academic success in order to collaboratively develop an action plan to promote academic success.*

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

- *Staff members will be available to parents weekly through phone outreach, in a school conference by appointment or walk-in inquiry in.*
- *Staff will be available for consultation at parent-teacher conferences and by appointment.*
- *Community Coordinator will be available for consultation during school hours*
- *Progress reports will be sent home half way through each marking period.*
- *Guidance counselor will meet with parents weekly to provide parents with information about their child's progress*
- *Parents will be trained in ARIS and will be able to track their child's progress via computer.*

4. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner through the following:

- *Classics will conduct monthly Parent Teacher Conference meetings.*
- *Classics will collaborate with PTA committee members and review minutes to implement suggestions, address concerns and disseminate information.*
- *The PTA will also review Classics' school/parent compact contract to address addendums needed or modifications to be made.*

5. Involve parents in the joint development of any School-side Program plan (for SWP schools), in an organized, ongoing and timely manner

- *As aforementioned in item four, Classics will conduct monthly Parent Teacher Conference meetings.*
- *Additionally, Classics will conduct monthly School Leadership Team conference meetings in order to work in collaboration with all school stakeholders regarding school-wide planning regarding Title I, Part A programs. The meetings will convene at a flexible time for parents and will offer a number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend*

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

- *We invited parents to observe classes on Open School Days on October 29th and 30th.*
- *The PTA plans to send a letter out to all parents asking in what ways they might be able to contribute to Classics.*

- *Community Coordinator will provide outreach to parents regarding school wide programs, including afterschool programs and student internships.*

Parent Responsibilities

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

- *Monitoring attendance, daily phone calls by staff, using ARIS, making sure my child is on time and prepared everyday for school*
- *Making sure that homework is complete, scheduling daily homework time; Workshop conducted by Community Coordinator*
- *Monitoring amount of television my child watches, and providing an environment conducive to study; Workshop conducted by Community Coordinator*
- *Volunteering in my child’s classroom; Learning Leaders Training*
- *Participating, as appropriate, in decisions relating to my children’s education; School Leadership Team*
- *Promoting positive use of my child’s extracurricular time; After school Programs*
- *Staying informed about my child’s education and communicating with Classics by promptly reading all notices from Classics or Classics’ district, received either by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on Classics School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, Classics Support Team or other school advisory or policy groups.*



Student Responsibilities

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

- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school time.*
- *Give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The *School for Classics* will:

1. Involve parents in the planning, review, and improvement of Classic's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of Classics participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. Classics will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Classics will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of Classics' curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Classics will respond to any such suggestions as soon as practicably possible.
7. Provide each parent with an individual student report about the performance of their child on the State assessments in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**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 CFN 302	District 19	School Number 683	School Name School for Classics:
Principal Janice Ross		Assistant Principal	
Coach		Coach Jennifer Goldberg	
Teacher/Subject Area Dhanraj Bhagwandin/ESL		Guidance Counselor Dorcas Young	
Teacher/Subject Area Mr. Crupi (English)		Parent	
Teacher/Subject Area Ms. Limoli (Math)		Parent Coordinator Ms. Moore	
Related Service Provider Ms. Abrams (Special Education)		Other Ms. Shambayati (Science Tr.)	
Network Leader Roz German		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	240	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	10.00%
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Part II: ELL Identification Process

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

- 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).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

PART 11 IDENTIFICATION PROCESS

1. School for Classics follows the multi-step process to ensure the identification, the appropriate placement and educational services for every child. At enrollment, a pedagogue, the licensed ESL teacher, Mr. Bhagwandin conducts the initial screening and administers the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the child is identified as an eligible candidate for Bilingual instructional services, an informal student interview in the child's native language and in English is conducted. If the child's home language is English or the student's only language is English, then he/she is determined not an ELL and thus enters general education program. If the child speaks a language other than English and speaks little or no English, then the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. The test is hand scored at school to determine the proficiency level of the child for programming, which will be verified later on ATS to avoid errors once the test is processed at the assessment office. If the child scores below proficiency, he/she is an ELL (and Spanish LAB will be administered to Spanish-speaking ELL). All interviews with the child and the parents are conducted in English and/or in the child's native language. If there is no one who speaks the child's native language, the school contacts the translation unit at the Department of Education to get the services needed for the child and the family. Once it is determined that the child is an ELL, an entitlement letter is provided, in English and in the child's native language to parents to inform them about the child's identification. The the child is then enrolled in the appropriate program within ten days.

In the spring, the New York State English as a Second Language Test (NYSESLAT) is administered to all ESL students at the school. Those who score below proficiency remain in the ESL program and continue to receive services. Those who score at or above proficiency are no longer ELLs and enter general education program. However, they continue to get support in the general education classes and are eligible for test accommodations for two more years after leaving the ESL program.

2. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL (Transitional Bilingual, Dual Language and Freestanding ESL) and they also view a parent information CD where program placement options are presented, in nine languages, with clarity and objectivity. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Freestanding ESL is the only program available at the School for Classics, and if parents want to choose Transitional Bilingual or Dual Language program, our guidance counselor, Ms. Young assists with the information about schools that have the type of programs the parents want for their child. If parents do not select a program within ten days, the child is placed in a transitional bilingual program by default if it is available, or an ESL class, which is the case at School for Classics. The HLIS and Parental Choice form are kept in a child's accumulative folder. An outreach is then made by our guidance counselor by mail and/or by phone calls in both English and the native language of the parents to explain this choice and she prepares them for their new school if requested. Every child is placed within the 10 school days of enrollment.

3. An ESL entitlement letter is printed out in the native language of the parents from the DOE website and given to the parents in person and/or by mail. Each child is also given the Program Selection form to take home and is asked to return the signed form within one week to the ESL teacher. The ESL teacher follows up with the collection of the form, but if the form is not returned, the default program is Transitional Bilingual Education, and at the School for Classics, the child is placed in the freestanding ESL program.

4. ELLs are placed in the freestanding ESL classes according to the level of proficiency a child demonstrates in the LAB-R and/or NYSESLAT. The placement procedures are explained to parents at the enrollment time and during the orientation, when parents are shown the parent information CD, which explains the three programs in nine different languages. If needed, the translation unit at DOE is asked to provide translations for the parents in their native language.

5. Nearly 100 per cent of parents have requested ESL for their children since School for Classics began one year ago.

6. Currently the program model of Freestanding ESL is in alignment with the parents requests, evidenced by the fact that they have all chosen the ESL program model the School for the Classics offers. Although parents have consistently selected Free Standing ESL, our school is developing a system to track requests for Transitional Bilingual and Dual Language classes. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										7	12	4		23
Push-In														0
Total	0	0	0	0	0	0	0	0	0	7	12	4	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	1
SIFE	16	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5	4		13
Chinese														0
Russian														0
Bengali										2	4			6
Urdu														0
Arabic										1	3			4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	7	12	4	0	23								

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.

PROGRAMMING

1. The School for Classics provides a Freestanding English as a Second Language (ESL) program and the ESL instruction is delivered by Mr. Bhagwandin, the licensed ESL teacher.

a. The organizational model at the School for Classics is Self-Contained.

b. In the ESL program, ELLs are grouped heterogeneously in an ungraded setting (all students, regardless of grade are in one class) and they are taught by the licensed ESL teacher.

2. Currently, there are three grade levels at the school, grade 9, 10 and 11. There are nine 9th graders, eleven 10th graders and four 11th graders ELLs in the ESL program. Of the 24 ELLs at the school, 4 are beginning level ELLs, 13 are intermediate level ELLs, and 7 are advanced level ELLs. Under CR Part 154, the beginning level ELLs receive 540 minutes of ESL instruction per week, and they have three periods of ESL daily from Monday to Friday; the intermediate level ELLs receive 360 minutes of ESL instruction per week, and they have two periods of ESL daily from Monday to Friday, and the advanced level ELLs receive 180 minutes of ESL instruction per week, and they have one period of ESL daily from Monday to Friday. In addition, the advanced level ELLs receive 180 minutes of NLA instruction per week. All ELLs have a regular schedule for ESL classes and for content area classes.

a. Depending on their proficiency level, all the ELLs receive from 180 minutes to 540 minutes a week of self-contained ESL instruction.

3. In order to help the students progress and make content comprehensible, we utilize the following practices:

- Collaboration between ESL and content area teachers
- Scaffolding teaching and learning for ELLs in the content area classrooms (including Modeling, Bridging, Schema Building, Contextualization, Text Representation)
- Differentiating instruction for ELLs and providing extra support during work periods
- Additional small group sessions for ELLs before all state assessments
- Use of graphic organizers and visual aids
- Focus on academic literacy and language

- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that their needs are met.

- Content area teachers monitor use a variety of phrasings and synonyms to clarify meaning.

- In content area instruction, dictionaries and glossaries in each student's native language are used to increase comprehension.

Math, science and Global Studies content area teachers meet regularly to discuss strategies for teaching ELLs. In addition, the buddy system in the content area classrooms enable the ELLs to exchange ideas and skills in both their native language and in English.

4. The ELL subgroups include SIFE students, newcomers who have been in US schools for less than three years, ELLs who have been receiving ESL services for 4 to 6 years, the Long-Term ELLs and ELLs identified as having special needs.
- Plan for SIFE-- to provide academic intervention services as an extension of the regular school program; to design individualized student study plans and to provide native language support whenever feasible.
 - Plan for newcomers-- when a new student is registered at School for Classics, we provide the following resources to facilitate the transition:
 - an informal student orientation
 - use of the buddy system to help ease transition
 - small group instruction to teach "survival English" and content specific language
 - additional support to help them get ready for formal assessment
 - Plan for ELLs receiving service 4 to 6 years:
 - analyze the data from NYSESLAT, Acuity and ARIS to find the strengths and weaknesses of each student
 - differentiate instruction to meet their needs for learning
 - intensive practice in reading and writing
 - Plan for Long-term ELLs:
 - analyze their performance data to understand their weaknesses and devise strategies to help them
 - provide them with after school programs
 - Provide them with additional materials to enrich their language and academic skills
 - Plan for Special Needs Students --
 - ensure that all teachers are familiar with the IEP mandates
 - know the students' special needs
 - collaboration between the ESL teacher and IEP contact person and the guidance counselor

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

B. Programming and Scheduling Information--Continued

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

5. At School for Classics, ongoing intervention has been part of our educational process. ELLs benefit from our AIS service across the content area during the last period on Mondays, Wednesdays and Thursdays. These sessions target long term ELLs and students with interrupted formal education (SIFE). Instructions are conducted in English with the use of bilingual glossaries. Our interventions include an after school program in which ELL's are given support in Science, Math and Global History two days per week in each subject.

6. After ESL students reach proficiency level on the NYSESLAT, they are continually monitored. The ESL teacher observes and monitors former ELLs in their content area classrooms.

When required, these former ELL's are offered extra materials, resources, and support. The ESL teacher also shares information and techniques with content area classroom teachers.

If it becomes evident that transitional students are struggling in any of their academic classes, we then come up with a plan to help the students through A.I.S. services or tutorial services (when available). Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations for at least two years.

7. For the new year new materials have been introduced. These include the Rosseta Stone Computer Program for beginners. Improvement is also envisaged in the area of content with the introduction of more fiction and non fiction materials to help students prepare for the NYSESLAT and ELA Regents examinations. These texts include Access, Shining Star and Getting Ready for The NYSESLAT. In addition, our school's data inquiry team has analyzed data on the performance of ELLs in the recent Pearson Periodic Assessment in order to identify their weaknesses and devise appropriate instructional strategies. From this year, ELL's will also be given additional writing practice through the school newspaper, Classics News.

8. No program or services will be discontinued this year.

9. ELL's are afforded equal access in every aspect of school life including participation in school clubs, extracurricular activities and school trips. Among the clubs available for their participation are music, dancing and leadership.

10. Our resources for the beginning and intermediate ELLs include the Rosseta Stone Computer Program, which is implemented with overhead projectors. The internet is also used to support classroom instruction. Internet based ESL programs such as Dave's ESL Café and Randall Cyber Listening Lab are used as additional support, especially for newcomers. In addition, our instructional materials include the Milestones series text which incorporates fiction and nonfiction reading and content based materials. For the advanced level ELLs, instructional materials are aligned to the ELA curriculum and requirements of the Regents ELA and the core curriculum. Advanced level students focus on short stories and on such literary works as "The Necklace" by Guy de Maupassant, The Diary of Anne Frank and The Pearl and Of Mice and Men, by John Steinbeck. In addition to texts and other resources, examination materials for the NYS Regents in the content areas are used to supplement teaching and learning.

11. As part of the ESL program, students are encouraged to use materials, ideas and experiences from their native language in order to facilitate their language development. Bilingual dictionaries in Spanish, Bangla and Arabic as well as literature reflecting the cultural background of our students are also utilized as supplementary materials.

12. Our materials correspond to ELL's age and grade level.

13. Upon enrollment, ELL's and their parents are provided with relevant information about the school system and services available before the commencement of the school year. Further, we try to assign a 'buddy' to our newcomers within the first week, a responsible classmate who usually speaks the same native language. This helps the newcomers to become familiar with their new school environment and the facilities available. With two advisory classes every week, ELLs are also given the opportunity to integrate with mainstream students and enhance their language skills through informal and formal activities.

14. In addition to English, Spanish is also offered to ELL's.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT

1. Professional Development is ongoing. ESL teachers meet with subject area teachers, Special Education and Paraprofessionals and disseminate classroom materials for math, social studies, and science. Also distributed is information of all resources available to ELL students and teachers. In addition, our deans, guidance counselor, secretary and community coordinator are also given opportunities for Professional Development related to dealing with ELL's.

2. We also send many of our staff members to outside workshops organized by the Office of English Language and other organizations throughout the year, where they receive professional development in different areas. We also turnkey ESL workshops to other staff members, including supervisors, and support personnel.

3. The teaching staff at School for Classics is given many opportunities to attend professional development, pertaining to ELL's, throughout the school year. Training by the ESL teacher is ongoing, and most teachers have their mandated 7.5 hours of ESL training. ESL workshops attended by the ESL teacher is turn-keyed to the Professional Development Staff, who are able to relay the information to the rest of the staff through team meetings. Mainstream teachers are encouraged to infuse these strategies and insights gained.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

PARENT INVOLVEMENT

1. A parent orientation is offered at the beginning of the school year for new students, during which the ESL and other teachers answer questions and give valuable information about important events and tests each student must take at the beginning of the year. We also involve parents by sending home bilingual letters to inform them of the curriculum their children are following and the tests they are required to take. These activities are conducted in the native language if necessary. The ESL teacher and/or a bilingual teacher assist in these areas.

2. School for Classics is currently seeking to partner with community based organizations to provide services to the parents of ELLs and establish the necessary linkages.

3. At parent teacher conferences, parents are consulted on their own needs as well as on ways they can contribute towards improving the education of their children and our school. School for Classics has recently hired a Community Coordinator who will act as a liaison with parents.

4. Through these activities some of the needs of the parents are evaluated and addressed such as understanding their children report cards and keeping abreast of their progress. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents

of ELLs and their content area teachers.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1			2
Intermediate(I)										3	9	1		13
Advanced (A)										3	2	3		8
Total	0	0	0	0	0	0	0	0	0	7	12	4	0	23

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

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	15		6	
Math <u>Geometry</u>	3		0	
Biology				
Chemistry				
Earth Science				
Living Environment	15		1	
Physics				
Global History and Geography				
US History and Government	5		4	
Foreign Language				

New York State Regents Exam

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

Native Language Tests

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

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

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

ASSESSMENT ANALYSIS

- Much of our ESL instruction is data driven, based on teacher assessment and standardized test results. These tests include the NYSESLAT, the Regents ELA as well as the “Pearson NYC Periodic Assessment for English Language Learners. The data reveal that generally, our ELL’s are weak in writing and reading comprehension.
- This pattern suggests that, across the NYSESLAT modalities- reading/writing/listening/speaking, decisions regarding instruction have to be revised. These results indicate particular weaknesses in writing and reading in which instruction will be further concentrated.

An analysis of the results by modalities reveals that in Listening and Speaking nearly 50% of those tested moved up to the advanced and proficient levels. However, in the reading and writing modality, about 60 % remained at the intermediate level.

The 2010 Regents Examinations showed the following: Living Environment-15 tested (1 passed), Global History- 5 tested (4 passed), Mathematics- Algebra 15 tested (6 passed), Geometry 3 tested (0 passed). These results indicate that ELL's have been showing good progress in US History and Government and have also recorded reasonable performance in Integrated Algebra. However, the results indicate poor performance in Living Environment and Geometry as well as in Physical Setting/Chemistry.

In 2010 these tests were only taken in English. As such, there is no basis for comparison with tests taken in their native language.

b. Based on this analysis, and a further item analysis of results from Acuity, the school Data Inquiry Team and content teachers collaborate closely and determine specific areas of weaknesses and change instructional strategies accordingly. In this regard, it has been determined that our low achievers are particularly weak in comprehension, analysis and skills related to higher thinking. Using these results, the school leadership has adopted new strategies including incorporating Bloom's Taxonomy to encourage higher thinking among students. In addition, the use of Choice Boards has been implemented with encouraging results. Also being introduced is the RAFT writing strategy(Role, Audience, Format, Topic, Strong verb) to help students write fluently and purposefully for an audience.

c. The recent Periodic Assessment has reinforced the pattern that our ELLs do well in the speaking and listening but perform below grade level in Reading and Writing. When feasible, the native language is used both to supplement instructions and to inform parents of the results and ways in which they can all help their children at home.

5. Not applicable.

6. The success of our ELL program is evaluated based on the Regents' results, NYSESLAT scores, student portfolios, attendance rate, and graduation rates. In addition, by using resources such as ARIS, Acuity, and ELA/ELL assessment results, we can see the strengths and weaknesses of our program for ELL's.

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		