



HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES
ADDRESS: 220 HENRY STREET
TELEPHONE: 212-406-9411
FAX: 212-406-9417

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310100011292 **SCHOOL NAME:** Henry Street School for International Studies

SCHOOL ADDRESS: 220 HENRY STREET, MANHATTAN, NY, 10002

SCHOOL TELEPHONE: 212-406-9411 **FAX:** 212-406-9417

SCHOOL CONTACT PERSON: Erin McMahon **EMAIL ADDRESS** EMcMahon2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bryan Melnick

PRINCIPAL: Erin McMahon

UFT CHAPTER LEADER: Chris Comparetto

PARENTS' ASSOCIATION PRESIDENT: Latisha Barcus

STUDENT REPRESENTATIVE:
(Required for high schools) Morgan Barcus

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** Replications, Inc.

NETWORK LEADER: JOHN ELWELL/JOHN SULLIVAN/Enid Serrano

SUPERINTENDENT: ELAINE GORMAN

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
Christine Loughlin	Assistant Principal	
Erin McMahon	Principal	
Alfreida Grant	PA/PTA President or Designated Co-President	
Edgar Lin	UFT Member	

* 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.

□ The Henry Street School for International Studies is a place where students, teachers, parents and staff understand that preparing to be globally competent and college ready requires never-ending work towards improving our skills in analysis and inquiry, critical thinking, literacy, and solving real-world problems. We understand that “smart is not something you are, but something you get.” School leaders, teachers and staff are committed to creating conditions in which students have the opportunities to “get smart.” And that to “get smart” requires providing opportunities for students to explore, conjecture, reason, solve non-routine problems, and to connect ideas within and between their courses and other intellectual activity. Students learn through Project-based learning, field experiences, classroom instruction, and travel. The goal for each and every Henry Street graduate is to be prepared with the skills and abilities to be successful in college and in a global economy.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		Henry Street School for International Studies								
District:		1	DBN #:		01M292	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			84.3/80.6	89.8/ 84	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			90.4	90.64	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		61	49	38	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		57	57	50			99.5	95.3	69.9	
Grade 8		78	66	83						
Grade 9		109	97	108	Students in Temporary Housing - Total Number:					
Grade 10		82	85	89	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		67	60	87			15	27	TBD	
Grade 12		56	53	55						
Ungraded		5	3	1	Recent Immigrants - Total Number:					
Total		515	470	511	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							13	16	16	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		23	31	29	Principal Suspensions		180	78	TBD	
# in Collaborative Team Teaching (CTT) Classes		21	23	30	Superintendent Suspensions		45	20	TBD	
Number all others		70	64	59						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	53	49	89	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	8	22	Number of Teachers	40	44	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	12	TBD
				Number of Educational Paraprofessionals	3	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	12	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	30	43.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	17.5	15.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	68	73	TBD
American Indian or Alaska Native	0.8	0.4	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.2	100	TBD
Black or African American	30.9	29.4	27.6				
Hispanic or Latino	55.2	56.2	56.8				
Asian or Native Hawaiian/Other Pacific Isl.	10.9	10	10.2				
White	2.3	3	3.1				
Multi-racial							
Male	54.6	56.2	58.1				
Female	45.4	43.8	41.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2 Basic <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input checked="" type="checkbox"/>							
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:		Y	
Math:	X			Math:		Y	
Science:	Y			Graduation Rate:		Y	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√	√	√	√	70
Ethnicity							
American Indian or Alaska Native	-	-	-	-	-	-	
Black or African American	√	√	-	-	-	-	
Hispanic or Latino	√	√	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial	-	-	-	-	-	-	
Students with Disabilities	X	X	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	√	√	-	√	√	-	
Student groups making AYP in each subject	4	4	1	2	2	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B/B	Overall Evaluation:	√
Overall Score	62.7/ 63.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.0/ 7.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	18.5/ 16.5	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	32.2/ 35.3	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.0/ 5	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

Strengths - Aid to Improvement

1. Our students and staff understand that passing a course now requires passing the Regents. That shift in mindset will result in students and staff focusing on both credit accumulation and mastery of content.
2. Our Lower School Advisory program raised attendance to 90% consistently this year through frequent follow up with parents and field experiences across the city.
3. Our special education students have seen a significant jump in attendance, class participation, and successful completion and passing of the ELA and math exams (Lower School) and Regents in the Upper School.
4. We have been awarded grants to support curriculum and instruction, including the Core Curriculum Pilot, the AVID program through the Gates Foundation. We have also applied for a District I Magnet Grant and Confucius Classroom to support our 6th - 12th grade Chinese Language instruction.

Accomplishments

1. School leaders and Faculty created a 6th - 12th grade curriculum map across all disciplines include Physical Education and Foreign Language.
2. As a result of credit accumulation and Regents pass rate in the 11th grade we will have a 33% increase in the 12th grade class (50 to 75).
3. We have aligned curriculum so we may offer the first ever AP course in US History for the 2010-11 School Year.
4. The Lower and Upper School Safety and Discipline system, led by APs Edgar Lin and Christine Loughlin, with Dean, Stephanie Hasandras, have reduced incidents more than 100% from the 2007-8 School Year, and 15% from the 2008-9 School Year.

Challenges/Potential Barriers to Success

1. An increase to almost 35% special education students requires focused staffing for the Lower School, where half of teachers are dedicated to students with special needs and half to general education students. We will continue with a 7th/8th grade split class as a result of per student funding.
2. A reduction in 6th grade enrollment over the last two years requires us to collapse three sixth grade classes into 1 6th grade, 2 7th grade, and 2 8th grade classes.
3. We doubled the number of ELL students in our school from 51 to 107 this year, many of whom are native Chinese speakers. Based on our current budget we have funding for a 3 day per week ELL teacher but would like to hire a full-time teacher.
4. Although we saw a jump from 76% to 85% attendance from 2007-8 to 2008-9 school years we are still challenged to resolve Long Term Absences and students who transfer in from other schools in the 8th and 11th grade years.

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.

Annual Goal	Short Description
<input type="checkbox"/> Students will achieve 87% school-wide attendance 6th - 12th grade for 2010-11 year-end average.	<input type="checkbox"/> Attendance has been a high priority for our school. Our Lower School earned 90% average attendance this year and our Upper School, 82-85% attendance. We are working to have a 2% increase to 87%, a school-wide goal 6th - 12th.
<input type="checkbox"/> 90% of this cohort of 9th grade students will earn 11 credits and pass at least one of two Regents by August 20, 2010.	<input type="checkbox"/> We had a 80% promotion rate this year, with 10% of students being held over to repeat the 9th grade year. Our goal is to support 9th grade students to pass their classes and earn two Regents (Living Environment, Algebra) in their first year so they graduate on-time with their cohort.
<input type="checkbox"/> 90% of students who take courses which culminate in a Regents will take the corresponding exam by June 30, 2011.	<input type="checkbox"/> During this school year, only half of students in Living Environment were eligible for the exam as a result of a deficit of lab hours. Conversely, almost 100% of 9th grade students sat for the Algebra exam and 35% passed. Our goal is to prepare students for Regents examinations throughout the school year so they may be eligible to take the exams.

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

Attendance

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Students will achieve 87% school-wide attendance 6th - 12th grade for 2010-11 year-end average.</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><input type="checkbox"/> The target population for this goal is the approximately 56-60 students who consistently did not attend school last year. Sub-groups within this target population were over-age students, 8th graders who transferred in mid-year, 15:1 students who were not successful in the 9th grade classes, long-term English Language Learners and 12th graders who are on track to graduate on-time.</p> <p>PERSONNEL - We have hired an attendance teacher, Cecilia Marquette, and have a dedicated school aide, Anita Poon, for attendance collection. We did a pilot of period-by-period attendance this year and have made the following changes for next year:</p> <p>SCHOOL START TIME and LONG TERM ELLS - Based on research and parent feedback we moved start time to 9am from 8:30am. We will continue our successful 6th - 12th grade Title III before-school program for beginning English Language Learners who benefit from additional English language instruction and ultimately reduce the number of long-term ELLs.</p> <p>OVERAGE AND 15:1 - We are offering Summer School to overage students so they can get back on-track with their cohort; for students who are designated 15:1 we will be offering self-contained sections of major content area classes.</p>

	<p>MID-YEAR TRANSFERS FOR 8TH GRADE - We are at capacity for 8th grade classes so we expect fewer mid-year transfers as a result of NCLB School Choice Transfers.</p> <p>INCREASE CHOICE - For the Lower School we will have double blocks for gym on Tuesday and Thursday to allow for increased physical activity in addition to enrichment classes (music and drama). For the Upper School we will move enrichment courses and Advisory (3/2 split) to 3rd period to provide a balance to required academic courses and courses of choice.</p> <p>SENIOR PROGRAMMING - We provided a reduced program for 12th graders last year. For Seniors this year we are offering a full-time program, going beyond the requirement for English and Social Studies to including a Senior Science and Applied Math in preparation for college and the SAT.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> PERSONNEL - We have a dedicated attendance teacher, Cecilia Marquette, and a school aide who is 60% allocated for attendance.</p> <p>We have applied for an AIDP grant together with Vision Urbana (our out of school program located in the JHS 56 building) to support 9th grade promotion.</p> <p>We do not currently have monies for AIDP. Last year we were allocated \$7500.</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><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Daily RADP reports for attendance review 2. Weekly (on the following Monday) period-by-period attendance report 3. Grade team meetings to review attendance by grade and make phone calls home.

Subject Area
(where relevant) :

Credit Accumulation for Ninth Grade

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 90% of this cohort of 9th grade students will earn 11 credits and pass at least one of two Regents by August 20, 2010.</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><input type="checkbox"/> Our sub-group within our 9th grade target population is students who are Level 1 for Math and ELA entering high school. We will provide daily AIS instruction Monday through Thursday in core content areas.</p> <p>SELF-CONTAINED INSTRUCTION - To address our students who are designated 15:1, struggled in mainstream classes, and who are not promoted we will offer self-contained content classes.</p> <p>STAFFING FOR REGENTS COURSES - We have staffed a veteran teacher, Chris Comparetto, to lead the 9th grade team and teach 9th Grade Algebra, one of our two courses which culminate in a Regents. We moved the 2009-10 Living Environment teacher to the Lower School and will be hiring a new Living Environment teacher.</p> <p>STUDENTS IN THE MIDDLE - who struggled with Regents this year will be provided greater support through the AVID program. We applied and will be piloting an AVID cohort (25-30 9th grade students) which includes the AVID elective and college awareness workshops for 9th graders.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> GALAXY ITEM - 3 STAFF MEMBERS (C. COMPARETTO, C. BERLOW, VACANCY SCIENCE)<input type="checkbox"/> - We have staffed a veteran teacher, Chris Comparetto, to lead the 9th grade team and teach 9th Grade Algebra, one of our two courses which culminate in a Regents.</p> <p>We moved the 2009-10 Living Environment teacher to the Lower School and will be hiring a new Living Environment teacher.</p> <p>We moved another veteran teacher from the Lower School who has worked with our former 8th grade students moving up to 9th Grade English. He will be supported by his ELA</p>

	<p>team through the Core Curriculum Standards Pilot.</p> <p>There are no OTPS allocations at this time due to the budget cut. However, we plan to allow students and teachers to work together before AIS, beginning at 8am, and afterschool, beginning at 3:30pm for additonal 1:1 instruction. We will offer a zero period for the band so that students will not be removed from classes.</p> <p>Advisory is programmed for 3rd period on Mondays and Fridays to support students' goal-setting and checking on progress weekly.</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><input type="checkbox"/> We utilize all of the following: 6 marking periods' report cards to identify issues with credit accumulation early; Advisory on Mondays and Fridays to check in with students in small groups; counseling for mandated students, and the DY0 assessments which will measure progress towards the end-of-year cumulative exam in each content area, including Global History I and English.</p>

**Subject Area
(where relevant) :**

Regents Diploma

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 90% of students who take courses which culminate in a Regents will take the corresponding exam by June 30, 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> The target population for this goal is students who take courses which culminate in a Regents: Living Environment, Algebra, Geometry, Earth Science, Global History 3/4, USHistory, Chemistry, and ELA. As a school-wide strategy we are making it a requirement that all students who take a course, take the Regents and that is incorporated in their final grade. Students cannot demonstrate mastery in a Regents-based course without taking the corresponding Regents.</p> <p>AIS will be targeted for Regents preparation for each grade level:</p>

	<p>9 - Living Environment and Algebra - Vacancy, Comparetto</p> <p>10 - Earth Science, Geometry, and Global History - Arboleda, McCollum, Majumder</p> <p>11 - Chemistry, ELA, and US History - Wuthenow, Wissmann, Hasandras</p> <p>12 - preparation for any exam not passed by content strand (math, science, etc).</p> <p>The sub-group for this target population is 11th and 12th graders who have not passed required Regents examinations for graduation. They will be programmed, for example, for E7R, an English Regents Prep for the fall term and Applied Math, a 12th grade math course focused on Algebra Regents preparation.</p> <p>An additional sub-group is 7th grade students who will begin a two year preparation for USHistory and Living Environment so they can take Regents examinations in those content areas in June 2012, potentially entering our Upper School with two Regents. This sets them up to take AP Biology and AP US History in their junior years.</p> <p>Students may begin working with teachers at 8am, to extend AIS and may staff after school depending on the teachers and students planning for academic interventions by course.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐ PERSONNEL - This includes salaries that correspond to Upper School staff teaching Regents courses. Ask seniors and juniors to tutor students who have not taken regents in order to improve regent scores and pass with a 75.</p> <p>SCHEDULE - This requires new courses - English 7 Regents Review (E7R), a new math course for Algebra and SAT preparation (Applied Math), and the programming of the Lower School Social Studies and Science teacher so they are teaching both 7th and 8th grade classes in their subject area. AIS will focus on students who require additional time to prepare and practice for Regents examinations.</p> <p>OTPS - is not yet assigned based on the budget cut.</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>□ DYO Interim Assessments will measure students progress towards the cumulative examination in each subject area, corresponding to the Regents. These will be administered in September, November, March, and May.</p> <p>January 2011 Regents will provide an indication of mid-year Regents accumulation for 10th, 11th, and 12th grade students.</p> <p>Assessments by teachers - in class and during AIS - will provide further data on students' progress toward the completion of each Regents examination.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	16	16	16	16			6	
7	35	35	35	35	10		10	
8	43	43	43	43	10			
9	10	10	10	10				
10	10	10	10	10	10			
11	10	20	20	30	10			
12	20	10	10	10	10			

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> Small group, 1 to 1, before school
Mathematics:	<input type="checkbox"/> Small group, 1 to 1, before school
Science:	<input type="checkbox"/> Small group, 1 to 1, before school
Social Studies:	<input type="checkbox"/> Small group, 1 to 1, before school
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small group, 1 to 1, before school
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Small group, 1 to 1, before school
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Small group, 1 to 1, before school
At-risk Health-related Services:	<input type="checkbox"/> Small group, 1 to 1, before school

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-12

Number of Students to be Served:

LEP 45

Non-LEP NA

Number of Teachers 4

Other Staff (Specify) NA

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.

No change.

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.

No change.

Section III. Title III Budget

—

School: Change to per session. See narrative below.

BEDS Code: 310100011292

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	TBD	<input type="checkbox"/> We have four teachers but our ESL teacher, who is leading the before school Title III program we implemented last year is going on Maternity leave from 12/9 - 3/1/11. We will continue the program when she returns. As a result, we will have a reduction in per session but increase in materials.
Purchased services - High quality staff and curriculum development contracts	NA	<input type="checkbox"/> NA

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	TBD	<input type="checkbox"/> TBD
Educational Software (Object Code 199)	TBD	<input type="checkbox"/> NA
Travel	NA	<input type="checkbox"/> NA
Other	Same as last year	<input type="checkbox"/> Same as last year
TOTAL	0	

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. Same as last year.
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. Same as last year.

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.

Same as last year.

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.

Same as last year.

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>.

Same as last year.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$31187	\$414027	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4140		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,701	*	
4. Enter the anticipated 10% set-aside for Professional Development:	As per required.	*	

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

6. If the percentage of high quality teachers during 2009-2010 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.

Teachers are teaching in license.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

- 1. We are eEstablishing workshops to get parents involved with students, learning leaders(have parents support in special education classes as tutors)
- 2. We are working to increase student body activity which will incite parents to also join in the school community(performance of west side story have a raffle and provide information on future events(talent show) include refreshments as well for funds)
- 3. We are considering more considerate ways get parents involved(reduce misunderstandings)
- 4. We are updating blue cards when there is a change of contact information
- 5. We are asking students give notice to school about temporary housing

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

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

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.

Funding goes to special ed department and for ELLs support. We are working to support all students towards college. Additionally, this supports an Upper School Assistant Principal and student travel, core to our mission.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We offer Saturday Regents Preparation and credit recovery through AM/PM school and Saturday school.

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.

We offer a Lower School Saturday School. In both ELA and Mathematics, students engage in a mini-lesson based on a standard identified through item analysis through NySTART, ARIS, and Acuity. Students are then given a 10-for-10 assessment (10 multiple choice questions in 10 minutes) and 2-for-20 assessment (2 extend-response questions in 20 minutes). Students use collaborative learning strategies and Accountable Talk to discuss solutions aligned with NYS scoring rubrics. Students also take part in an hour-long multi-media and art project geared to improved: reading, reading comprehension, writing and critical thinking skills for all students. In addition, we expect that students will increase their vocabulary, spelling and comprehension in accordance with ELA standards.

o Help provide an enriched and accelerated curriculum.

We offer Advanced Placement U.S. History and Model United Nations. All students in 8th grade will sit for the Living Environment, Algebra, and U.S. History Regents. The curriculum is geared to support this advanced curriculum.

o Meet the educational needs of historically underserved populations.

We offer special education support and make targeted instructional choices to reach demographics and gender preferences (males).

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.

We offer counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of social/emotional learning through 3x/week Advisory for all students.

o Are consistent with and are designed to implement State and local improvement, if any.

Yes

3. Instruction by highly qualified staff.

Yes

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Yes

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

We recruit NYC Teaching Fellows and individuals with experience teaching in urban schools.

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

We have Family Movie Night, ARIS parent training and other programs. We had a special dinner for Chinese parents for Christmas and will be celebrating both Black History Month and Chinese New Year on February 10.

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.

Not applicable.

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.

School Leadership Team, team meetings, data team meeting

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.

AM/PM tutoring, small group interventions.

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.

yes, we are offering a bullying seminar during Respect for All week: 2/14/11

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 specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
As per required.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
As per required.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
As per required.
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
As per required.
 - c. Minimize removing children from the regular classroom during regular school hours;
As per required.
4. Coordinate with and support the regular educational program;
As per required.
5. Provide instruction by highly qualified teachers;
As per required.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

As per required.

7. Provide strategies to increase parental involvement; and

As per required.

8. Coordinate and integrate Federal, State and local services and programs.

As per required.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Improvement (year 2) - Focused **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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

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.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_01M292_120710-155502.doc

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 Cluster 5 CFN#541	District 01	School Number 292	School Name Henry Street School
Principal Erin McMahon		Assistant Principal Edgar Lin	
Coach type here		Coach type here	
Teacher/Subject Area Sofia Rashid/ ESL		Guidance Counselor Maurice Engler	
Teacher/Subject Area Helen Wang/ ESL		Parent	
Teacher/Subject Area Peter Ortiz/Special Education		Parent Coordinator Dalyn Rodriguez	
Related Service Provider type here		Other type here	
Network Leader John Sullivan		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	452	Total Number of ELLs	100	ELLs as Share of Total Student Population (%)	22.12%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a new entrant into the NYC Department of Education arrives at our school, the pupil accounting secretary gives the parent/guardian a HLIS form in the parent's native language and notifies the ESL teacher about the new student. After the parent has filled out the HLIS survey, an informal interview is conducted by the ESL teacher in the parent's native language. School support staff or bilingual teachers often assist. If the parent's answers to the HLIS indicate that the student is eligible for the LAB-R initial assessment, the ESL teacher administers this test. Based on the student's performance on the LAB-R, the student is assigned LEP status, and the parent is given an entitlement letter in the parent's native language. Our pupil accounting secretary is trained to administer the HLIS and ensures that all sections are complete. The ESL teachers have also received extensive professional development on LEP student intake. All staff are qualified to ensure that the screening, identification, and annual assessments of LEP students are done in an efficient and complete manner.

Our parents are given the opportunity to choose a program of their choice once their child has been identified as an English Language Learner. Parents are shown a video to help them choose the appropriate program. The programs that are offered to the parents are transitional bilingual, dual language, and free standing ESL. Parents who choose to enroll their child in our school (which currently offers free standing ESL) are given a parent orientation. This orientation is presented in the language spoken at home. During orientation, parents are given the opportunity to meet teachers, get information about the classes offered, and ask questions. Throughout the year, parent meetings are held to provide parents updates on their child's progress. These meetings are also used to connect parents with community organizations that offer adult literacy classes.

If the student is granted LEP status after taking the LAB-R, the parent is asked to return to school for an orientation with the ESL teacher. This entire process should take less than two weeks barring difficulty contacting the parent and arranging a meeting. Parent orientations are given individually as students come into our school year round. During the orientation, the parent is shown the DVD provided in the EPIC kit that details the three program models offered in New York City. The DVD program and the conference that follows are all conducted in the parent's native language, through oral interpretation if necessary.

After the video and the conference, the parent then chooses the program that best fits his or her child's needs. If the student chooses the ESL program model, the student is placed in the appropriate program based on his or her LAB-R results. If the parent opts to place the student in a transitional bilingual education or dual language program, the ESL teacher and the guidance counselor work with the parent to ensure that the student is transferred to a school that honors their programming decision.

When the annual NYSESLAT scores are published in August, the ESL teachers and the administrators work together to create a program that meets the needs of our school's ELLs per the minimum CR Part 154 mandated minutes. After our program is in place, parents of entitled students receive a continued entitlement letter in the parent's native language to inform them of their students continued LEP status. A parent orientation for all parents is provided in the fall semester for both the lower school and the upper school. During this parent orientation, oral interpretation is provided, and the ESL teachers detail the year's program, their

programming rights, and resources for the parents within the community. After reviewing the parent surveys, a high percentage of parents that are registering at our school are requesting free standing ESL. Some parents are requesting bilingual and dual language programs, however, we need more parents requests for these programs in order to initiate a bilingual program or dual language this current year. The program at our school is currently alligned with parent choice. If we get more requests for a bilingual or dual language program in the following year, we will work to initiate a program to accommodate parent requests.

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							1	1	1	1	1	1	1	7
Push-In							1	1	1	2	2	2	2	11
Total	0	0	0	0	0	0	2	2	2	3	3	3	3	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	16

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<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							2	4	13	17	7	9	12	64
Chinese							2	4	7	8	4	4		29
Russian														0
Bengali											1			1
Urdu														0
Arabic									1	1				2
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		1	1	3
TOTAL	0	0	0	0	0	0	4	8	22	27	12	14	13	100

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.

Our school currently follows a self-contained and push-in (team teaching) model. In the middle school, all ELLs are in the same class. Students are self contained for ESL instruction and also receive services in social studies and science using the push-in model. In the high school, students are serviced in their core area subjects (science and social studies). The ESL teachers work with the core area teachers to differentiate instruction for ELLs. The ESL teachers in the high school use a team reaching model to accommodate the needs of all ELLs. The groups are heterogenously mixed in the middle school and high school. All ELLs receive mandated minutes as per CR Part 154. Explicit ESL instructional minutes are delivered by careful programming. The ESL teachers work together to service the middle school and high school students. Since we have a higher number of high school ELLs needing a higher number of minutes, the teachers and administrators work diligently to ensure that programs are created to accommodate mandated minutes.

The content area classes are delivered in English with native language support. The ESL teacher has weekly meetings with the content area teacher to plan and differentiate instruction to meet the needs of all the ELLs with various levels. ELLs are also provided with translated texts in some content areas. In other classes where a translation is not provided, student are given language support through bilingual dictionaries. We also have bilingual tutors that assist our students.

We currently do not have SIFE students. However, if a SIFE students enter our school, we will work to have a specialized newcomer program that targets their area of academic weakness while simultaneously providing support for development of second language acquisition skills. The teachers will focus on a literacy based approach and build a thematic approach to content vocabulary and related skills. The concentration will generally be focused on intensive development of social and academic language and development of literacy skills.

The teachers work with newcomers to develop their language skills. They use a variety of pictorial and graphic representation of language in the content areas. The teachers work together to promote academic and linguistic achievement in the areas of listening, speaking, reading, writing and comprehension for our newcomer English language learners. In order to prepare for ELA testing, ELLs are given frequent opportunities to demonstrate the writing process by composing, drafting, editing, and revising. They are also given the opportunity to listen, speak, read, write, view, and represent information critically. Throughout the year, ELLs also build vocabulary through the use of word walls, rhymes, and personal dictionaries. They participate in independent reading, shared reading, self-selected reading, and guided reading. These learning opportunities are used to prepare our newcomers for the ELA assessment.

Ells who have been in the program for 4-6 years are given the opportunity to use Problem Solving and Critical Thinking. This cohort of English language learners are encouraged to interact with their peers and teachers in a risk-free environment by demonstrating respect for themselves and the diversity of others, engaging in cooperative and collaborative tasks, and by learning and applying cognitive strategies. The students receive explicit instruction in learning cognitive and metacognitive strategies to develop the ability to regulate their own learning, apply prior knowledge, and search for meaning through the use of higher order thinking skills. Students plan, monitor, elaborate, and evaluate their own learning and acquisition of language.

In order to improve linguistic and academic skills, the ESL teachers work with the main stream/core area teacher to differentiate instruction for LTEs. Weekly team meetings are held with the teachers to review student progress and develop lesson plans and activities to address the specific needs and challenges for this group. We also have an Academic Intervention program before school to target the Long Term ELLs. Students have an opportunity to work with content area teachers and their ESL teacher to address the academic and linguistic challenge that they face as Long Term ELLs. These students are paired with general education students in their classrooms and in the AIS program to help them improve and become English proficient.

The middle school and high school ESL Programs also integrate content and language instruction to promote academic language development for ELLs with special needs. Additionally, ESL and content area staff plays a huge role in the development of academic language through their content instruction. The language acquisition supports in our program include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities. Our classroom model uses elements of the sheltered instruction approach for ELLs, a class structure wherein content mastery and academic language skill are developed concurrently. Although the class is conducted in English, students and teaches who speak the ELLs' native language assist. The teacher creates an environment that legitimizes the students' appropriate use of the native language to support the learning of academic content.

Since our LTELLs and students with special needs sound like native speakers of English but don't have well-developed literacy skills, the teachers plan together to develop lessons, strategies, and activities that will develop their academic content and language. This support system in the classroom will help our population become proficient and meet the state standards for graduation. The school also offers tutoring programs with in-school support from America Reads. Our students participate in this program and receive support in the classroom and after school.

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

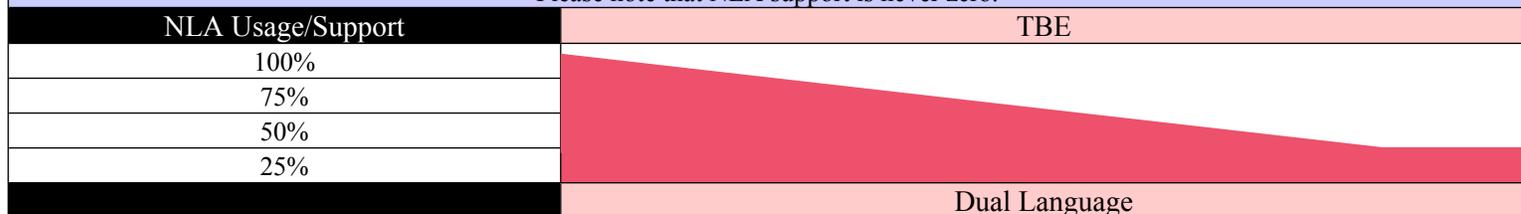
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

B. Programming and Scheduling Information--Continued

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

Several steps are taken to work with students in ELA, social studies, and other content areas. Keeping in mind the level of our English language learners, the teachers determine the standard or objective; select the concepts to teach; and eliminate unnecessary information that will be too difficult for ELL students of low English proficiency. The ESL teacher and core area teachers choose key specific vocabulary to pre-teach and also develop assessments to test that content. The following steps are taken:

Identify vocabulary words that you think might be difficult for English language learners to understand when they read the text. Write ELL-friendly definitions for each - that is, simple, brief definitions ELL students can easily understand.

Determine which visuals, artifacts, gestures the teachers need to make the meaning of the words clear to the ELL students. Visuals are powerful tools for comprehension instruction because they offer concrete, memorable representations of abstract content. Students need to know essential vocabulary in order to comprehend the text.

Create interest in the subject by using pictures, real objects, maps, or personal experiences. Repeat vocabulary words as often so that ELL students can remember them.

Relate material to students' lives whenever possible.

Build text-specific knowledge by providing students with information from the text beforehand, particularly if the text is conceptually difficult or has an abundance of important information.

Explain difficult concepts and label them with key words ELL students can remember.

Use highly illustrated books of various levels of difficulty to teach the content.

In order to support students who have reached proficiency, the ESL teachers continue to develop individualized plans for these students. Former ELLs have the opportunity to meet with ESL teachers before school and still receive tutoring in academic intervention services. These students continue to receive support from content area teachers and the ESL teacher.

This year, the ESL teachers are working on developing a morning program for newcomers. Since our school has a growing number of newcomers, the program will focus on the development of the four modalities: listening, speaking, reading, and writing. Technology is a useful tool to use with ELLs. Our school uses laptops and SMART BOARDS to help the students with language development.

ELLs are given equal opportunity to join all after school programs that include: Model UN, Student Council, Basketball team, running team, Arts club, Yearbook club, and various content area clubs (the MATH club, the Spanish Club, the Chinese Club).

Native language support is provided to our ELLs with the use of bilingual dictionaries, translated texts, and tutors who are bilingual.

These tutors are New York University students who come daily to assist our ELL population. The language electives that are offered in our school are Chinese and Spanish.

To assist newly enrolled ELLs in the beginning of the year, the ESL teachers and administrators work together to organize an orientation for our students. This orientation is provided in the languages that represent our school population. Parents are invited to come to meet their child's teachers and the administrators.

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)?

Henry Street School of International Studies does not currently have a Dual Language Program.

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.

The teachers at Henry Street School of International studies are given the opportunity to attend professional development that can help them with ELL instruction. The content area teachers are also given the opportunity to have an in-house staff development bi-weekly conducted by the certified ESL teachers. The content area teachers can discuss their concerns about ELLs. The teachers also share strategies and methodologies that work best for ELLs in middle school and high school. The teachers are presented with instructional practice that is linked to content standards and addresses cultural literacy in a comprehensive approach that gives teachers time to practice, implement, reflect upon and receive feedback on their efforts. The Comprehensive staff development that is offered consists of theory and classroom application, demonstration lessons, and coaching.

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?

All English Language Learner related documents are downloaded in translation and kept on file by the ESL teachers. All documents necessary for enrollment and/or published by NYC Department of Education are available in translation in the main office. Translation for other school related documents is done on an as needed basis. Chinese and Spanish are our school's most predominant native languages. Our foreign language teachers are available to translate into both of these languages. Our payroll and pupil accounting secretaries are both bilingual in Spanish. We also have a school aide who is bilingual in Chinese. Over ten languages other than English are spoken by the staff, and all our students' languages are represented. At all public parent meetings, a list of these teachers are provided for oral translation. This list is maintained by the ESL teachers.

Translation and oral interpretation needs is articulated through the PTA, the Parent Coordinator, ESL teachers, advisors, and parents requesting translation. Notification letters to the school community and any other documents are translated as needed in a timely manner by the staff indicated above. All oral interpretation services will be provided in-house. Staff needing oral transportation during parent meetings will have the assistance from the school support staff first and the foreign language teachers second. This is to create as little disruption to instruction as possible. For languages other than Spanish or Chinese, the bilingual teacher needed will be notified with adequate time. For emergency oral interpretations, coverages will be given to the bilingual teacher needed.

Parents of English Language Learners take part in meetings throughout the year with the ESL teacher, content area teachers, administrators and community members. The meetings are help in the parent's language. The ESL program is discusses along with ways help their children succeed and become proficient in English. Members from the community also attend these meetings to make parents aware of programs that are available to them, including and not limited to English classes for adults and assistance immigration questions and concerns.

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)							3	4	13	9	3	7	4	43
Intermediate(I)							1	1	7	15	6	6	7	43
Advanced (A)								3	2	3	3	1	2	14
Total	0	0	0	0	0	0	4	8	22	27	12	14	13	100

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

WRITING	I							1	1	7	13	6	5	7
	A								3	2	3	3	2	2
	P													

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6		2					2
7		4					4
8		8		6			14
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6					2				2
7					5		1		6
8	5		7		2				14
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	2		4		2				8
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	4		2		2		2		10

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	8		1	
Math <u>Algebra</u>	28	3	9	3
Math <u>Geometrey</u>	10	5	2	2
Biology				
Chemistry	3			
Earth Science	10		2	
Living Environment	10	5	2	3
Physics				
Global History and Geography	10	6	1	1
US History and Government	4	2		
Foreign Language	7		6	
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

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

Our school currently uses the NYC Department of Education ELL Periodic Assessments and DYO(Design Your Own) Acuity Assessments to assess the early literacy skills of our ELLs. These assessments give us the opportunity to align our instruction based on students' needs. The data from the assessments is reviewed by all the teachers that service the ELLs. The data breaks down each skill area and provides information on strenghts and weaknesses for each student. After reviewing the data, teachers can address the needs of all the students and align instruction to meet all the needs of English Language Learners.

The Data revealed by the LAB-R and NYSESLAT shows that the majority of our students are beginner and intermediate students. The eight grade and ninth grade students are the group that is mainly comprised of beginner and intermediate students. We have 43 beginners from grades 6-12, 43 intermediate from grades 6-12, and 14 advanced students from grades 6-12.

Depending on the modality that students struggle with the most, teachers will work to develop a curriculum that focuses on the modality that students struggle with the most. Based on our NYSESLAT scores, our students are doing better in listening and speaking. We have a higher number of proficient students in listening and speaking rather than reading and writing. This data shows that our teachers need to focus more on building our ELLs literacy skills. Teachers will work on providing explicit, systematic instruction in vocabulary. Teachers will need to ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. ELLs will be exposed to rich language input. The ELL classrooms will be structured and routines will be developed to provide scaffolding for ELLs' language learning.

In order to engage our students in more reading and writing teachers will use a variety of strategies in order to provide opportunities for all students to read and write in a variety of contexts. Theywill also provide ways to organize lessons and student work, and encourage students to be accountable. Our teachers are working on improving reading and writing skills for our ELL population. The following is a list of strategies and activities that teachers will work on developing:

- For unit studies, gather a variety of books on the same subject, making sure that the books reflect the range of reading levels in the class.
- Teach comprehension first. Skills like phonics can be developed after meaning is established or receptive and expressive vocabulary is strong.
- Plan comprehension-building activities before, during, and after the reading, such as picture walks (looking at and discussing the pictures in a book before reading to build background) and writing a personal response.
- Teach the strategy of using pictorial, semantic, and syntax cues, and conventions of print to read for meaning.
- Encourage children to predict, confirm, and self correct.
- Generate a list of questions about what you are reading.
- Discuss new words in context. For ELLs, reading experiences are filled with unfamiliar vocabulary that is specific to our culture.
- Teach word-study skills. For example, classifying and sorting words by spelling patterns helps students develop vocabulary and provides opportunities to transfer spelling concepts from reading to writing.
- Integrate reading with writing and use a variety of genres and formats as a springboard for writing activities.

English Language Learners are struggling in state assessments. In the high school, 8 students took the ELA state assessment and only 1 student passed. In U.S history, 6 students took the assessment and no one passed. In Algebra 28 students took the assessment and 9 passed. The 3 students that took the assessment in their native language all passed. This shows that taking the assessment in their native language

proved to be beneficial to their success.

The teachers and the school leadership team are using the ELL periodic assessment to guide their instruction. Student scores are analyzed and teachers target their instruction towards the needs of the students. This assessment is a helpful tool that allows teacher to assess their students' language level and development. The data from this assessment is used to measure their current level and monitor progress. Our school uses native language support (bilingual tutors, bilingual dictionaries, translated textbooks, bilingual classroom libraries) to assist students in developing and becoming proficient in the English language.

Henry Street School of International Studies evaluates its program for ELLs by reviewing and analyzing assessment data. The administrators and teachers determine the progress that each student makes based on various assessments, such as the NYSESLAT and other middle school and high school assessments. We look at the trends and analyze all ELL subgroups. Instruction is adjusted to meet the student needs once we identify a sub-group that has not shown progress based on the assessment data.

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.

Henry Street International School of studies is dedicated to serving the needs of English Language Learners. HSSIS teachers provide ELLs support to be more successful in the content area classrooms. Teachers and administrators work together to assure that all ELLs are provided opportunities to achieve the same educational goals and standards as the general education student population. We offer free-standing ESL classes that use various strategies, with native language support, so students develop language and content knowledge in English. The students get native language support in their content area teacher through the use of bilingual dictionaries and glossaries. Our teachers work as a team to accommodate the needs of the ELLs in their classrooms. Our staff, teachers, and school leaders are given rigorous professional development in ESL instruction. We also promote parental involvement, improve material resources, and create targeted solutions for different ELL populations. We create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support. We use data collected from the New York States ESL Achievement Test to determine individual needs and drive instruction. We collect data from NYS assessments to address individual student needs. Our staff, teachers, and administrators are dedicated and committed to serving and accommodating our ELL's academic and social needs.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Henry Street School for International Studies						
District:	1	DBN:	01M292	School		310100011292	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		84.3/80.6	89.8/	89.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	49	38	25				
Grade 7	57	50	37				
Grade 8	66	83	58				
Grade 9	97	108	107				
Grade 10	85	89	85				
Grade 11	60	87	67				
Grade 12	53	55	69				
Ungraded	3	1	0				
Total	470	511	448				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.4	90.6	89.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	99.5	69.9	73.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	15	27	33

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	13	16	16

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	31	29	33	Principal Suspensions	180	78	96
# in Collaborative Team Teaching (CTT) Classes	23	30	31	Superintendent Suspensions	45	20	41
Number all others	64	59	41				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	44	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	12	7
# receiving ESL services only	49	89	TBD	Number of Educational Paraprofessionals	3	1	4
# ELLs with IEPs	8	22	TBD				

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

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
	11	12	55	% fully licensed & permanently assigned to this school	100.0	100.0	97.5
				% more than 2 years teaching in this school	30.0	43.2	57.5
				% more than 5 years teaching anywhere	17.5	15.9	22.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	73.0	72.5
American Indian or Alaska Native	0.4	0.8	0.4	% core classes taught by "highly qualified" teachers	89.2	100.0	93.5
Black or African American	29.4	27.6	28.3				
Hispanic or Latino	56.2	56.8	56.7				
Asian or Native Hawaiian/Other Pacific	10.0	10.2	12.3				
White	3.0	3.1	2.0				
Male	56.2	58.1	59.6				
Female	43.8	41.9	40.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-	-	-	-	
Hispanic or Latino	v	v		-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial	-	-	-				
Students with Disabilities	X	X	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
Student groups making	4	4	1	2	2	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / D	Overall Evaluation:	P
Overall Score:	33.7 / 40	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	3.2 / 5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	4.6 / 13.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	21.9 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	Apr-00		

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 01M292

All Title I SWP schools must complete this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$31187	\$414027	\$445,214
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4140		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,701	*	
4. Enter the anticipated 10% set-aside for Professional Development:	As per required.	*	

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

6. If the percentage of high quality teachers during 2009-2010 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. Teachers are teaching in license.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

1. We are establishing workshops to get parents involved with students, learning leaders(have parents support in special education classes as tutors)
2. We are working to increase student body activity which will incite parents to also join in the school community(performance of west side story have a raffle and provide information on future events(talent show) include refreshments as well for funds)
3. We are considering more considerate ways get parents involved(reduce misunderstandings)
4. We are updating blue cards when there is a change of contact information
5. We are asking students give notice to school about temporary housing

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

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

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.

Funding goes to special ed department and for ELLs support. We are working to support all students towards college. Additionally, this supports an Upper School Assistant Principal and student travel, core to our mission.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. We offer Saturday Regents Preparation and credit recovery through AM/PM school and Saturday school.

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.

We offer a Lower School Saturday School. In both ELA and Mathematics, students engage in a mini-lesson

based on a standard identified through item analysis through NySTART, ARIS, and Acuity. Students are then given a 10-for-10 assessment (10 multiple choice questions in 10 minutes) and 2-for-20 assessment (2 extend-response questions in 20 minutes). Students use collaborative learning strategies and Accountable Talk to discuss solutions aligned with NYS scoring rubrics. Students also take part in an hour-long multi-media and art project geared to improved: reading, reading comprehension, writing and critical thinking skills for all students. In addition, we expect that students will increase their vocabulary, spelling and comprehension in accordance with ELA standards.

- o Help provide an enriched and accelerated curriculum.

We offer Advanced Placement U.S. History and Model United Nations. All students in 8th grade will sit for the Living Environment, Algebra, and U.S. History Regents. The curriculum is geared to support this advanced curriculum.

- o Meet the educational needs of historically underserved populations.

We offer special education support and make targeted instructional choices to reach demographics and gender preferences (males).

- 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.

We offer counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of social/emotional learning through 3x/week Advisory for all students.

- o Are consistent with and are designed to implement State and local improvement, if any.

Yes

3. Instruction by highly qualified staff.

Yes

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Yes

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

We recruit NYC Teaching Fellows and individuals with experience teaching in urban schools.

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

We have Family Movie Night, ARIS parent training and other programs. We had a special dinner for Chinese parents for Christmas and will be celebrating both Black History Month and Chinese New Year on February 10.

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.

Not applicable.

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.

School Leadership Team, team meetings, data team meeting

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.

AM/PM tutoring, small group interventions.

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.

yes, we are offering a bullying seminar during Respect for All week: 2/14/11

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 specifically identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of

the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
All	All	Yes			All	See above.	

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the

identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x				All checked	
Title I, Part A (ARRA)	Federal	x					
Title II, Part A	Federal	xx					
Title III, Part A	Federal	x					
Title IV	Federal						
IDEA	Federal	x					
Tax Levy	Local	x					