



SCHOOL: 02M313
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 313 **SCHOOL NAME:** James Baldwin School

SCHOOL ADDRESS: 351 w 18th street ny ny 10011

SCHOOL TELEPHONE: 212 627 2812 **FAX:** 212 627 9803

SCHOOL CONTACT PERSON: Elijah Hawkes **EMAIL ADDRESS:** ehawkes@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Seth Rader

PRINCIPAL: T Elijah Hawkes

UFT CHAPTER LEADER: Jerry Chambers

PARENTS' ASSOCIATION PRESIDENT: Brenda Gee, Laura Quezada

STUDENT REPRESENTATIVE:
(Required for high schools) Isabella Sosa

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** CFN 102

SSO NETWORK LEADER: Cassidy/Sheehan

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
T Elijah Hawkes	*Principal or Designee	
Jerry Chambers	*UFT Chapter Chairperson or Designee	
_____	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Isabella Sosa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Seth Rader	Member/Teacher	
Sharon Gamble	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The James Baldwin School is a transfer school for students who are looking to an alternative to their current high school setting. We emphasize democratic practice, community building, project and performance based learning and assessment. We are partners with Expeditionary Learning and NYC Outward Bound, as well as the Coalition of Essential Schools, and the NY Performance Standards Consortium.

From our Mission:

It is our mission to provide a philosophical and practical education for all students, an education that features creativity and inquiry, encourages habitual reading and productivity, as well as self-reflection and original thought. We agree with Socrates that the "unexamined life is not worth living," and it is our desire to prepare students to live thoughtful and meaningful lives. We are committed to inspiring the love of learning in our students.

This mission can best be accomplished in a school that is a democratic community. As a democratic community, we strive to exemplify the values of democracy: mutual respect, cooperation, empathy, the love of humankind, justice for all, and service to the world.

The James Baldwin School is college preparatory. Our curriculum and pedagogy prepare students for the rigors of college work and motivate them to desire and plan for a higher education. In preparing students for college we believe that we move students toward higher levels of intellectual engagement while they are in high school.

It is our mission, as well, at the James Baldwin School, to provide a haven for students who have previously experienced school as unresponsive to their needs as individuals. We wish for all students to find their voice and to speak knowledgeably and thoughtfully on issues that concern their school, their world. We aid students in this endeavor by personalizing our learning situations, by democratizing and humanizing the school environment, and by creating a "talking culture," an atmosphere of informal intellectual discourse among students and faculty.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

As per instructions above, section III Part B has been downloaded, and PDF file is attached as "school demographics and accountability snapshot, JBS".

SECTION IV: NEEDS ASSESSMENT

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

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

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

The school is in good standing with NY State.

The school scored a D on the last NYC DOE progress report.

Student performance trends

- Our June ELA results had 24 of 52 (46%) passing with 65 or higher. While we met AYP last year, this is an area for improvement, which the NYC DOE Progress Report also highlights.
- 100% of graduating seniors in June 2010 applied to college, with 44 being accepted.
- 6 year graduation rate for June 2010 (cohort 2004): 49% according to NYC DOE Progress Report.
- School Environment Survey: we saw an increase in scores on three of four areas, and an A in this area on the NYC DOE Progress Report.
- Percent of non-graduating seniors promoted to next grade from SY 09-10 to SY 09-11: 70.5%.
- NYC DOE Progress report indicates drop in student attendance for 2/3 students, with 2/3 of those students having been in the 80th and 90th percentiles in previous year.

Greatest accomplishments over the last couple of years

As a transfer school, we would echo this list of accomplishments, from last year's SQR:

- "The school's warm, supportive culture allows a diverse body of students a learning-centered environment where they can focus on their learning."
- "The partnerships and collaborations developed by school leaders give significant opportunities for social and emotional support to students."
- "School structures support ongoing reflections around student progress between teachers, students, and parents, which is accelerating learning."
- "The ongoing process of developing curriculum yields some exceptional examples of engaging classes that push students to excel."

Significant aids or barriers to the school's continuous improvement

- The school intentionally accepts students from all NYC boroughs, students who have had interruptions or major transitions in their schooling, students who have had truancy or attendance issues. We are challenged to build an adequate network of support for our students families, many of whom live far from us, and for our students who have habits of not

attending school. The strengths of the school, mentioned above, help – but we still have room for improvement in this area.

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.

Our school scored a D on the NYC DOE Progress Report (PR), and we focus our goals on those areas that most need improvement:

Attendance

- By June 2011, the majority of students who were in the 80th and 90th percentiles during SY 10-11 will have increased or maintained their attendance rate for SY 10-11. This group comprised the largest number of students who saw a drop in their attendance from SY 09-10 to SY 10-11, so we will focus our efforts on this group, and their families.

Graduation Rate

- Our 6 year graduation rate will show a 10 point or higher increase over last year's rate of 49%. There are 2 students in this cohort currently at YABC, and we continue to maintain contact with them, supporting them in their progress toward graduation. There are 5 students in this cohort still at JBS and we will support them in the same way.

ELA Regents

- The majority of students taking the ELA regents in SY 10-11 will score 65 or higher. We will be more selective in choosing which students in their junior year are prepared to take the exam, and we will create new ELA prep classes to prepare juniors and seniors for the new exam format.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The majority of students taking the ELA regents in SY 10-11 will score 65 or higher.</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>The <u>Instructional Guide (Christine Olson)</u>, in collaboration with <u>Special Services Dept</u> and our <u>Literacy Consultant</u>, will develop <u>Monday AM Literacy PD</u>, including benchmarks for implementation of literacy strategies, and coaching supports for implementation of our strategies in classrooms.</p> <p>We will be more selective in choosing which students in their junior year are prepared to take the exam, and we will create new <u>ELA prep classes</u> to prepare juniors and seniors for the new exam format. <u>Senior English department teachers</u> will teach these courses in Spring 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>See human, time, space resources underlined above.</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>All major academic departments will employ literacy strategies for non-fiction texts.</p> <p>LASW protocols in use in English Department.</p> <p>ELA prep curriculum, pass rates in these courses.</p> <p>ELA pass rates.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the majority of students who were in the 80th and 90th percentiles during SY 10-11 will have increased or maintained their attendance rate for SY 10-11.</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>Crew (aka Advisory) can provide leverage for student attendance. (Note: < 85% attendance = No Credit on the Crew Rubric, so this is already an expectation we explicitly set for students.)</p> <p>Once a month at <u>Monday Meeting</u>, Crew Advisors will review attendance data and plan interventions with families and crew.</p> <p><u>Intensive</u>: The intensive in Fall will carry over into spring, with a focus on building the Crew group as a positive support for all members.</p> <p><u>Wellness staff and Attendance Team</u> and Attendance teacher will expedite interventions for lowest attending students.</p> <p><u>Attendance teacher</u> will call students in the 80th and 90th percentiles weekly.</p> <p>Weekly <u>personalized calls</u>, and updating RBIR information in ATS by <u>office staff</u>.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>See human, time, space resources underlined above.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance rates by crew, by school, by student.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our 6 year graduation rate will show a 10 point or higher increase over last year’s rate of 49%.</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>Students enrolled at YABC will be supported by former <u>JBS advisors and guidance/social work staff</u>. If returned to JBS, will be programmed so to graduate in June.</p> <p>Students currently enrolled at JBS will be supported to make progress toward graduation or alternative. Support will come from <u>Advisor, Guidance/Social Work staff</u>.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>See human, time, space resources underlined above.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Graduation rate for 6 year cohort.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9					1		2	
10	10				4		8	
11	20				5		10	
12	20				7		14	

Note: As a school with a NY State Board of Regents waiver from Regents Exams except the ELA, this is the one exam reported on above.

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA Regents prep classes during the school day and after school tutoring, one on one and in small groups.
Mathematics:	As a transfer school with a waiver from Regents Exams except the ELA, this is the one exam area for which AIS required.
Science:	As a transfer school with a waiver from Regents Exams except the ELA, this is the one exam area for which AIS required.
Social Studies:	As a transfer school with a waiver from Regents Exams except the ELA, this is the one exam area for which AIS required.
At-risk Services Provided by the Guidance Counselor:	One on one and group counseling; referrals to partner social service agencies.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	One on one and group counseling; family counseling; referrals to partner social service agencies.
At-risk Health-related Services:	Full service in-school Mt. Sinai adolescent health clinic.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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.

Section III. Title III Budget - NA

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

See below.

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.

Written Translation Needs Assessment

Our assessment of our written translation needs was conducted over the course of the fall semester

- through the Home Language Identification Survey and the intake process by which every student is admitted to the school;
- through the consultation of ATS data.

Through the intake and outreach process, our parent coordinator has found that approximately 45 % of our parent/guardian population requires, or would benefit from, translation services in written communication in Spanish primarily. Other languages used in the home include French and Mandarin, but neither family requires translation services.

Oral Interpretation Needs Assessment

Our assessment of our written translation needs was conducted over the course of the fall semester

- through the Home Language Identification Survey and the intake process by which every student is admitted to the school;
- through the consultation of ATS data.

Through the intake and outreach process, our parent coordinator has found that approximately 45 % of our parent/guardian population requires, or would benefit from, translation services in written communication in Spanish primarily. Other languages used in the home include French and Mandarin, but neither family requires translation services.

Part B: Strategies and Activities

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

Translation of written parent communication (of material not available through central translation services) provided in Spanish for all mailings home, or Spanish message inserted about where to go for translation services. Full time office staff person, parent coordinator, is fluent in Spanish.

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.

Advisor and teacher meetings and phone calls with/to parents are scheduled in coordination with the staff at school who are fluent in Spanish, during and after school, so that oral translation services are provided whenever needed. Full time office staff person, parent coordinator, is fluent in Spanish. Social Worker is fluent in Creole. Additional teaching staff and a para educator are fluent in Spanish. If other language translations are needed, we enlist a bi-lingual family member or staff from one of the other 6 schools on our campus.

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>.

Parent Coordinator and Principal collaborate to ensure fulfillment of school-based implementation of regulation, including translation services at all conferences and meetings, in person or by phone; translation of information sent to parents via mail. If centrally-provided or student-specific documents are not immediately able to be translated into other languages, then parents are notified in a cover letter to contact the parent coordinator for further translation services.

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

EH w DC 11.1.10	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	107,860	52,179	
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,079	522	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5,393	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10,786	*	

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

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

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

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

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

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

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

The James Baldwin School

351 West 18th Street, 3rd Floor
New York, NY 10011
Phone 212-627-2812; Fax 212-627-9803

Title I Parent Involvement Policy for the James Baldwin School

The James Baldwin School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. The James Baldwin School’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school’s community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;
- provide parents with the information and training needed to effectively become involved in planning and decision making;

- increase their understanding of their right to support their child's education by being involved in the educational process;
- increase the role of the home in enriching education and improving student achievement; and
- develop positive attitudes toward the entire school community.

To increase parent involvement, the James Baldwin School will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; college and financial aid opportunities.
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report) and assessment systems in the school (eg Regents exams, PBATs)
- host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program (meeting scheduled to co-occur with the first PTA meeting of the Spring Semester, once PTA leadership and membership has been developed and regular meetings have been set. Tent. date: February 8th 2010.)
- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and

The James Baldwin School will further encourage school-level parental involvement by:

- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- hosting events for male parents/guardians and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter; and

* * *

The James Baldwin School Parent Compact

The James Baldwin School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

The James Baldwin School staff will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:

- using academic learning time efficiently;
- providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

The James Baldwin School staff will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an annual meeting for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved (meeting scheduled to co-inside with the first PTA meeting of the Spring Semester, once PTA leadership and membership has been developed and regular meetings have been set. Tent. date: February 6th 2010.);
- arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
- ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.
- provide parents reasonable access to staff by: notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
- providing for Open School activities that include observations of classroom activities.

The James Baldwin School staff will provide support to parents by:

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
- supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of
- for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child's extracurricular time such as, afterschool extra learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow the school's rules and regulations and discuss this Compact with my child;
- volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys and notices when requested;
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
- participate in or request training that the school offers on teaching and learning strategies whenever possible;
- take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share the responsibility for the improved student achievement of my child.

STUDENT'S RESPONSIBILITIES

I will:

- attend school regularly and be on time for school;
- complete my homework and turn in all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to solve disagreements or conflicts peacefully; and
- always try my best to learn.

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.

Please see needs assessment above.

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

Performance Based Assessment Tasks in Social Studies, Math, English, and Science ensure that students meet proficient and advanced levels of student academic achievement.

21st Century Grant and partnerships with the LGBT Community Center, Integral Yoga, and New York City Outward Bound, ensure that after school opportunities increase the amount and quality of learning time.

Our partnership with Expeditionary Learning Schools ensures there is an enriched curriculum.

Historically underserved populations, and academically low achieving children, have needs addressed through class sizes averaging 25 students, an extensive academic and personal advisement curriculum, partnerships with social service providers in the areas of mental health and academic support.

3. Instruction by highly qualified staff.

All staff are highly qualified.

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.

Funding is allocated for PD with Expeditionary Learning (New York City Outward Bound), the Coalition of Essential Schools, the New York Performance Standards Consortium, and staff attend throughout the year, and summer.

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

Use of above networks of excellent schools to promote vacancies that arise.

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

Parent Coordinator and PTA Co-presidents regularly organize PTA meetings that are coupled with special initiatives to engage parents.

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.

NA. We are a high school, so any transfer to an elementary program would have happened prior to enrollment at our school.

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.

Assessment is a standard PD strand for in-house work at weekly faculty and department meetings, as well as twice yearly retreats.

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.

Periodic assessment data is used to target students for after school study and tutoring sessions, which meet every day.

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.

21st Century Grant and partnerships with the LGBT Community Center, Integral Yoga, and New York City Outward Bound, ensure that students and families in need of additional resources get appropriate referrals and support.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual

needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			90,603	X	9-11, 20-22
Title I, Part A (ARRA)	Federal	X			51,657	X	9-11, 20-22
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			54,594	X	9-11, 20-22
Tax Levy	Local	X			2,006,249	X	9-11, 20-22

DRAFT UPDATED: EH W DK NOVEMBER 1, 2010

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

15
2. Please describe the services you are planning to provide to the STH population.
 - Personal advisement system via Advisory Program, to identify students in need of assistance; followed by individual counseling by School Social Workers and School Counselor.
 - Referrals to Hudson Guild and other social service agencies for in-school and off-site counseling.
 - Financial support for college application fees.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	James Baldwin School, The: A School for Expedition					
District:	2	DBN:	02M313	School		310200011313

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		86.5	92.0	86.1
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		61.7	58.9	55.7
Grade 9	33	35	17				
Grade 10	83	93	66				
Grade 11	95	65	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	35	52	90		0	14	3
Ungraded	1	2	0				
Total	247	247	253	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	0	14
# in Collaborative Team Teaching (CTT) Classes	18	20	15	Superintendent Suspensions	0	2	3
Number all others	28	22	25				

These students are included in the enrollment information above.

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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	11	15	TBD	Number of Teachers	15	18	18
# ELLs with IEPs	1	4	TBD	Number of Administrators and Other Professionals	5	6	5

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	13	93	% fully licensed & permanently assigned to this school	100.0	100.0	95.0
				% more than 2 years teaching in this school	20.0	38.9	61.1
				% more than 5 years teaching anywhere	26.7	27.8	27.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	72.0	77.8
American Indian or Alaska Native	0.8	1.2	0.4	% core classes taught by "highly qualified" teachers	97.1	92.1	93.3
Black or African American	38.5	35.6	34.0				
Hispanic or Latino	47.4	51.4	54.9				
Asian or Native Hawaiian/Other Pacific	3.2	3.2	3.2				
White	9.3	7.7	7.5				
Male	51.4	53.0	54.9				
Female	48.6	47.0	45.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X		v	41
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	P
Overall Score:	43.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	10.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	8.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	24.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

The James Baldwin School

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T. Elijah Hawkes, Principal & Co-director
Christine Olson, Co-director

Title I Parent Involvement Policy for the James Baldwin School

The James Baldwin School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. The James Baldwin School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;
- provide parents with the information and training needed to effectively become involved in planning and decision making;
- increase their understanding of their right to support their child's education by being involved in the educational process;
- increase the role of the home in enriching education and improving student achievement; and
- develop positive attitudes toward the entire school community.

To increase parent involvement, the James Baldwin School will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; college and financial aid opportunities.
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report) and assessment systems in the school (eg Regents exams, PBATs)
- host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program (meeting scheduled to coincide with the first PTA meeting of the Spring Semester, once PTA leadership and membership has been developed and regular meetings have been set. Tent. date: February 8th 2010.)

- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and

The James Baldwin School will further encourage school-level parental involvement by:

- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- hosting events for male parents/guardians and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter; and

* * *

The James Baldwin School Parent Compact

The James Baldwin School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

The James Baldwin School staff will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:

- using academic learning time efficiently;
- providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

The James Baldwin School staff will address communication issues between teachers and parents by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an annual for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved (meeting scheduled to co-inside with the first PTA meeting of the Spring Semester, once PTA leadership and membership has been developed and regular meetings have been set. Tent. date: February 8th 2010.);
- arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
- ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.
- provide parents reasonable access to staff by: notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
- providing for Open School activities that include observations of classroom activities.

The James Baldwin School staff will provide support to parents by:

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
- supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of
- for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child's extracurricular time such as, afterschool extra learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow the school's rules and regulations and discuss this Compact with my child;
- volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys and notices when requested;
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
- participate in or request training that the school offers on teaching and learning strategies whenever possible;
- take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share the responsibility for the improved student achievement of my child.

STUDENT'S RESPONSIBILITIES

I will:

- attend school regularly and be on time for school;
- complete my homework and turn in all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to solve disagreements or conflicts peacefully; and
- always try my best to learn.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 02	School Number 313	School Name James Baldwin School
Principal T. Elijah Hawkes		Assistant Principal Christine Olson	
Coach		Coach Shelly October, ESL Teacher	
Teacher/Subject Area Adam King, English		Guidance Counselor	
Teacher/Subject Area Seth Rader, Social Studies		Parent	
Teacher/Subject Area Neil Poynter, Sp Education		Parent Coordinator Jeannette Aybar	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	243	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	4.94%
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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.

2.4.11

1. When a new student registers at the James Baldwin School, Shilisha October, an ESL licensed pedagogue, administers the Home Language Identification Survey (HLIS) and conducts an interview in English and Spanish. Pierre Andre, a school social worker, and Elijah Hawkes, the principal of the James Baldwin School are also on hand to assist with conducting the informal student interview in French. If other language assistance is needed in completing the administration of the HLIS and the interview, we will contact our network team to help coordinate. The HLIS and any anecdotes taken during the informal student interview are stored in the student's cumulative folders housed in our programming office. If survey and interview indicate that the student's home language is other than English we proceed to administer the Revised Language Assessment Battery (LAB-R) within ten days of the student's enrollment. Following the DOE's assessment schedule, the LAB-R is administered by Shilisha October in English or if the student's native language is Spanish. Testing materials are requested and returned to our Assessment Implementation Coordinate (AID), Marie Busiello. The LAB-R is hand scored prior to returning the answer grids to Marie. Students who have not scored higher than the designated cut scores are identified as ELL's and provided with the mandated ESL services and are also administered the NYSESLAT exam in the Spring.

The NYSESLAT is administered by Shilisha October, an ESL certified pedagogue, following the DOE's assessment calendar. Testing materials are requested and returned to Marie Busiello, our AID. The NYSESLAT is administered to all ELL's identified in the RLER ATS report.

2. The parents of any student who was administered the LAB-R receives a letter stating the results of this assessment. For the parents of students that are determined to be ELL's based on the results of the LAB-R this letter also serves as an invitation to attend a parent orientation where the three ESL program choices are explained to them. During the orientation parents are also given an ESL program brochure and shown the parent video in English and the parent's native language. At the end of the presentation, staff are on hand answer any question parents may have.

3. Entitlement letters are distributed to students based on the results of the LAB-R. After all the program selection forms and parent surveys have been collected our school matches students with their program selections and our school's program offerings. If a particular program is selected but there are less than fifteen requests we direct parents and their child to a school that offers that particular program.

4,5 & 6. Over the past couple of years our parents have consistently chosen a free-standing ESL program. Nonetheless we continue to monitor program requests closely; if the desire for a program that we do not offer reaches the requisite level we will make that program available.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	2
SIFE	4	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	1	1	0	4	1	0	7	2	2		12
Total	1	1	0	4	1	0	7	2	2		12

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1		1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	3	3	6	12									

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.

1.

A. To service our ELL's we use a push-in model where Shilisha October, our ESL certified pedagogue, co-teaches with other teachers. Our teachers are all currently teaching within license area, and thus our ELL students are enrolled in English classes taught by English certified teachers but targeted for ELLs and other students with below standard reading and writing skills; Shelly October, a dual certified ELL and English teacher facilitates an ELL advisory where she meets with ELLs 4 times a week. In addition, Shelly October co-teaches a double credit American History course, and a double credit Science class where ELL students are programmed into her class.

In addition to the ELA Regents Examination and RCTs, and periodic assessments, we are piloting a new reading diagnostic for students as part of the admissions process. Future professional development will be designed to expose teachers to rubrics used in this assessment and to inform teachers of how to interpret results as they design literacy teaching strategies for the classroom.

B.

Our program model is block scheduling where each academic class meets four times a week. This year, we have continued to push to support ELL students in other content areas. Fall 2010, Shelly October, the ELL teacher is currently co teaching an ELL inclusion US History H5/H7 course where students meet for 360 minutes a week. In addition, she is teaching a Science inclusion course that meets for 360 minutes.

Much like the prior year, our ESL teacher has an advisory that meets for 180 minutes a week. In this class, students are focused academically on reading, writing, listening, speaking. One day is focused on strategies towards the ELA Regents.

The James Baldwin School has changed the schedule into longer blocks in the morning to provide more minutes for ELL students.

2.

All of our ELL's are provided with the mandated number of minutes of ESL services. We have 9 students that are provided with 360 minutes of ESL services a week and 3 advanced students that are provided with 180 minutes of ELA and 180 minutes of ESL services. Once students are identified, they are programmed into classes according to their proficiency level and mandated minutes. For example, if an intermediate student needs 360 minutes a week, that student will receive priority programming for a 90 minute push-in content area class which meets 4 times a week.

An advanced student receives priority programming for a push-in 50 minute content area class that meets 4 times a week. That same student also is programmed into a 50-minute English Language Arts class that meets for 50 minutes – 4 x a week.

In other words, all ELL students receive priority programming and program decisions are recommended and enforced by the ESL teacher and principal.

3. For our push-in model, the content area rotates. Currently the 2 credit push in class is the social studies class. In the next semester, the 2 credit content area for push in will be in math. In the school year 2009-2010, 1 full year was dedicated to a 2-credit push in social studies class. In the Fall of 2011, we anticipate a push-in class for the English Language Arts.

The ESL teacher is also dually licensed in English Language Arts. Therefore, in the Spring semester, the ESL teacher will coteach English in the upcoming semester

4. At the James Baldwin School, we currently have 5 designated SIFE students. All 5 of these current ELL are also at intermediate proficiency level. As a way to increase their time with the ESL teacher, each SIFE student receives more than the required 360 minutes of ESL instruction. We find extra time with the ESL teacher in content areas helps these students further their proficiency level with English. In addition, these students are programmed into classes where there are two teachers available for the remaining classes that the ESL teacher is unavailable.

Students who have 4-6 years of service are encouraged to work on their area of weakness on the NYSESLAT. According to our data, students are mostly having difficulty with reading and writing more than speaking and listening. As a result, students have more English classes to work on this area.

We use the same type of intervention for students who have more than 6 years of service. The ultimate goal is for them to be in general education. We attempt to target the weakness area and work on it.

Students who have special needs share services with the ESL teacher as well as the Special Education teacher. These students have 2 teachers in almost all of their content area classes. This is specifically designed.

Our special services team meets every week for one hour and this meeting informs recommendations made to classroom teachers working with all subgroups, as well as the collaborative curriculum planning undertaken by our three special services teachers (ESL and 2 Special Education Teachers).

We have recently purchased Rosetta Stone for English and use this program for Academic Intervention Services (AIS) for targeted students to work towards proficiency in the NYSESLAT.

B. Programming and Scheduling Information--Continued

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

5. The ESL teacher at our school has an ESL advisory. During this time, students are focused on the ELA regents and practicing reading, writing, listening and speaking. On other days, students are reading a leveled book together in groups to further help prepare students with instruction.

For their History class, students are programmed into the history class where the ESL teacher pushes in. As a result, students are prepared and trained to complete a performance based assessment task which is the equivalent of a Regents exam. The content social studies teacher and ESL teacher design a curriculum to help meet the needs of ESL students as well as provide them with the necessary skills according to high school standards. This is also true for the PBAT classes in other areas.

6. For students who are close to reaching proficiency, we target students area of weakness according to the NYSESLAT. Last Spring, we had 4 students reach proficiency level which indicates that our method of intervention is gaining success and momentum.

This year, the ESL teacher, Shelly October, continues to teach her advisory in targeted NYSESLAT areas such as reading, listening, speaking and reading. Students who have already reached proficiency but remain at our school still receive priority programming. In other words, they receive ESL support for at least 1 block with the ESL teacher, Shelly October.

7. For the 2010-2011 year, Special services is at the forefront of our school's priorities. We will ensure as we have been doing that students are receiving their appropriate mandated minutes. In addition, the ESL teacher will be more present in more of their classes so as to reinforce their progress and continue to strive for proficiency levels. A new role for the Special Service team is to lead the school in literacy professional development. Every other Monday, 2 special education teachers and the special service ESL teacher will teach staff about best practices and provide teachers with tools and resources on how to improve their lessons and support ESL students in their classroom.

8. As a push to target ELLs specifically, the ESL teacher will not teach an inclusion class in the Fall so as to be more present in ELL classes of other content areas. This shift will allow the ESL teacher to provide more than the required minutes of students and also help them with their areas of weakness and further prepare them for the NYSESLAT.

9. The James Baldwin School is a firm believer of equal opportunity. At our school, all students are invited to be a part of major clubs, teams and events. A number of ESL students are heavily involved with senior committee planning, the sailing club, the artists lounge and some have even dared to partake in mock trial.

Because our ELL population is in contact daily with Shelly October, our ESL coordinator, she personally informs students of all after school and other opportunities, and any opportunities relevant to their needs and interests.

10. The James Baldwin School has purchased the program Rosetta Stone to help reinforce English skills. We anticipate that the use of this program will strongly improve the four areas that are targeted on the NYSESLAT exam. Students are required to study this program for 50 minutes once a week with the ESL teacher to work on these skills.

We also use methods such as SIOP to help meet the needs of ESL students.

In addition, we use differentiated texts so that all kids have access to the same concepts but at different levels.

11. A. The ESL teacher has bought class sets of translation dictionaries that are used in classes. Also, there has recently been a push in content area classes for students to share their language through presentations. For example, in science, there are concept maps in science that will be in Spanish and English.

B. Curriculum, classroom libraries, books and bookshelves, are developed by departments with student native cultures and language in mind, for instance, an English course that allows student groupings according to cultural heritage and topic interest.

C. Our parent coordinator provided all mass mailings in English and Spanish. Also if ever a student's parent needs to be contacted, she contacts the parents as well and translates information to the parent/guardian in Spanish.

12. At the James Baldwin School, we have mixed grade classes to encourage student growth and learning from each other. The services provided correspond to mandated minutes rather than grade level.

13. Prior to enrollment any new ELL student meets with Shelly October, ESL coordinator, and Advisor, to assist with transition into our program. Students are targeted for Crew (guidance class) with Shelly to assure continuity during transition.

Our admissions officer, Adam King makes sure to introduce every new ELL to Shelly October to discuss the potential program model, offerings and to answer any questions. New students are also paired up with current ELLs to help smooth the transition of coming to our school.

14. All students are offered independent study opportunities for any languages not offered at the school during a given semester.

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)?

We do not provide 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.

1. There is currently only one licensed ESL teacher, Shelly October. She follows the professional development given by CFN 102 and also the professional development given to our general teaching staff.

Professional development in basic literacy instructional strategies is a major theme this year, garnering a funding allocation for a Literacy specialist consultant. In addition, every teacher new to our school is required by our partner, Expeditionary Learning Schools (ELS), to attend week-long reading and writing workshops. In addition, teachers are trained by ELS to use rubrics and standardized assessment data to inform teaching. All teachers have weekly common planning and meeting time.

In addition, our school is a Performance Based school which provides multiple opportunities to show student strength and growth. Part of our professional development has been looking into other schools to find other best practices and support for ELL students.

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In addition, our school is a Performance Based school which provides multiple opportunities to show student strength and growth. Part of our professional development has been looking into other schools to find other best practices and support for ELL students.

2. To support staff, the ESL teacher leads literacy workshops to help teachers assist ELLs from middle school to high school. Some of these workshops include teaching SIOP, reading and writing workshops and cultural differences.

During faculty meeting, we have a protocol called, "student protocol" where teachers discuss and share helpful information about new students that can range from academic challenges and weaknesses to socio-emotional well being. The ESL teacher provided helpful information to content area teachers about best practices and strategies to work with these kids.

3. Shelly October attends professional development with our Partner, ELS, and CFN 102 including site visits to other schools with ELL programs to study and learn from.

E. Parental Involvement

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

1. The primary means of communication between families and teachers is the Student Advisor system. Each student has a personal academic advisor, with whom s/he meets 4-5 periods per week. The Advisor is the primary liaison between school and parents, and ELL related communication is provided to parents through the Advisor.

All parents are provided an orientation to the school upon admission, with translation services as needed.

Since the 2007-2008 Academic year, we have had a Spanish speaking parent coordinator to our staff. The parent coordinator, Jeanette Aybar, serves as a liaison between students and teachers for teachers who are not bilingual.

2. Partners of the James Baldwin School include the LGBT Community Center, Hudson Guild social service agency, NYC Outward Bound, the Integral Yoga Center, all of whom offer direct services to students and families, on and off-site.

3. Our assessment of our families' needs is conducted through the intake process by which every student is admitted to the school; by student Advisors through weekly phone calls home, during which school-to-parent communication, parent conferences; through the consultation of ATS data.

4. Our guidance, college office, social work office and CBOs, address the needs of families on a personalized level via guidance conferences, when behavioral concerns arise. For specific grade level concerns, such as juniors preparing for the SAT, or seniors and college financial aid, we conduct group meetings of families, with translation offered.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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								

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

1. The James Baldwin School operates at the high school level, serving transfer students. During the interview process to attend our school, students meet with the ESL teacher, Shelly October and have a conversation to assess speaking proficiency. Then, students proceed to write a one page essay on the day of the interview to gauge writing proficiency and finally students are asked to read an excerpt from James Baldwin with the interview committee. We use this information as a way to holistically gauge student capacity.

2. Looking at the proficiency data, including ELA Regents, it seems that students fair relatively well with the listening and speaking modality, but seem to struggle in the reading and writing modality, although most students are at the intermediate or advanced level.

3. The literacy team which consists of two special education teachers and the ESL teachers develop targeted ways to improve reading and writing instruction in all content areas and facilitate whole-school professional development and coach and monitor the implementation in their collaborative team teaching.

4. At the James Baldwin School, we only have an ESL program. Our school has heterogenous mixed grade classes. There is essentially not a freshman, sophomore, junior, senior class. Our philosophy is that students learn from each other across grade levels and the academic progress of ELLs attests to the functionality of this model.

b. Teachers use the NYSESLAT exam as a way to inform what classes will have two teachers. In those classes, teachers are in close collaboration with the ESL teacher with regard to best practices to support these students.

c. Our school is learning that we are a supportive environment that allows students to develop naturally and intentionally at the same time. Students feel well supported and on their own time, they find their voice and are able to have multiple opportunities to practice reading, writing, listening and speaking. Ways that native language is promoted and used is in the form of some projects. Some students are able to use their native language for parts of their projects to help show understanding of a concept or content.

5. N/A

6. We evaluate the success of our program by our graduation rate as well as the progression of ELL students progress on the NYSESLAT. One intermediate student who came from out of state during the 2009-2010 academic year, has now achieved proficient status on the NYSESLAT exam. Other students have moved up in proficiency level which also helps to determine success. In addition, our school is a performance based high school. As a result, we have students presenting and defending papers in the four content areas in front of a panel. These students are performing this graduation rate successfully which makes our school recognize that our current model is working. Something we also noticed is that we need to work on grammar with students. As a result, we have included grammar instruction as a more explicit practice in our English classes. We also decided to purchase Rosetta Stone as a more intimate and individualistic way to provide students with practice in reading, writing, listening and speaking.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		