



THE WASHINGTON HEIGHTS ACADEMY  
06M366

2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 366 SCHOOL NAME: The Washington Heights Academy

SCHOOL ADDRESS: 202 Sherman Avenue

SCHOOL TELEPHONE: 212-304-3320 FAX: 212-304-3322

SCHOOL CONTACT PERSON: Crystal M. Félix-Clarke EMAIL ADDRESS: [Cfelix7@schools.nyc.gov](mailto:Cfelix7@schools.nyc.gov)

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Melissa Rice & Akbar Herndon

PRINCIPAL: Crystal Monique Félix-Clarke

UFT CHAPTER LEADER: Wendy Echavarria

PARENTS' ASSOCIATION PRESIDENT: Jeannette Matos

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 6 (CFN):: CFN 606

CFN NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Martha Madera

**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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Crystal Monique Félix-Clarke	*Principal or Designee	
Wendy Echavarria	*UFT Chapter Chairperson or Designee	
Jeannette Matos	PTA President or Designated Co-President	
Melissa Rice	Chair Person	
Akbar Ali Herndon	Chair Person	
Niki Bonheur	Teacher Member	
Katty Jimenez	Teacher Member	
Natasha Layne-Brien	Parent Representative	
Frank Barrera	Parent Representative	
Islandia Payano	Parent Representative	

(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.

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Washington Heights Academy offers a child-centered, academically rigorous program that promises personal, social and academic success for all students. Student achievement is supported through high quality classroom instruction and active family participation. The Academy embraces an educational philosophy that places relationship at the center of teaching and learning—an emphasis that is reflected at every level of the school's design.

P.S. 366: Washington Heights Academy is founded on the following core principles:

- **Relationship is at the heart of teaching and learning.** An effective learning environment places meaningful relationships—among teachers, students, families and other community members—at its center.
- **Family involvement is key to children's academic success.** Families play an essential role in their children's education and should be invited to participate meaningfully in the life of the school.
- **Children learn by doing.** Children learn by handling materials, exploring their environments, planning projects and conducting experiments. Effective teaching encourages learning through discovery.
- **Education is multi-dimensional.** A well-rounded education should include not only mastery of information and skills, but opportunities for self-expression, artistic creation, personal reflection, critical thinking and the development of social, emotional and ethical competencies.

The mission of Washington Heights Academy is to prepare its students to respond to life's challenges and opportunities with confidence and intelligence. Our aim is to provide children with learning experiences that will foster high self-esteem, academic success and responsible community participation. Through high expectations and a rich academic curriculum, we strive to raise critical thinkers and self-directed learners, and to support in students a love of learning—now and throughout their lives.

A central aspect of our school philosophy is its emphasis on social and emotional development. Parents, teachers, administrators and staff work together to create a school culture in which relationships are based on respect, collaboration and caring.

In addition to instruction aligned with Teachers College Reading and Writing curriculum and Everyday Mathematics, students receive instruction in Social Studies & Science through curricula selected to enrich instruction in these content areas, which are further supported by teacher training & planning. Students also attend Art and/or Rhythm & Movement classes for a total of 5 classes per week as part of their regular academic schedule. This year each class also has one period of Health & Fitness. There are SmartBoards, computers equipped with internet access in every classroom, and this technology is woven into instruction throughout the school day. Two ESL teachers work with students in Kindergarten through grade 5, in a combination of pull-out and push-in periods.

In the 2010/2011 school year, Washington Heights Academy moved into a new school building. The student and staff population nearly doubled. Four half-day prekindergarten classes were also added. To help with some of the challenges associated with the growth in size and the move to a new building, the school has enlisted the support of the Children First Network 606, lead by Network Leader Petrina Palazzo. Although the school had and maintains a strong relationship with its former Network, the choice to switch to a network that remained

within the cluster but contained several more similar schools given our plans to expand have only enriched the resources already available to the school. The WHA now engages in inter-visitations with its previous network schools and is in plans to visit several new and expanding schools to build upon those experiences in preparation for our application to expand into a middle school.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		Washington Heights Academy							
<b>District:</b>		6	<b>DBN:</b>		06M366	<b>School BEDS Code:</b>		310600010366	
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
Pre-K	0	0	0			94.8	TBD		
Kindergarten	22	22	22	<b>Student Stability - % of Enrollment:</b>					
Grade 1	21	21	23	<i>(As of June 30)</i>					
Grade 2	20	24	23		2007-08	2008-09	2009-10		
Grade 3	46	24	25		98.1	88.7	TBD		
Grade 4	0	42	26	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5	0	0	42	<i>(As of October 31)</i>					
Grade 6	0	0	0		2007-08	2008-09	2009-10		
Grade 7	0	0	0		60.0	44.5	68.4		
Grade 8	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 9	0	0	0	<i>(As of June 30)</i>					
Grade 10	0	0	0		2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	5	TBD		
Grade 12	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Ungraded	1	0	0	<i>(As of October 31)</i>					
Total	110	133	161		2007-08	2008-09	2009-10		
					4	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	TBD		
Number all others	8	9	9	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>					
					2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	8	11	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	26	28	36						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	1	Number of Administrators and Other Professionals	2	3	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	0.0	0.0	TBD
				% more than 5 years teaching anywhere	12.5	9.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	75.0	64.0	TBD
American Indian or Alaska Native	0.0	0.0	0.6		87.5	100.0	TBD
Black or African American	0.9	2.3	2.5				
Hispanic or Latino	72.7	75.2	80.1				
Asian or Native Hawaiian/Other Pacific Isl.	5.4	5.3	4.3				
White	20.9	16.5	11.8				
<b>Male</b>	49.1	51.1	51.6				
<b>Female</b>	50.9	48.9	48.4				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
		√		√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	3	3	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	F			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	28.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	9.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	12.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	6.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	NR						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

In the 2009-2010 school year, the WHA grade configuration was from K-5. The schools initial 2008-2009 Progress Report was an F and the school was charged with rectifying this grade while applying for expansion for an intermediate school in the same year. The WHA made the greatest letter grade gains in the city, leaping from an F to a B on its 2009-2010 progress report thanks to the tenacity of its staff. While the success in progress marked a momentous year for this school, performance still suffered in both Math and ELA after the change in cut off scores citywide. This posed the school with a new challenge. For the 2010-2011 year, the WHA's goal would be to not only sustain its progress, but supersede it by focusing on the needs of students and empowering teachers to make pivotal decisions about student assessment and curricular design that would capitalize on the momentum built by last year's gains.

### Trends in Student Performance

Upon looking closely at the disaggregated data of our 4<sup>th</sup> grade classes, we saw some salient patterns. According to our NYS Assessment Data:

- **For the NYS ELA:**
  - Our school's Level 3's & 4's dropped by 11% from 62% to 51% compared to a 27% drop citywide
  - **Noted Increase despite change in cut offs:** Level 3's & 4's in 5<sup>th</sup> grade increased from 50% to 55%
- **For the NYS MATH Assessment:**
  - Our school's Level 3's & 4's dropped by 14% from 62% to 51% compared to a 28% drop citywide.

### Major Findings

#### **I. Writing must continue to be a School Wide Focus this Year**

- A. After examining the data, we have determined that the drop in student performance in both Math & ELA continues to be linked back to underperformance on the constructed response & extended response (for ELA & Math) and the essay response (ELA). Our students' ability to write a response that answers a question completely as well as their ability to write an essay must improve considerably if we are going to maintain and increase Progress & Performance.
  - i. **Revised Curriculum Maps in Math and Literacy based on CCCS and NYS Performance Indicators:** We plan on addressing this need by building on the previous gains made by revising our curriculum maps to incorporate the NYS CCSS complimented by the present NYS performance indicators.

- ii. **Implementing 6+1 Writing Assessment School wide:** In addition we plan on refining our assessments in Writing by incorporating the 6+1 Writing Assessment school wide. This will allow us to set measurable goals and measure progress in writing in a more tangible way. This training and preparation will be conducted by administration and lead teachers.
- iii. **Professional Learning Teams take the helm on Curriculum Design & Inquiry -** Professional Learning Teams will work on assessing the data around writing in order to make instructional and curricular decisions along with administration. Teachers will continue to meet in Professional Learning Teams to plan and modify tasks and assessments to rigorously meet the needs of their children and create common assessments to gauge and monitor their progress.

**II. Oral Language, Phonics and Spelling Skills (K-2) must be reinforced in order for Reading Comprehension and Writing fluency to Increase across the grades through greater foundational skills.**

- A. After examining the data, we have determined that foundational skills in Reading and Writing need strengthening in grades K-2 in order for students to meet Common Core standards in the upper grades. We have also determined that oral language and background knowledge is lacking in grades K-2 resulting in serious gaps in students' ability to comprehend and illustrate content comprehension in the upper grades. In order to address the root of these problems, Professional Learning Teams in collaboration with administration have decided to incorporate the *Foundations* program (focusing on phonemic awareness, phonics, handwriting, and spelling) into grades K-3 and in grades 4 & 5 as a supplemental program for all students.

**III. Math Instruction Must be Aligned to the CCSS and Reinforced through targeted practice**

- A. Our staff is currently struggling with the spiral curriculum EDM and the disparate needs illustrated by our student population. Students do not seem to be getting the targeted practice they need in order to internalize and build upon math concepts sequentially by grade. This is clearly articulated and called for by the CCSS. This year, curriculum maps have been revised to reflect the CCSS and teachers have taken the liberty of aligning the curriculum to follow these sequential math concepts, clustering units together that build upon each other rather than spiraling them as encouraged in EDM.

**IV. There is still a need to increase the participation of Title I & Title III families in PTA, and other parent forums, reversing the current decline of participation and the lack of unified voice.**

- V. There is still a need to further develop a technology component to our academic program.

**Accomplishments**

- I. In the 2009-2010 school year, despite the change in cut off scores, the WHA was the #1 school citywide to move up the greatest number of letter grades – moving from an “F” last year, to a “B” this year.
- II. Noted Increase despite change in cut offs: Level 3's & 4's in 5<sup>th</sup> grade increased from 50% to 55%
- III. Professional Learning Teams take the helm on Curriculum Design & Inquiry:
  - A. Curriculum Maps revised to reflect the CCSS and complimented by the NYS Performance Indicators:
  - B. Cabinet with participating lead teachers for the first time.

**III. Rich Arts Program**

In addition to engaging and rigorous instruction, Washington Heights Academy continues to provide a rich Arts Program currently composed of two core art classes with a supplemental health and fitness program: **Visual Arts and Rhythm and Movement**.

### School Strengths

- I. **Collaborative culture supports excellence in teaching and learning.** WHA teachers and staff meet regularly for professional development, collaborative planning, peer observations and data analysis.
  - A. **Curriculum Development & Authorship by Teacher Teams**
  - B. **Planning Days & Inter visitations** – WHA continues to engage in inter-visitations with partner schools to integrate innovative ideas and share the data and curriculum with their peers. These partner school for the 2010-2011 school year are PS/IS 278, PS 189 & IS 52.
  - C. **Professional Learning Teams** – Professional Learning Teams meet weekly and focus on creating making key instructional and curricular decisions as well as common assessments to monitor and gauge student progress. These teams are comprised on two cross-grade groups: Pre-K-2 & 3-5. Teachers meet in their PLTs in once a week in addition to their collaborative planning meetings to discuss and plan ways that they can increase student progress and performance through data driven instruction.
  
- II. **Community building activities foster relationships between families, the school, and the wider community:** In addition to engaging and rigorous instruction, WHA provides multiple opportunities for our community to come together in the spirit of providing rich educational experiences for our children. Some examples of events that are unique to our school culture and environment are:
  - **Teacher-Led Parent Workshops** – Teacher-led workshops are planned and facilitated by teachers based on relevant topics (e.g., literacy, math, standardized test preparation).
  - **Curriculum Night Events** – Grade night events, sponsored by our PTA in collaboration with classroom teachers and school staff, provide an opportunity for parents to participate with their children in activities that connect to topics in the classroom curriculum.
  - **Fundraising Events** – Our PTA has raised funds to support and enrich the school's academic and arts programs through events such as events such as the WHA candy sale and this year's upcoming Carnival.

### Aids

The WHA receives steadfast support from our LLSO, CFN 606 in the form of professional development for administration and staff, and personalized support which we value greatly as a growing school.

### Possible barriers to the WHA's continuous improvement

I. **Regardless of Progress Grade Increase Middle School Expansion id Denied** – Despite the fact that WHA achieved a B on the 2009-2010 Progress Report and made the greatest increase in letter grade experienced by any school across the city (from an F to a B), we were still not approved for our expansion next year. The DOE Central Office indicated that they intend to support our school as we work together with our new network to consolidate, sustain and strengthen our academic achievement, so we can be better prepared to take on the challenge of adding middle school grades within in the next few years. This year our SLT must grapple with the difficult decision of whether or not to re apply for expansion despite the DOE's recommendation to wait until the Spring of 2012.

II. **Deep Divisions in Parent Community regarding School Leadership and the Fulfillment of the School's Original Vision** – After the denial of the middle school expansion last year and once again this year, deep divisions have arisen in our parent community regarding school leadership and the original fulfillment of the school vision. Parents have expressed what they feel is a divergence from what they express is the original vision of the school. Key issues include:

- Sentiment that there has been a lack of parental input in key school decisions and structures

- Sentiment that the original diversity that existed in the school no longer exists due to priority that is given to neighborhood families through our current enrollment policy.
- Sentiment that Middle School Expansion denial is a result of a lack of instructional leadership despite huge gains last year and impending gains this year.

These sentiments are contrasted by a larger school community that feels the school is meeting a need that has been in existence for decades in this community. These parents feel that the school leader has provided meaningful opportunities for input for all parents and that their children are thriving at the WHA. These parents also understand that it is essential for the parent community to collaborate with administration and each other in order for the school to fulfill its original vision.

These divisions continue to deepen as these parent groups compete for equal voice in a school where they share the same mission and vision. The PTA is dedicated to working with staff and school leadership to mend these divisions in the best interests of the children.

Despite these barriers, our school continues to thrive and provide our children with a rich educational experience that balances rigorous academic instruction with hands-on learning and a significant emphasis on the arts.

## 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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

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**SECTION VI: ACTION PLAN**

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 55% of students in grades 3-5 will be performing at or above grade level on the NYS ELA Assessment – Indicating a 5% increase from the 2009-2010 academic year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Every 6-8 weeks teachers will collect, record, analyze and document independent reading levels and TCWRP Assessments and 6+1 Writing Assessments for each student, class and grade.</li> <li>- Every 2-3 times a month teachers will meet and analyze student work (reading and writing) to collaborate, revisit and revise on criteria of quality and instructional strategies to be taught (September and ongoing) using the Common Core Standards.</li> <li>- Teachers will present evidence of the use of an instructional strategy to evoke an increase in students' performance and discuss the implications of their data/results every 6-8 weeks.</li> <li>- Teachers will unpack and implement the 6+1 Writing Assessment across grades K-5 to measure progress in writing and teach writing through 6+1 Traits.</li> </ul> </li>   <li>• <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- Daily, teachers utilize grade level curriculum maps designed and planned by each grade team to reflect the common core standards to guide engaging and rigorous instruction</li> <li>- Teachers will incorporate 6+1 Writing Assessment Program School wide to assessment and address writing across the school.</li> <li>- Teachers will incorporate the Foundations Program School wide</li> <li>- Teachers will collaboratively plan on grade level, rigorous engaging units based on the common core standards and infuse them with assessments that will be used to measure the effectiveness of the instructional strategies they employ to increase and sustain student performance.</li> <li>- Teachers will create common assessments in the form of rubrics for reading and writing that will serve as a tool to measure patterns in student performance</li> </ul> </li>   <li>• <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- Principal, Assistant Principal &amp; all classroom teachers</li> </ul> </li>   <li>• <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 – June 2011</li> </ul> </li> </ul>

**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.*

- **Development of Staff**
  - Staff Developers from the LLSO will provide staff with ongoing training beginning in October to ensure effective implementation and planning rooted in the common core standards [Tax Levy]
  - Utilize data to focus on professional development for teachers
  - Professional development to focus using the common core standards as a baseline for planning engaging and rigorous instruction that will lead to increased and sustained student performance[Tax Levy]
  - Professional Development will be offered in house and through inter visitation to support the implementation of 6+1 Writing Assessments, the creation of common assessments and Foundations.
  - The development and ongoing refinement of a common core standards-based curriculum maps for Literacy designed by each grade team [Tax Levy – Per Diem]
- **Use of Resources**
  - Uses of common core standard based rubrics to measure and determine student growths and instructional needs.
  - Funding for substitutes or coverage by teachers funded through [Tax Levy – Per Diem]
  - Principal purchased the 6+1 Writing Program and Foundations using Tax Levy Principal creates a schedule and plans meetings that allows for common planning time by grade level
  - Principal creates a schedule and plans meetings that allow staff to focus on the vertical alignment of instruction.
  - After school program to target the needs of students in ELA & Math . [Tax Levy – Per session]
- **Personal Leadership**
  - Administrators block time 3-5x a week to interact with teachers to formally and informally observe during ELA instruction
  - Administrators review quantitative and qualitative data and meet with lead teachers oon grade on a bi-weekly basis to identify support needed by individual teacher and grade

Subject/Area (where relevant): Math

**Annual Goal**

*Goals should be SMART – Specific, Measurable,*

By June 2011, 72% of students in grades 3-5 will be performing at or above grade level on the NYS

<p><i>Achievable, Realistic, and Time-bound.</i></p>	<p>Math Assessment – Indicating a 5% increase from the 2009-2010 academic year.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>● <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Teachers will administer, record, and analyze EDM Beginning, Mid-Year , End of Unit and End of Year assessments.</li> <li>- Teachers meet at least 2x a month to analyze student work/progress and collaborate on criteria of quality and instructional strategies to be taught</li> </ul> </li> <li>● <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- Teachers continue daily small group instruction to meet the levels, interests, and learning modalities of students in Mathematics</li> <li>- Teachers focus on and plan using the Common Core Standards for Mathematics in order to plan engaging and rigorous curriculum.</li> <li>- Teachers will finalize the revisions to their curriculum maps to reflect the infusion of the CCSS by December 2010.</li> </ul> </li> <li>● <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- Principal, Assistant Principal &amp; all classroom teachers,</li> </ul> </li> <li>● <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 – June 2011</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● <b>Development of Staff</b> <ul style="list-style-type: none"> <li>- Principal &amp; LLSO will provide ongoing staff development to support staff and lead teachers in infusing the CSS into their revised curriculum map to ensure effective implementation.</li> <li>- Coach from LLSO provides staff with on-going training beginning in September/October to ensure effective implementation [Tax Levy]</li> <li>- Utilize data and inquiry results to focus and customize professional development for teachers that will reap results in increased student performance.</li> <li>- Create a data-informed professional development plan by teacher, grade, and school</li> <li>- Professional development to focus on using the common core standards as a baseline to plan authentic, engaging and rigorous curriculum [Tax Levy]</li> <li>- Principal and LLSO will provide professional development to focus on using the CCSS as a baseline to plan authentic, engaging and rigorous curriculum [Tax Levy]</li> </ul> </li> <li>● <b>Use of Resources</b> <ul style="list-style-type: none"> <li>- Funding for substitutes or coverage by teachers funded through Tax Levy and Title I</li> <li>- Administrators create a schedule that allows for common planning time by grade level</li> <li>- Administrators create a schedule and plan meetings that allow for common planning time to focus on the vertical and horizontal alignment.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Articulation across grades for instructional strategies through inquiry presentations across grade bands and school wide.</li> <li>- After school program to target the needs of students in ELA &amp; Math . [Tax Levy – Per session]</li> <li>• <b>Personal Leadership</b></li> <li>- Administrators block time 3-5x a week to interact with students and to formally and informally observe teaching and learning during Math instruction</li> <li>- Administrators review quantitative and qualitative data and meet with coach on a periodic basis to identify support needed by individual teacher and grade</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student Data (EDM Assessments) reflect student progress throughout the year</li> <li>• Agendas, sign-in sheets, and observations for evidence of professional development and implementation based on teacher, grade, and school data.</li> <li>• Teacher observation/anecdotal to identify strengths and weaknesses and formulate instructional plans.</li> <li>• Grade specific common planning time embedded in school program</li> <li>• Projected gain is for a consistently increasing number of students performing at or above grade expectations in EDM assessments and the NYS Mathematics Assessment in May 2011.</li> </ul>

Subject/Area (where relevant): Professional Learning Teams

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of grade K-5 classroom teachers will participate in grade wide Professional Learning Teams utilizing an inquiry instructional approaches to improve academic performance of a targeted populations.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>● <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Teachers collect, record, analyze, and document all student work relating to inquiry question.</li> <li>- PLTs meet with principal, assistant principal, related curriculum coaches, and data coach once a month to review data</li> </ul> </li> <li>● <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- Teachers will be organized into grade specific PLTs and larger grade bands (Pre-K-2 &amp; 3-5) to promote continuity across the grades that is aligned with the common core standards.</li> <li>- PLTs will formulate an inquiry based instructional question which targets a specific group of students.</li> <li>- PLTs will meet 2-3 times a month to review, reflect, and revise ongoing inquiry</li> <li>- PLTs will share their work, progress and learnings at least once a month school wide to ensure vertical alignment of instructional goals and progress.</li> </ul> </li> <li>● <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- All classroom teachers, related service teachers, principal and assistant principal</li> </ul> </li> <li>● <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 – June 2011</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>● <b>Use of Resources</b> <ul style="list-style-type: none"> <li>- Funding for substitutes or coverage by teachers funded through Tax Levy and Title I</li> <li>- Administrators create a schedule that allows for common planning time by grade level</li> <li>- Administrators create a schedule that allows for common planning time to focus on the vertical and horizontal alignment.</li> <li>- Use of SBO to use 37 ½ minutes once a week on Thursdays for PLT planning time.</li> </ul> </li> <li>● <b>Personal Leadership</b> <ul style="list-style-type: none"> <li>- Administrators will block time monthly to meet with teachers/ PLTs and to formally and informally discuss PLT's progress.</li> </ul> </li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Review of targeted students' work/assessment on a bi-weekly basis.
- Agendas, sign-in sheets, and observations for evidence of PLT meetings.
- Teacher observation/anecdotal of targeted students through the lens of the inquiry question.
- Grade specific common planning time embedded in school program
- Projected gain is for each grade level PLT to meet its targeted goal as measured by collected data.

Subject/Area (where relevant): Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Parental Involvement will increase and become more student centered by way of the following structures:</p> <ul style="list-style-type: none"> <li>• Increased average parental attendance by 20% (7-10 more parents on the average) at monthly PTA meetings</li> <li>• Average parental/family involvement of at least 50% of grade wide families at Open Classroom (introduced this year for the 1<sup>st</sup> time)</li> <li>• Average family involvement of at least 75% of grade wide families Grade Curriculum Night.</li> <li>• There will be a targeted focus on engaging Title I and Title III families in the planning, organizing and attendance of school events.</li> <li>• There will be a targeted focus on sharing the mission and vision of the WHA so that there is a shared understanding and coherence throughout the school.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Use of Data</b> <ul style="list-style-type: none"> <li>- Sign in sheets for events.</li> </ul> </li> <li>• <b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>- Teachers in their grade teams will plan and organize in collaboration with parents &amp; administration for open classroom and curriculum night ensuring vertical alignment of instructional goals and progress.</li> </ul> </li> <li>• <b>Responsible Staff Members</b> <ul style="list-style-type: none"> <li>- All classroom teachers, PTA Executive Board and parent volunteers.</li> </ul> </li> <li>• <b>Implementation Timeline</b> <ul style="list-style-type: none"> <li>- September 2010 – June 2011</li> </ul> </li> </ul>

## 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)

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	5	5	N/A	N/A	2			
1	12	12	N/A	N/A				
2	9	9	N/A	N/A				
3	9	9	9	9	1			
4	18	18	18	18	2			
5	8	8	8	8				
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b> Recipe for Reading Words Their Way Internet ELA games Foundations 6+1 Traits	<ul style="list-style-type: none"> <li>• Small group instruction is provided to students who may be at risk. We currently use Words their Way, Recipe for Reading, Foundations Phonics System, Harcourt ELA Internet games as well as the Scholastic Fiction and Non-Fiction Guided Reading Program are incorporated during the school day throughout the grades.</li> </ul>
<b>Mathematics:</b> Everyday Math Games Math Steps Internet Math Games Math Manipulative	<ul style="list-style-type: none"> <li>• Small group instruction is provided to students who may be at risk. We currently use Math Steps, Math Games, Harcourt Internet Math games, as well as teacher made material.</li> <li>• Small group instruction and test prep from prior years are used.</li> </ul>
<b>Science:</b> Classroom Teachers Harcourt Math Program Foss	<ul style="list-style-type: none"> <li>• Small group instruction is provided to students who may be at risk during the school day. Small group instruction and test prep from prior years are used. We use the Harcourt Science program with a focus on intervention practices.</li> </ul>
<b>Social Studies:</b> Classroom Teachers Harcourt- Social Studies online games NYC Core Library United Streaming	<ul style="list-style-type: none"> <li>• Small group instruction is provided to students who may be at risk during the school day. Small group instruction and test prep from prior years are used. We use the Harcourt Science program with a focus on intervention practices.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor/Social Worker:</b>	<ul style="list-style-type: none"> <li>• Services are provided during the school day.</li> <li>• Counseling techniques and strategies are implemented during the school day.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Crisis intervention is provided in large groups or individually to students during the school day.</li> </ul>

<p>At-risk Services Provided by the Social Worker:</p>	<p>Crisis intervention are provided as needed:</p> <ul style="list-style-type: none"> <li>• Behavior Intervention Plan</li> <li>• At-Risk counseling</li> <li>• Consultation with school staff.</li> <li>• Parents are kept abreast regarding their children's need.</li> <li>• Ongoing Meetings with school staff.</li> </ul>
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> <li>• School nurse monitors the 504 process of our 504 students.</li> <li>• School nurse is available as needed during the school day.</li> </ul>

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) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

Grade Level(s) K-5                      Number of Students to be Served: 71 LEP 240 Non-LEP

Number of Teachers 2                      Other Staff (Specify) Title III Program Supervisor

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School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

**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.

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P.S. 366: Washington Heights Academy  
ESL Push-In/Pull-Out Program Description

Push-In/Pull-Out ESL

At WHA we have a total of 71 ELLs enrolled in our ESL Program. Our school utilizes the Push-In/Pull-Out model on a daily basis. Push-In Pull-Out services are a result of close collaborative planning between each individual classroom teacher and the certified ESL teachers of grades K-5. Service is provided in accordance with their needs, based on new students' LAB scores and continuing students' most recent NYSESLAT result, students receive the mandated number of minutes through a combination of Push-In and Pull-Out instructions. Beginners and Intermediate level students receive a minimum of 360 minutes of the ESL a week and Advanced level students receive a minimum of 180 minutes a week. The ESL teachers' plan should mirror those of the classroom teacher, and should be infused with meaningful, rigorous ESL strategies that support the students' learning in their natural classroom environment. This Push-In/Pull-Out instruction should derive not only from our ESL teachers' knowledge and baseline observation of her students, but also from her formal and informal assessment (running

records/guided reading, 6+1 Traits of Writing, F&P benchmark assessments, conference notes, end-of-unit tests) as well as the current curricular focus in the classroom.

**Content-Based Instruction:** ESL Push-In/Pull-Out instruction is provided across all content areas. Based on the needs assessment from the school's Comprehensive Education Plan (CEP), this year's focus will be on writing – specifically non-fiction, with an emphasis on Social Studies & Science. To support this initiative school-wide, we have purchased full curricular programs in Social Studies & Science as well as supplemental ESL Support Programs that mirror these curricula. In addition to these supplemental curricula, leveled readers, a non-fiction guided reading program to support differentiation for targeted instruction in small groups.

**Project- & Product-Based Unit Planning (4-6 week unit cycles):** Most WHA teachers have been trained in Understanding by Design Unit Planning. The expectation school-wide is for teachers to use the Common Core Standards to plan for instruction that is engaging, enduring, experiential and product-based. Our ESL teachers are expected to use the materials provided to plan units that incorporate these core ESL elements. In addition, the ESL teachers are expected to maximize the Collaborative Planning Periods assigned to them and their colleagues to plan, in order to ensure continuity and cohesiveness between the instruction that ELLs receive from the classroom teacher and the ESL teachers.

Each instructional unit should culminate in a tangible end product for all students. Student projects should be measured according to NYS Common Core Standards/NYS Performance Indicators for Math, Science, Social Studies, ELA and ESL. Rubrics are used to assess end of unit products. Students' work should receive "grow & glow" comments as is custom in our school. Culminating Unit products which incorporate ESL instructional strategies and how they are manifested through student work should be displayed on a bulletin board in the ESL classrooms and permanently stored in each student's ESL Portfolio to illustrate their progress.

**Whole Group Instruction:** Given that this ESL Push-In/Pull-Out model is derived from the Collaborative Team Teaching model, teachers are expected to partner in order to co-facilitate the learning in the classroom based on the learning needs and attributes of their students. During ESL Push-In time, the class may be led by either the ESL or the Classroom teacher, depending on the instructional focus and collaborative plan for that day. During Pull-Out the Class is led by the ESL teachers.

**Small Flexible Grouping:** Smaller groups will be created within the class according to a variety of data including but not limited to: observation, proficiency, the students' most recent Lab-R, NYSESLAT and TCWRP/F&P Reading Data/Levels, Baseline Writing Assessments and cross content data in Math, Social Studies & Science, to ensure that ELL students receive instruction at the appropriate levels in all content areas.

### Differentiated Instruction

**Differentiated Activities & Products:** Activities and products may be differentiated based on: Assessments, students' learning styles, or the Language proficiency level of the students. Differentiated activities and products should be clearly linked back to a shared teaching point for that lesson.

**Differentiated Teaching Points:** When a teacher and learning community are ready for a deeper level of differentiation, you may find that teachers begin to differentiate their teaching points. It is important to keep in mind that while it is completely plausible and practical to incorporate more than one teaching point into a lesson, it is imperative that the purpose and strategy behind those teaching points are carefully thought out and executed. It is equally imperative that multiple teaching points taught in the same lesson have a direct correlation to an overarching understanding for the respective unit. Finally, students should be able to exhibit and illustrate their understanding of the teaching point they are currently learning, which ties into the overarching understanding/s of the unit.

In order to provide extra support to our ELL students, we have planned an after school program, which will be funded by the Title III grant.

**“Shoot for the Stars” After School Program**

The focus for this program will be test preparation for the ELA/NYSESLAT. The program will be serving ELL students in grades 3, 4, and 5, which is a total of 27 students. There will be three classes scheduled to meet three days a week (Monday, Tuesday, and Wednesday) from 3:05-4:05 pm. Each class will be instructed by a certified bilingual /ESL/Common teacher. The program will last for a total of eight weeks. The “Shoot for the Stars” after school program will run from March 2011 until May 2011, which will total to 31- 1 hour sessions. In addition, one day in the week will be devoted for professional development and planning for the program. The program will be supervised by the Assistant Principal/ESL Coordinator of our school.

Materials: Attanasio and Associates- Getting Ready for the NYSESLAT and Beyond

**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.

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Our Staff is presently supported by our Knowledge Management Team CFN 606 in order to receive staff wide and individualized support in their respected areas of need. Our ESL teachers have attended professional development workshops presented by our CFN 606.

**Professional Developments Goals:**

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- ELL compliance and documentation
  - Identify scaffolding activities to support the development of academic language and access to rigorous content
  - The impact of Common Core Standards on instruction for ELL
- 

**Timelines:**

December 8, 2010  
January 10, 2011  
February 15, 2011  
March 23, 2011

**Target Audience:**

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- ESL Coordinators
  - ESL Teachers
  - Administrators
-

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In addition, in-house professional development sessions for teachers of English Language Learners will be provided throughout the year

**Target Audience:**

- 
- ESL Coordinators
  - ESL Teachers
  - Administrators
  - Classroom Teachers
- 

**Topics to be covered:**

- 
- Understanding the NYSESLAT scores and how it will affect planning for instruction
  - Understanding the various strands of the NYSESLAT, and how it affects planning
  - Effective ESL strategies that help support the ELLs
  - Implementing ESL strategies in content areas
  - Ways to Scaffold Instruction for English Language Learners
  - Examine exemplars of the NESESLAT to inform instruction towards preparation for the exam
- 

**Parents and Community Participation**

In order to support our 71 ELL students, our school conducts the following activities to promote parental and community involvement:

- ELL Parents are invited to end of unit publishing celebrations, as well as to accompany their children on trips arranged by classroom teachers.
- Community Coordinator and ESL teachers make every effort for maintaining communication with parents or guardians of ELLs. Communications are maintained through phone calls, one-on-one meetings, orientation meetings, parent-teacher conferences, informal meetings, parent newsletters, weekly recreational parent meeting (Cafecito Fridays), and/or informal packets.
- The ESL teachers conduct orientations for new ELLs in which parents or guardians are informed of the different ELL programs available for ELLs, and programs available at the school. In addition, during these orientations parents receive informational material about ELL programs in their home language and have the opportunity to ask questions pertaining ELL services.
- ESL teachers maintain contact with parents as needed. One of the ESL teachers is fluent in Spanish and is able to reach out and maintain communication with parents of ELLs.

- Throughout the year, each grade is responsible for conducting open classroom visits where parents are invited to observe a lesson taught by the classroom teacher. In addition, a three hours Curriculum Night event is scheduled where students and parents meet to celebrate a specific curriculum. Parents are involved in the planning process of this event. This also provides parents with the opportunity of being part of their children's learning. Translation is available by in-house staffs, who are speakers of languages other than English.

Form TIII – A (1)(b)

School: P.S. 366 WHA \_\_\_\_\_ BEDS Code: 310600010366

Title III LEP Program  
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$9,763.60	<ul style="list-style-type: none"> <li>• 72 hours of per session at our school will be designated for our ESL and general education teachers to support our ELL population (beginners and intermediates) through after school programs.</li> </ul> <p><u>Title III ELL After school for grades K-5</u></p> <p>3 Teachers x 4 hours x 14 weeks @ \$43.47 = \$7,302.96            1 Supervisor x 4 hours x 14 weeks @ 43.94 = 2,460.64</p> <p>Total \$9,763.60</p>
Purchased services <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	N/A	
Supplies and materials <ul style="list-style-type: none"> <li>- Must be supplemental.</li> </ul>	\$2,446.80	<ul style="list-style-type: none"> <li>• Attanasio and Associates- Getting Ready for the NYSESLAT and Beyond will be purchased.</li> </ul>

<ul style="list-style-type: none"> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)	N/A	
Travel		
Other		
<b>TOTAL</b>	\$15,000.00	

## APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.
  - A. Students new to the NYC public school system complete the Home Language Identification Survey to determine home language.
  - B. We interview the parents and students and determine if the child speaks another language.
  - C. ATS reports determine the number of years a student has been serviced as well as language proficiency level.
  - D. Based on the survey and interview language translations needs are determined.
  
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.
  - A. We have found that we need to translate in Spanish, Chinese, Japanese, Russian, Hindi, and Arabic based on the HLIS, blue cards as well as parent and child interview.

#### **Part B: Strategies and Activities**

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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.
  - A. Utilize the DOE translations services unit.
  - B. Our Community Associate is fluent in English/Spanish and translates letters, school flyers and communications for our school.
  - C. We survey parents and staff in order to determine translation availability in our school.
  
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.
  - A. Utilize the DOE translations services unit.
  - B. Our Community Associate is fluent in English/Spanish and translates letters, school flyers and communications for our school.
  - C. We survey parents and staff in order to determine translation availability in our school.

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>.
- A. Post signs around the school in various languages.
- B. Translations are provided via our staff and parent volunteers.
- C. Translations will be provided through the DOE translations services unit.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	+		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year:   14
9. If the percentage of high quality teachers during 2010-2011 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.
  - A. Teachers will continue to further their studies to meet the High-Qualified Teacher’s Criteria.

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

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

*Explanation:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore The Washington Heights Academy - 06M366, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Washington Heights Academy - 06M366 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Washington Heights Academy - 06M366 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and the decision making process in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Washington Heights Academy - 06M366 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

The WHA Mission is to prepare its students to respond to life's challenges and opportunities with confidence and intelligence. We believe that parents that are truly committed to fulfilling this mission in collaboration with our staff have the following qualities:

1. **Commitment** - Parents & Families who are committed to working with and supporting staff and administration to help fulfill a mission and vision. This includes sharing and contributing to ideas in any way they can and working through issues and misunderstandings in a respectful manner if they arise.
2. **Communication** - Parents & Families who are willing to work with and support staff and administration by maintaining open and sincere communication. This includes sharing ideas, providing feedback and sharing possible concerns along with proposed solutions.
3. **Relationship** – Parents and families that understand that true relationships require a commitment to work through issues and are pivotal to the success of our school. The only way we can provide your child with the best instruction and social emotional support possible is through our relationship with the child and his/her family.

The WHA offers the following for your child:

**Teaching the Whole Child** – Our staff is committed to working with you to understand their social-emotional and academic needs.

**Rigor** – Your child will be challenged in our school. Expectations and gains in our school are high and it takes work from our entire community to achieve and sustain this success year to year.

**Experiential Learning** – Our staff and community are committed to a balance between traditional instruction that is proven to increase and sustain student performance and a hands on approach that prepares them to incorporate their learning into the real world.

**Expanding to Pre-K-8** – Our school's original vision has always been to grow into a Pre-K-8 configuration. In the 2010-2011 year, our school will be applying for Middle School Expansion to help realize this vision.

In developing the Washington Heights Academy - 06M366 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Washington Heights Academy - 06M366 will:

1. actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
3. ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
4. 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;
5. Parent Coordinator (or a dedicated staff person) will address parent concerns and issues regarding their child, their child's teacher and/or school administration. He or She will also follow up, document and report all issues and concerns to any or all school based support team, teachers and/or administration to assist in addressing these issues and concerns.
6. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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);
7. conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
8. provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

9. host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year 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 and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
10. schedule additional parent meetings (e.g., quarterly 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;
11. translate all critical school documents and provide interpretation during meetings and events as needed; and
12. conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Washington Heights Academy - 06M366 will further encourage school-level parental involvement by:

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Open School Week and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
4. supporting or hosting OFEA District Family Day events;
5. Establishing a Parent Resource Center or lending library; instructional materials for parents.
6. *Hosting events such as curriculum nights and open school nights to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
7. encouraging more parents to become trained school volunteers;
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
9. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

10. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

*Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

## Section II: School-Parent Compact

Washington Heights Academy - 06M366, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Washington Heights Academy - 06M366 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 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 and Assessments. 5

### School Responsibilities:

1. Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
2. using academic learning time efficiently;
3. respecting cultural, racial and ethnic differences;
4. implementing a curriculum aligned to State Standards;

5. offering high quality instruction in all content areas; and
6. providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

1. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
2. convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
3. arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
4. respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
5. providing 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;
6. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
7. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
8. ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

1. Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
2. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

3. arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
4. planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. 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);
3. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
4. supporting parental involvement activities as requested by parents; and
5. ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
6. advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

1. monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
2. ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
3. check and assist my child in completing homework tasks, when necessary;

4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education. I will also:
10. communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
14. take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
15. share responsibility for the improved academic achievement of my child;

Student Responsibilities:

1. attend school regularly and arrive on time;
2. complete my homework and submit all assignments on time;

3. follow the school rules and be responsible for my actions;
4. show respect for myself, other people and property;
5. try to resolve disagreements or conflicts peacefully; and
6. always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**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.

- I. 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.

#### Needs Assessment

- Our High Performing ELLs are losing ground on the ELA & Math Assessments due to **2 main areas of need:**
  - Lack of Comprehension of Higher order thinking questions
  - Inability to effectively respond to questions in writing on the constructed response and writing portions of both tests/
- **The importance of Differentiation.:** Our ELLs are a diverse group that illustrates the need for differentiation in order to effectively address their needs.
- **A Focus on Writing:** Writing must be an area of focus school wide – particularly for our ELLs. The further they ascend up the grades, the more difficulty they are illustrating with their ability to not only answer questions effectively through writing, but their ability to effectively communicate and express themselves through writing as well.

- **The importance of and inclusive ESL model.:** Our ELLS are receiving curriculum across the board in fragments due to the pull out program. Having an inclusive program that calls for a collaborative team teaching/planning approach will ensure that our ELLs are getting the support and instruction they need to meet the NYS Standards.
2. Schoolwide reform strategies that:
    - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - Are consistent with and are designed to implement State and local improvement, if any.

The School wide reform strategies that our Title I funds fully funded are described in detail in our ESL Program Description in Appendix 2

In addition to this program

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: \_\_\_\_\_ SURR<sup>1</sup> Phase/Group (If applicable): \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools Identified for Improvement**

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

SURR Area(s) of Identification: \_\_\_\_\_

SURR Group/Phase: \_\_\_\_\_ Year of Identification: \_\_\_\_\_ Deadline Year: \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Directions:**

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

**Supporting Students in Temporary Housing (STH)**

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

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

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Washington Heights Academy						
<b>District:</b>	6	<b>DBN:</b>	06M36	<b>School</b>		310600010366	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9		Ungrade
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	72			94.8	95.3
Kindergarten	22	22	43	<b>Student Stability - % of Enrollment:</b>			
Grade 1	21	23	42	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	24	23	34		98.1	88.7	99.4
Grade 3	24	25	38	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	42	26	47	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	42	32		60.0	68.4	65.2
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		0	5	4
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		4	0	0
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	133	161	308				
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	3	9
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	0	1	3
Number all others	9	9	23	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD				
# receiving ESL services only	28	36	TBD	Number of Teachers	8	11	12
# ELLs with IEPs	0	1	TBD	Number of Administrators and Other Professionals	2	3	3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	3	4	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	90.0
				% more than 2 years teaching in this school	0.0	0.0	50.0
				% more than 5 years teaching anywhere	12.5	9.1	16.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	64.0	66.7
American Indian or Alaska Native	0.0	0.6	0.3	% core classes taught by "highly qualified" teachers	87.5	100.0	95.2
Black or African American	2.3	2.5	3.6				
Hispanic or Latino	75.2	80.1	85.4				
Asian or Native Hawaiian/Other Pacific	5.3	4.3	2.9				
White	16.5	11.8	7.8				
<b>Male</b>	51.1	51.6	47.4				
<b>Female</b>	48.9	48.4	52.6				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				P	
<b>Overall Score:</b>	42.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data				P	
School Environment:	7.6	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				P	
Student Progress:	25.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**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 <b>CFN 606</b>	District <b>06</b>	School Number <b>366</b>	School Name <b>P.S. 366 WHA</b>
Principal <b>Crystal Felix-Clarke</b>		Assistant Principal <b>Mercedes Diaz</b>	
Coach <b>None</b>		Coach <b>None</b>	
Teacher/Subject Area <b>Lynne Herndon</b>		Guidance Counselor <b>None</b>	
Teacher/Subject Area <b>Elsie Arias</b>		Parent <b>Jeannette Matos</b>	
Teacher/Subject Area <b>Katty Jimenez</b>		Parent Coordinator <b>None</b>	
Related Service Provider <b>SETTS Gloria Espinal</b>		Other <input type="checkbox"/> <b>AlexandraUlloa-CA</b>	
Network Leader <b>Petrina Palazzo</b>		Other <input type="checkbox"/> <b>Heidi Ruedas-CA</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>235</b>	Total Number of ELLs	<b>71</b>	ELLs as Share of Total Student Population (%)	<b>30.21%</b>
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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.

Paste response to questions 1-6 here Part II: ELL Identification Process

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

1. When parents come to register their children at PS 366, they are interviewed by the school secretary, community associates, or member of administrative staff, and the Home Language Identification Survey is administered in order to determine the child's home language(s). After reviewing all registration materials, the Assistant Principal and ESL teachers look closely at the HLIS and, according to the responses on the survey, determine if the child speaks another language. If the child is identified as speaking a home language other than English, a LAB test is administered during the first 2 weeks of school. The ESL teachers, along with administration, review individual LAB scores for new students, as well as REXH and the RLAT reports for continuing students, to determine a placement in the bilingual program most appropriate to each child's age, grade and English proficiency level.

2. During registration, program options are explained to parents, who have also attended general information sessions before applying to the school. If the parent registers a child who qualifies for bilingual services, these parents are then sent an invitation letter for an information session about the bilingual programs offered at our school, as well as at other NYC public schools. They watch a video, discuss the programs and then select a bilingual program for their child. All parent correspondence is translated into the parents' native languages, and meetings are conducted in both Spanish and English

3, 4: Entitlement Letters, Parent Surveys and Program Selection Forms are distributed and explained to parents at the bilingual information sessions described above. Most parents fill out and return the forms on the same day of the meeting. Parents who are unable to attend the meeting are scheduled for appointments to view the informational video and to discuss the bilingual programs offered at our school, as well as at other NYC public schools. They then fill out and return the forms. Consistent follow-up ensures that all parents receive the required information, make a program selection, and sign the forms.

5, 6: Because PS 366 is a school of choice, to which families apply through a lottery process that includes a general information session, families are aware prior to registration that our school uses a Push-in/Pull-out model of ESL instruction. For this reason, the vast majority of parents whose children are accepted to PS 366 express a preference for the ESL Push-in/Pull-out model and therefore select this model of bilingual instruction on their Program Selection Forms.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	71	<b>Newcomers (ELLs receiving service 0-3 years)</b>	59	<b>Special Education</b>	5
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	12	<b>Long-Term (completed 6 years)</b>	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0			0			0			0
<b>Dual Language</b>	0			0			0			0
<b>ESL</b>	59			12			0			71
<b>Total</b>	59	0	0	12	0	0	0	0	0	71

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	19	16	9	10	12	4								70
Chinese	0	0	0	0	0	0								0
Russian	1	0	0	0	0	0								1
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								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
Other														0
<b>TOTAL</b>	20	16	9	10	12	4	0	0	0	0	0	0	0	71

**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	0	0	0	0	0	0	0	0	0	0							0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

**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	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0

## 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
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4

Programming and Scheduling Information:

1. Our school has two ESL teachers, one who focuses on Kindergarten to Grade 2 and another who works primarily with Grades 3 to 5. Both ESL teachers work closely with the general classroom teachers across grade levels and content areas to plan curriculum, and to tailor instruction to meet the needs of the ELLs in each class.

a,b: Our school uses a combination of Push-In Instruction, Pull-Out Instruction and Small Flexible Groupings to ensure that the needs of ELLs at various proficiency levels are addressed.

Push-in services transpire inside the classroom with students of heterogeneous proficiency levels, and are a result of close collaborative planning between each individual classroom teacher and the ESL teacher assigned to each grade level. The ESL teachers' plans mirror those of the classroom teachers, and are infused with meaningful, rigorous ESL strategies that support the students' learning in their natural classroom environment. This Push-In instruction derives not only from our ESL teachers' knowledge and baseline observations of students, but also from formal and informal assessments (LAB and NYSESLAT data, Running Records, TCRWP benchmark assessments, conference notes,

and end-of-unit tests.)

**Pull-Out Instruction:** When these assessments indicate a need for targeted Pull-Out instruction, students are placed in ESL Pull-Out groups according to grade and proficiency levels. Each ESL Pull-Out group contains 10 or fewer children. These selections and groupings are based on the students' most recent LAB-R and NYSESLAT data, as well as the formative assessment tools noted above.

**Small Flexible Grouping:** Smaller groups are created, both within the general education classroom and within ESL Pull-Out groups according to proficiency levels in order to ensure that students receive appropriately targeted instruction. These groupings are based on the students' most recent LAB, NYSESLAT and TCWRP/F&P Reading Data. These groups are subject to change throughout the year in response to ongoing formal and informal assessments.

2. Based on new students' LAB scores and continuing students' most recent NYSESLAT results, students receive the mandated number of minutes through a combination of push-in and pull-out instruction. Beginners and Intermediate level students receive a minimum of 360 minutes of ESL a week and Advanced level students receive a minimum of 180 minutes a week.
3. Our ESL teachers work closely with the general classroom teachers across grade levels and content areas to plan curriculum, and to tailor instruction to meet the needs of the ELLs in each class. All content-area instruction is delivered in English, in keeping with the ESL model. While ELLs are expected to master the same academic content, concepts and skills as their English-proficient peers, this content may be delivered using different methods: e.g., instructional scaffolds such as direct modeling, additional schema-building, vocabulary previewing and reinforcement, graphic organizers, small-group instruction, and one-on-one assistance as needed.
4. Our ELLs are continuously engaged in a standard based academic curriculum comparable to that of their English-proficient peers. Differentiated instruction is delivered within the context of the general curriculum, based on the results of ongoing assessments of students' proficiency levels, knowledge bases, mastery of specific skills, and learning styles. Differentiated activities are clearly linked back to a shared teaching. Our educational program for ELLs is infused by academic rigor, which challenges students in all content areas, using ESL methodologies that allows them to learn alongside English-proficient peers. All teachers receive professional development to support their work with ELLs. Support specialists from our Learning Support Organization also support our teachers in the development of best practices for ELLs. Additional academic intervention services are provided through our Extended Day program as well as After School sessions.
  - a. SIFE: We presently have no SIFE students.
  - b. Newcomers less than 3 years: We provide the required number of minutes for students to develop proficiency in their second language and assist them in the development of skills and behaviors needed to acquire linguistic proficiency. Students are also supported in the development of academic confidence and self-esteem that will help them meet or exceed NYC and NYS standards.
  - c. ELLs receiving services from 4-6 years: ELLs who have received ESL instruction for more than four year are monitored closely for linguistic and academic competency, and continue to receive rigorous, content-rich instruction that will allow them to succeed alongside their English-proficient peers.
  - d. Long term ELLs: We currently have no Long-term ELLs.
  - e. ELLs with Special Needs: ELLs with Special Needs are provided with the above mentioned services as well as any modifications prescribed by their Individual Educational Plans.

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week



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

5. **Intervention Programs:** Targeted small group instruction is provided to students who may be at risk. Literacy programs such as Words their Way, Recipe for Reading, Wilson Reading System, Harcourt ELA Internet games and the Scholastic Fiction and Non-Fiction Guided Reading Program are incorporated during Extended Morning and After School sessions, as well as during the school day. For Math intervention, we currently use Math Steps, Math Games, Aim Higher!, and Harcourt Internet Math games, as well as teacher-created materials designed to target specific areas of need.

6. In addition to providing mandated services for current ELLs, our ESL teachers continue to monitor the progress of ELLs who have reached proficiency on the NYESLAT, and work with teachers to provide continuing transitional support. These supports may include instructional scaffolds such as direct modeling, additional schema-building, vocabulary previewing and reinforcement, graphic organizers, small-group instruction, and one-on-one assistance as needed.

7. In the upcoming year, we plan to focus on providing additional professional development in ESL methodologies for all classroom teachers, to better support their content-area work with ELLs.

8. No programs will be discontinued.

9. Our ELLs are offered equal access to all the programs offered to students in the general population, including Extended Morning and After School Support sessions.

10. ESL teachers, as well as general education teachers, have access to a range of ESL materials, including Harcourt "Success for English Language Learners" texts designed to support school-wide Science and Social Studies curricula. Like their mainstream peers, ELLs have access to classroom computers, which teachers use to deliver targeted instruction and assessments based on students' observed learning needs.

11. not applicable

12. not applicable

13/14. As a small school with a limited budget, we have been unable to schedule special activities outside of the regular school year, but hope to develop such programs in the future as our school grows.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here  
 Schools with Dual Language: N/A

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and Support for School Staff:

1: Customized & Differentiated Professional Development: This year, our staff has been supported by the Knowledge Management Team of our C6 in order to receive staff wide and individualized support in their respective areas of need. Our staff was assessed through their students' data, Teacher Development Plans and Individual Needs Assessments in order to plan customized professional development that is differentiated to meet the needs of our staff.

2: This year, we will graduate our second cohort of fifth grade students. Our Assistant Principal, Community Assistants have closely with parents of ELLs to navigate our district's Middle School Choice process, and to help each family find the most appropriate middle school placement for their child. Support was provided through meetings, one-on-one conferences, and visits to local middle schools.

3. In addition to in-house professional development, our ESL teachers have attended professional development workshops presented by our Learning Support Organization(C6). Learning from these trainings are turn-keyed to fellow staff members during Collaborative Planning Periods, Professional Learning Team meetings, and monthly Staff Development sessions.

### E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement:

Regular community building activities foster ongoing relationships among the school and families, including parents of ELLs. Our school community provides multiple opportunities for children, families and staff to come together in the spirit of providing rich educational experiences for our children. Some examples of events that enhance our school culture include Open School Nights, Parent-Teacher Conferences, Class Meetings, and Curriculum Nights. Our Community Assistants and other school staff perform targeted outreach to parents of ELLs to encourage participation at all school events. When our school grows to full capacity and can budget for a full-time Parent Coordinator, we will be better able to provide additional outreach and support for parents of ELLs.

# 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)	15	7	0	1	0	0								23
Intermediate(I)	0	5	7	5	2	1								20
Advanced (A)	5	4	2	4	10	3								28
Total	20	16	9	10	12	4	0	0	0	0	0	0	0	71

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	5	2	0	9
5	1	2	1	0	4
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		0		0		0		0
4	1		4		3		1		9
5	0		3		1		0		4
6									0

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

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

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

After reviewing and analyzing the assessment data, answer the following:

1,2: Our K-5 teachers use the TCRWP and Fountas and Pinnel assessments to assess the early literacy skills of ELLs. The assessment provides information about our students that complements and augments the data provided by LAB and NYSESLAT tests. TCRWP provides benchmarks for reading levels, concepts of print with implications for instruction, letter and sound identification with implications for instruction, word identification, spelling, reading assessment, as well as Reading Fluency. Teachers use this information to provide targeted, differentiated instruction for students. Periodic Assessments are also used to evaluate students.

3. Teachers look closely at the NYSESLAT modalities, which are aligned to state standards, and incorporate each modality according to student needs in the course of regular classroom instruction, as well as through targeted push-in and pull-out instruction.

has allowed the school to hire an additional ESL teacher this year in order to provide push-in services to the greatest extent possible. The push-in model allows our ESL teachers to work more closely with classroom teachers, and to provide targeted support for ELLs without depriving them of instructional time in the general classroom. Our ESL teachers have collaborated with general education teachers on the development of rigorous units of study for all students, with an emphasis on writing, our school wide content focus for the year. While we saw a decline in performance on NYS exams for a significant number of ELLs in 2010-11, when most of our ESL instruction was delivered on a pull-out basis, this year's predictive data shows many of these students to be demonstrating improved levels of performance on standardized exams. Our students' performance on this year's NYSELAT and NYS exams will provide essential data that will help us to further evaluate the effectiveness of our ESL program.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 06M366**

*All Title I SWP schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	\$128,277	\$128,277
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$1283	1283
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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 WASHINGTON HEIGHTS ACADEMY

06M366

Template for Title I Parent Involvement Policy and Parent-School Compact for PS366

### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore The Washington Heights Academy - 06M366, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Washington Heights Academy - 06M366 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Washington Heights Academy - 06M366 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and the decision making process in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Washington Heights Academy - 06M366 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

**The WHA Mission is to prepare its students to respond to life's challenges and opportunities with confidence and intelligence. We believe that parents that are truly committed to fulfilling this mission in collaboration with our staff have the following qualities:**

1. **Commitment** - Parents & Families who are committed to working with and supporting staff and administration to help fulfill a mission and vision. This includes sharing and contributing to ideas in any way they can and working through issues and misunderstandings in a respectful manner if they arise.
2. **Communication** - Parents & Families who are willing to work with and support staff and administration by maintaining open and sincere communication. This includes sharing ideas, providing feedback and sharing possible concerns along with proposed solutions.
3. **Relationship** – Parents and families that understand that true relationships require a commitment to work through issues and are pivotal to the success of our school. The only way we can provide your child with the best instruction and social emotional support possible is through our relationship with the child and his/her family.

**The WHA offers the following for your child:**

**Teaching the Whole Child** – Our staff is committed to working with you to understand their social-emotional and academic needs.

**Rigor** – Your child will be challenged in our school. Expectations and gains in our school are high and it takes work from our entire community to achieve and sustain this success year to year.

**Experiential Learning** – Our staff and community are committed to a balance between traditional instruction that is proven to increase and sustain student performance and a hands on approach that prepares them to incorporate their learning into the real world.

**Expanding to Pre-K-8** – Our school’s original vision has always been to grow into a Pre-K-8 configuration. In the 2010-2011 year, our school will be applying for Middle School Expansion to help realize this vision.

In developing the Washington Heights Academy - 06M366 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Washington Heights Academy - 06M366 will:

1. actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
2. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
3. ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
4. 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;

5. Parent Coordinator (or a 2dedicated staff person) will address parent concerns and issues regarding their child, their child’s teacher and /or school administration. He or She will also follow up, document and report all issues and concerns to any or all school based support team, teachers and/or administration to assist in addressing these issues and concerns.
6. Maintain a Parent Coordinator (or a 2dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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);
7. conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
8. provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
9. host the required Title I Parent Annual Meeting on or before December 1st of each school year 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 and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
10. schedule additional parent meetings (e.g., quarterly 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;
11. translate all critical school documents and provide interpretation during meetings and events as needed; and
12. conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Washington Heights Academy - 06M366 will further encourage school-level parental involvement by:

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Open School Week and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
4. supporting or hosting OFEA District Family Day events;
5. Establishing a Parent Resource Center or lending library; instructional materials for parents.

6. *Hosting events such as curriculum nights and open school nights to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
7. encouraging more parents to become trained school volunteers;
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
9. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
10. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## Section II: School-Parent Compact

Washington Heights Academy - 06M366, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Washington Heights Academy - 06M366 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 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 and Assessments. 5

### School Responsibilities:

1. Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
2. using academic learning time efficiently;
3. respecting cultural, racial and ethnic differences;
4. implementing a curriculum aligned to State Standards;
5. offering high quality instruction in all content areas; and
6. providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

### Support home-school relationships and improve communication by:

1. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
2. convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

3. arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
4. respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
5. providing 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;
6. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
7. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
8. ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

1. Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
2. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
3. arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
4. planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. 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);
3. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
4. supporting parental involvement activities as requested by parents; and
5. ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

6. advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

1. monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
2. ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education. I will also:
10. communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
14. take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
15. share responsibility for the improved academic achievement of my child;

Student Responsibilities:

1. attend school regularly and arrive on time;
2. complete my homework and submit all assignments on time;
3. follow the school rules and be responsible for my actions;
4. show respect for myself, other people and property;
5. try to resolve disagreements or conflicts peacefully; and
6. always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for

review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on

\_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## 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.

**Pgs 11-14 (Needs Assessment section) of the CEP Document**

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

**Pgs 16-20 of the CEP (Action Plans)**

3. Instruction by highly qualified staff.  
**Pgs 16-20 of the CEP (Action Plans)**
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.  
**Pgs 16-20 of the CEP (Action Plans)**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**06M366 enlists the support of a higher committee comprised of the school leader, parents and teachers.**
6. Strategies to increase parental involvement through means such as family literacy services.  
**Pg 22 of the CEP (Action Plan)**
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.  
**There is currently a State-run preschool program that supports students to make an easy transition into the elementary grades.**
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.  
**Every teacher participates on a Professional Learning Team on a weekly basis where data is regularly analyzed and discussed. During this time teachers reflect on their professional practice, strategize next steps, revise student academic goals, and modify lessons or curriculum to ensure that student needs are being met.**

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.

**Academic intervention services are outlined on page 26 of the schools CEP (Appendix 1). Outcomes from the 2009-2010 NYS Assessments are used to initially identify students in need of additional support. Throughout various points in the year AIS teachers utilize classroom data from running records (collected every 6 weeks), and classroom writing assessments are also utilized to track the progress and development of students in that area (every 6-8 weeks). During the Professional Learning times (weekly) AIS teachers and classroom teachers collaborate to plan and strategize next steps for those students receiving services.**

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.

**We have collaborated with ICS (Inwood Community Services) and they provide an after school academic program for 100 students. Other agencies have been invited to provide information for our school community on child abuse prevention and academic support for students sponsored and organized by the schools' community assistant.**

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program ( )	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated.
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<sup>1</sup> **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.

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

	<i>or Local)</i>				<i>school allocation amounts)</i>	<b>Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal			✓	0	NA	NA
Title I, Part A (ARRA)	Federal	✓			\$128,276	✓	Pgs. 16-32
Title II, Part A	Federal	✓			\$72,724	✓	Pgs. 16-32
Title III, Part A	Federal	✓			\$15,000	✓	Pgs. 16-32
Title IV	Federal			✓	0	NA	NA
IDEA	Federal	✓			\$73,048	✓	Pgs. 16-32
Tax Levy	Local	✓			\$1,086,638	✓	Pgs. 16-32

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- **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.