



WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING & VISUAL ARTS

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 03M415
ADDRESS: 215 WEST 114TH STREET, NEW YORK, NY 10026
TELEPHONE: 212-749-5800
FAX: 212-749-6463**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M415 **SCHOOL NAME:** Wadleigh Secondary School for the Performing & Visual Arts

SCHOOL ADDRESS: 215 West 114th Street, New York, New York 10026

SCHOOL TELEPHONE: 212-749-5800 **FAX:** 212-749-5800

SCHOOL CONTACT PERSON: Herma Hall **EMAIL ADDRESS:** Hhall3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Etta Covington

PRINCIPAL: Herma Hall

UFT CHAPTER LEADER: Anthony Klug

PARENTS' ASSOCIATION PRESIDENT: Helene Costen

STUDENT REPRESENTATIVE:
(Required for high schools) Adina Santana and Maya Rice

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Herma Hall	*Principal or Designee	
Anthony Klug	*UFT Chapter Chairperson or Designee	
Helene Costen	*PA/PTA President or Designated Co-President	
Laura McBean	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Faust	DC 37 Representative, if applicable	
Adina Santana & Maya Rice	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Manny Colon	CBO Representative, if applicable	
Cheryl White	Member/ Parent	
Tatiana Davis	Member/ Parent/VP-PTA	
Martha Fisher	Member/Teacher	
S. Manassis	Member/Teacher	
Etta Covington	Member/Teacher/SLT Chair	
	Member/	
	Member/	

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

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.

MISSION AND VISION STATEMENT

The Wadleigh Secondary School for the Performing and Visual Arts is a collaborative community that is committed to becoming the premiere arts and educational institution in Harlem. Wadleigh is a supportive learning community that celebrates diversity and provides a rigorous academic program for all of our students in a nurturing environment. Wadleigh students are involved in a variety of artistic activities while being exposed to professional poets, authors, dancers, singers and other artists while they pursue their own interests in music, theatre, dance, fine art, new media and culinary art. Students will become self-actualized learners in a standards driven instructional program. Wadleigh students display discipline in their studies and behavior which empowers them to set and reach their own goals and to navigate their own path. Wadleigh students are self-determined and able to find their voice and express themselves individually and with others. Wadleigh will prepare students to become critical thinkers, problem solvers, active life-long learners and productive and competitive citizens in our global community.

School Profile

According to the latest ethnic data, the school population is composed of 65% African-American and 35% Hispanic. Approximately 17% of the students have Individual Education Plans (IEPs) and receive the full continuum of services, including Special Education Teacher Support Services, integrated inclusion classes, instruction in self-contained classes, and related services, such as speech and language, counseling and physical therapy. Additionally, 5% of the students are English Language Learners (ELLs), with Spanish as the dominant language. One hundred percent of the students receive free lunch.

The facilities at Wadleigh are modern, well designed and accessible to persons who are disabled. The classrooms, laboratories and studios are up-to-date and well equipped. The fully automated library provides over twenty thousand books, periodicals and audio and visual media. The library is home to a collection of rare and out-of-print books by African-American authors and a lecture series by contemporary African-American authors. Wadleigh maintains a functional gymnasium that facilitates instruction and recreation programs for students, alumni and community based organizations. The school is equipped with three computer labs and two mobile computer carts affording students and staff full access to technology. Students articulating from eighth grade from other schools are able to apply to Wadleigh for admissions to the high school if there is an interest in the arts. However, students promoted from the eighth grade at Wadleigh are seated first.

The arts program is a significant addition to the school's course offerings. The arts program combines fine arts and performing arts in the sixth grade, music and technology in the seventh and major electives for students in grades eight to twelve. The current strategies for implementing the continuum for special needs students include mainstreaming in high school, inclusion in the middle

school, instruction in self-contained classes, speech therapy, physical therapy and counseling. Wherever possible, students are placed in a least restrictive environment. There is an honors program for high achieving students, which began in September, 2002. The Honors program and the Advanced Placement Programs will continue in the 2010/2011 school year.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Wadleigh Secondary School for the Performing & Visual Arts				
District:	03	DBN #:	03M415	School BEDS Code:	310300011415

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					89.9	91.0			
					83.9	78.2			
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					93.8	91.0			
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					76.6	76.6	86.6		
Grade 6	23	21	24	Students in Temporary Housing: Total Number					
Grade 7	25	30	16	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	55	30	32		4	11	21		
Grade 9	141	133	145	Recent Immigrants: Total Number					
Grade 10	156	157	117	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	140	104	92		6	3	0		
Grade 12	160	130	117	Suspensions: (OSYD Reporting) – Total Number					
Ungraded	6	1	1						
Total	706	606	544						
Special Education Enrollment:									

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	46	48	52				
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions	494	267	
Number all others	73	49	41	Superintendent Suspensions	75	66	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only	47	28	30	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	6	14	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	55	55	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	21	21	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	
	7	26					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	
American Indian or Alaska Native	.6	.7	.6	Percent more than two years teaching in this school	69.6	75	
Black or African American	65.3	66.3	64.7	Percent more than five years teaching anywhere	51.8	46.4	
Hispanic or Latino	33.3	32	33.3				
Asian or Native Hawaiian/Other Pacific	.6	.8	.4	Percent Masters Degree or higher	79	84	

DEMOGRAPHICS							
Isl.							
White	.3	.2	.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.8	88.8	
Multi-racial							
Male	50	48.2	43.6				
Female	50	51.8	56.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> Nox <input type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)			✓				
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	✓		ELA:	✓		
	Math:	✓		Math:	✓		
	Science:	✓		Grad. Rate:	✓		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
	✓	✓	✓	✓	✓	✓	68
Ethnicity							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

American Indian or Alaska Native				-	-		
Black or African American	✓	✓		✓	✓		
Hispanic or Latino	-	-	-	✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-	-	-		
Limited English Proficient	-	-		-	-		
Economically Disadvantaged	✓	✓		✓	✓		
Student groups making AYP in each subject	3	3	1	4	4	1	

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well-Developed
Overall Score	72.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-Developed
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	Well-Developed
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	Well-Developed
Student Progress (Comprises 60% of the Overall Score)	38.3	Quality Statement 4: Align Capacity Building to Goals	Well-Developed
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Well-Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends

- Analysis of the results of the City Wide Test and New York State exam from 2008/2009 to 2009/2010 for grades 6 through 8 revealed that a larger number of students performed at Level 2, partial achievement of the State Standards; there was a significant increase in the number of students performing at Level 1, below State Standards, and a decline in the number of students performing at Level 3, meeting State Standards for ELA. On the contrary, there was a significant increase in students performing at Level 3 and Level in Math for 2009/2010.
- Student achievement and significant movement of students from Level 1 to Level 2 in prior years can be directly associated with 90-minute class periods, the Balanced Literacy curriculum (reading, writing and word study), small group guided instruction, academic intervention services via after school help, and Saturday Academy tutorials. However, there is no significant data that reveals the rationale for students performing extremely low on ELA tests for 2009/2010.
- Analysis of the data reveals a need to provide academic intervention to those middle level students who need extra help and resources to move from Level 2 to Level 3.
- Analysis of data over a three year period for high school students reveals that more students score consistently in the 65 to 84 range, which allowed students to graduate with Regents and Advanced Regents diplomas, i.e., 4 Advanced Regents in 2008 compared to 18 Advanced Regents in 2010 while Regents diplomas averaged approximately 44 over the last three years, 2008, 2009 and 2010.
- Student achievement in the higher ranges can be directly associated with the Balanced Literacy curriculum (reading, writing and word study), the Workshop Model, and small group guided reading and writing.

Greatest Accomplishment over the last couple of years

- Increase in number Regents and Advanced Regents diplomas
- Eighty four percent acceptances to top quality universities and colleges, i.e., Syracuse, Skidmore, University of Vermont, Carnegie Mellon, Marist, Penn State, Wake Forest, etc.
- Students qualifying on Advanced Placement exams for college credits.
- Increased percentage of students with IEPs receiving local diplomas.
- Increased percentage of ELLs passing Regents exams and receiving Regents diplomas.
- Decrease in Principal and Superintendent suspensions, and creation of a Plan of Action to monitor academic progress of students returning from suspension.

- Increased exposure of Art work and performances by students, e.g., Art Exhibition at State Office Building during month of June 2011, performances by Chorus and Dance at Colgate for Black History month.

Aids to school's continuous improvement

- Highly qualified staff
- Dedicated administrative personnel and support staff
- Strong partnerships with CBOs
- Purchased Filemaker data gathering system to facilitate tracking student progress, etc.

Barriers to school's continuous improvement

- Low attendance and lateness issues.
- Loss of budget dollars due to register loss.
- More effective allocation and spending of budget dollars
- Low credit accumulation in 1st, 2nd and 3rd year.
- Lack of full parental involvement

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

ANNUAL SCHOOL GOALS

1. By June 2011, an average of 85% of students will be in class every day (an increase of 10%). Specifically, teachers will utilize attendance to cross reference with assessment data to analyze and document improved student performance leading to increased test scores on required State tests.
2. Improve communication with all Wadleigh stakeholders. By June 2011, document that 40% of parents will have visited the school at least once during the school day for the school year so as to enrich the collaboration between parents, teachers, and administration to facilitate greater student performance both artistically and academically as gathered from performances, exhibitions, formal and informal assessments and behavior indicators.
3. Articulation: Increase Wadleigh's register to approximately 800 Students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Aligning Resources: Implications for Budget, Staffing/Training and Scheduling: Resources will be set aside for activities programs and events at the school.</p> <p>Budget Alignment: Non-contractual services - Parental involvement - monies will be used to do outreach to parents via written and telephone correspondence. 2. OTPS - Parent Coordinator - supplies general - Funds from this allocation will be used to augment supplies and services needed to facilitate outreach to parents to entice greater participation in school day activities and functions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and/or Accomplishment:</p> <ul style="list-style-type: none"> - Review parental involvement monthly. - Send PTA meetings minutes to all interested parents and stakeholders monthly.

GOAL # 3 – WHOLE SCHOOL

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Articulation: Increase Wadleigh's register to approximately 800 Students</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Conduct visits to other elementary and middle schools, as well as invite elementary and middle schools to visit Wadleigh to introduce prospective students and parents to the school's Arts and academic protocol. 2. Host fairs, open houses, and auditions to showcase Wadleigh and its offerings. 3. Conduct marketing activities such as attending fairs, and correspond through letters and phone calls. 4. Create multimedia highlights about the achievements of the Wadleigh students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Aligning Resources: Implications for Budget, Staffing/Training and Scheduling: Per session monies will be set aside for marketing and other articulation meetings.</p> <p>Budget Alignment: Per session funds - teacher and guidance counselor per session funds will be used to facilitate articulate at borough fairs, visitations to other schools, and in house orientations and auditions.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and/or Accomplishment: Bi-monthly articulation meetings will take place to monitor and communicate progress.</p>
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	21	21	0	0	0	3	4	0
7	21	21	0	0	0	3	0	0
8	29	29	0	0	4	0	0	0
9	50	50	0	0	0	0	0	0
10	25	25	0	0	0	0	0	0
11	10	10	0	0	0	0	0	0
12	20	25	6	0	0	0	0	0

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

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • For middle school, the Academic Intervention Program includes the second 45 minutes of a 90 minute block during the school day (where differentiated instruction is provided in small-group settings); during the first 30 minutes of class, students read and quiz on books that are deemed appropriate for their reading level (Zone of Proximal Development) through the Accelerated Reader program. Students are also provided 3.5 hours of instruction on Saturday. Through these programs, Wadleigh Secondary School intends to minimize the occurrence of low performing students who are beset by inadequate knowledge, skills, reading and comprehension difficulties, test anxiety, and low expectations for success. • For high school, academic intervention includes the second 45 minutes of a 96 minute block during the school day. Academic intervention takes place after school and via differentiation in class. Students also have the opportunity to work with teachers during their circular 6 periods. • Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.
Mathematics:	<ul style="list-style-type: none"> • For middle school, Academic Intervention Program includes the second 45 minutes of a 90-minute block during the school day (where differentiated instruction is provided in small-group settings. Students are also provided 3.5 hours of instruction on Saturday. • For High School, academic intervention includes the second 45 minutes of a 96 minute block during the school day. Academic intervention also takes place both after school and on Saturday for an hour and a half. • Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.
Science:	<ul style="list-style-type: none"> • For middle school, students are scheduled for 5 periods of instruction per week instead of the required 4 periods per week. After school home work help is made available through our Literacy/Homework help program. • For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction. • Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.

Social Studies:	<ul style="list-style-type: none"> • For middle school, the Academic Intervention Program consists of differentiated instruction and small group instruction. For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction. Students also have the opportunity to work with teachers on their circular 6 periods. • Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.
At-risk Services Provided by the Guidance Counselor:	<p>Counseling one to one or in a group setting is provided to students at risk. Attendance drop out prevention intervention services are also provided. Students are referred by teachers for one to one tutorial services. Students are counseled and tutored so that placement in the least restrictive environment is ultimate option.</p>
At-risk Services Provided by the School Psychologist:	<p>Academic testing, referral initial evaluation or reevaluation for special education services. Placement in the least restrictive environment.</p>
At-risk Services Provided by the Social Worker:	<p>Initial evaluation and one to one and/or group counseling.</p>
At-risk Health-related Services:	<p>Provide occupational, physical and vision services. Referral to SAPIS counselor and onsite mental health screening.</p>

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 (2009-2010) LAP narrative to this CEP.

LAP Narrative

All families of students entering the New York City public school system for the first time are given the Home Language Identification Survey (HLIS) to complete on behalf of the child. Additionally, at the time of the enrollment, the guidance counselor does an informal oral interview in English. Based on the informal interview, and the HLIS, the ESL Coordinator will give the student the LAB-R exam. The results of the LAB-R exam will determine whether the student is identified as an English Language Learner and placed in an ESL class. If enough parents express an interest in a bilingual program, one will be created in the school. In the past, Wadleigh did create such a program in response to parent interest. This program no longer exists as a response to parents wishing to have their children in freestanding ESL classes instead of a Transitional Bilingual program.

Every year ELL students are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The results of the exam are interpreted and guide the students programming needs. Guidance counselors, in conjunction with the ESL Coordinator explain the programming choices at the time of the enrollment. Placement is guided by the parent choice.

The ESL coordinator sends entitlement letters and asks to have program selection forms returned during a parent meeting. Students are placed in appropriate classes based on the language needs per the LAB-R or NYSESLAT exam. The ESL coordinator works with the programmer to ensure that the student’s graduation and academic needs are being met. Family interpretation needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for small interpretation needs. Following the request of approximately twenty-five parents in the fall of 2004 and requisite number of students, a transitional bilingual program was created at Wadleigh Secondary School. This program had fewer than twenty interested parents in the 2005-2006 academic year but still continued to function. By the fall of 2006, there were eight students left in the program, and the parents requested that the students attend a freestanding ESL program.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-12 Number of Students to be Served: 33 EP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) Bilingual guidance counselors and social workers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program –

Wadleigh Secondary School for the Performing & Visual Arts is a school that services a middle and high school population (approximately 533 students), grades 6 through 12. At Wadleigh, English as a Second Language program is a freestanding ESL program. Since inception, we have provided services for as many as 125 ELL students which represented at the time approximately 14% of our total student population. For the school year 2009-10 school year, we currently provide services to approximately 333 middle and high school students of diverse ethnic, language, and cultural backgrounds, which accounted for approximately 5% of the Wadleigh total student population.

Current strategies for improving instruction in literacy include the continued implementation of the **Balanced Literacy Program** (Reading, Writing, and Word Study). The specific components of the Balanced Literacy Program are: Reading Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conferences, Modeled Shared Writing, Interactive Writing, Guided Writing, Independent Writing, Writing Conferences, and Assessment. Our ESL program is also structured to meet the demands of preparing students to achieve academic success in standardized testing through discovery and mastering of subjects during regular coursework and through Academic Intervention Services and Saturday Academy. Push-in ESL services where needed are provided via team teaching between the ESL and content area teachers. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning students receive 3 units or 540 minutes of ESL per week, intermediate levels receive 2 units or 360 minutes per week and advanced levels receive 1 unit or 180 minutes of ESL per week (consistent with CR Part 154).

Currently in grades 6 through 8, Mathematics in Context is the primary vehicle for math instruction. This instructional program will continue in 2010-11 school year as it is the uniform citywide program for mathematics. This program requires two double periods for grades 6 - 9 and eight single periods per week for grades 10-12. Our ELL students are fully immersed into the protocol and programs of the Math Department. English Language Learners receive appropriately targeted services and instruction in all other content areas, i.e., Social Studies, Science, Technology, as well as, the five studios of Arts (Dance, Drama, Music, Instrumental, and Visual Art). Specifically, **Academic Intervention Services** are provided to meet the needs of all students, in particular our ELL students, who require additional assistance to meet the State standards in ELA, mathematics, science and social studies. Through the AIS program, the most effective strategies for creating high-quality learning environments for diverse groups of students are used in an attempt to close the achievement gap for minority, low-income, and learners not yet proficient in English. Additionally, our **Saturday Academy** instructional program enables students to enhance, enrich and extend literacy and mathematics strategies acquired during the daily and after-school programs. During **Saturday Academy**, students develop in-depth content knowledge that is inquiry based around topics taught throughout their instructional program. Students are involved in projects that require them to discuss ideas while working in various settings. Students do extensive reading to develop schema around specific topics, review mathematics concepts from a hands-on approach, and practice test taking strategies.

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.

For the 2010-11 school year, a minimum of seven and a half hours of professional development devoted to ELL requirements and instruction will be provided. Topics may include: Unveiling the Language Allocation Policy, SIOP Training, Rigby's Customized Workshop in ELL Strategies for Teaching Reading and Writing in the Content Areas, and Better Practices & Strategies for teachers in contact with ELL students. All new teachers serving ELLs, when applicable, are provided a mentor teacher to assist them in planning, delivery and assessment. A content area coordinator works weekly with each new and continuing teacher to facilitate unit and lesson planning. Additionally, teachers continue to participate in outside vendor professional development offerings.

Form TIII – A (1)(b) Substantially the same grant as approved in the 2009-2010 school year

School: Wadleigh Secondary School BEDS Code: 310300011415

**Title III LEP Program
School Building Budget Summary
Form TIII – A (1)(b)**

**Title III LEP Program
School Building Budget Summary**

Allocation:

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Code 15: Professional staff, per session (per session at \$49.73 per hour per pedagogue and \$51.34 per hour for administrator). (Note: schools must account for fringe benefits)	\$6,885.00	Title III funds will be used from November 2009 through May 2010 (approximately one hour per day for 14 weeks over a five month period), to pay per session to one certified ESL teacher (at a time) to provide supplemental academic instruction (and for an administrator). The supplemental instruction will take the form of a "Language Lab" using Rosetta Stone software. In addition to the Language Lab, the students will participate in a book club with both classic and contemporary fiction. Where possible, movies based on the classic literature will be shown to allow the students to experience the story in a variety of media. Two teachers will alternate so that

only one teacher is supervising the after school program at one time. (14.5 weeks x 5 hours a week x \$49.73 per hour = \$3,605.42). The administrator will supervise two hours per week for approximately 14 weeks. (14.5 weeks x two hours a week x \$51.34 per hour = \$1,488.86).

Title III funds will be used in January 2009 and in June, 2009 (approximately 3 weeks per teacher, six weeks total), to pay per session to two certified ESL teachers to provide supplemental academic instruction (NYS Regents preparation in Math, ELA, Global and US History) in a reduced class size of 5 ELL students per teacher for 3 hours during Saturday Academy. (6 weeks x 3 hours per week x 2 teachers x \$49.73 = \$1,790.28)

Code 40: Purchased services such as curriculum and staff development contracts 2,010.00

Title III funds will be used to pay per diem substitutes at a cost of \$167.60 for 12 days to allow ESL teachers and teachers of other content areas (with ELL students) to attend professional development outside the school. (12 days x \$167.60 a day = \$2,011.20)

Code 45: Supplies and materials/Parent Involvement 3,608.00

Title III funds will be used to purchase 3 Central Standard Notebook HP 6535b models. 3 laptops @ \$657.95 per computer = \$1973.85.

Title III funds will be used to purchase a DVP-FX950 9" Portable DVD Player \$159.00

Title III funds will be used to purchase abridged classic and contemporary fiction for an after school book club to stimulate students' interest in literature. Movies based on books the students have read will also be purchased to allow the

students to experience the stories in a variety of media.

Approximately \$1,000 will be used to purchase the books and movies, the titles will be chosen based on teacher-guided student interest.

Title III funds will be used to conduct a College for Immigrants workshop during February 2010 for approximately 30 parents to make them aware of scholarship programs (i.e., Peter Vallone Scholarship) and social aspects of college residential living on campus. The workshop will also serve to stress the pathway to college acceptance via academic preparation in high school. Title III funds will be used to purchase College for Immigrants workshop and meet and greet conference materials and to provide refreshments for parents during workshops and parent conferences at an estimated cost of \$400 for materials and \$75 for refreshments. ($\$400 + \$75 = \$475$)

Code 46: Travel/Parent Involvement

2,497.00

Title III funds will be used for travel expenses for approximately 30 parents attending school meetings, conferences, workshops and activities. Title III funds will be used to purchase 75 two-trip metro cards. ($75 \times \$4.50 = \337)

Title III funds will be used during December 2009 to fund a trip for approximately 23 ELL students to see:

A Christmas Carol to supplement the ELL book club. (26 tickets @ \$15 per ticket = \$390).

Title III funds will be used to take approximately 20 ELL students on school trips to cultural institutions

around the city. Students will take one trip a month to cultural institutions around the city such as American Museum of Natural History, The Metropolitan Museum of Art, and the Empire State Building. The trips will cost approximately \$125 a month in admission and exhibit fees and tickets for eight months. (8 x \$125 = \$1,000)

Title III funds will be used during April 2011 to fund a trip to Carnegie Hall for approximately 22 ELL students to supplement their exposure to and appreciation of the music of various genres. Tickets are approximately \$20 per student and one teacher. (23 x \$20 = \$440).

Title III funds will be used during the Spring of 2011 to fund a Circle Line trip for approximately 25 ELL students to further the inculcation of the culture of New York City. Tickets are \$11 per student and two teacher. (30 x \$11 = \$330)

TOTAL

\$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

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.

Translation and interpretation needs are referred to the Parent Coordinator a month in advance of needed services and are available for parent/teacher conferences, regional fairs and workshops, regional parent training sessions, suspension hearing and impartial hearings, citywide or regional parent meetings, and community education council meetings. The primary language spoken by each parent is determined by providing a variety of Home Language Identification Surveys. A pedagogue participates in the registration process. The information is recorded and maintained on ATS and the HLIS. The HLIS is kept with the student's records and a copy of which is maintained by the ESL coordinator.

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

Translation and oral interpretation services are required for individual parent conferences with teachers. Our records indicate that out of a total of 553 parents, the primary language spoken at home is English for 417 students, Cantonese for one student, French for three students, Fulani for one student, Grebo for one student, Haitian Creole for two students, Spanish for 121 students and Wolof for four students. Teachers and staff are made aware of the home language needs of the parents and are provided with translation assistance as needed to facilitate communications. Translation services are required for mailings and written communication to parents.

Part B: Strategies and Activities

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.

Written translation services are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for smaller translation needs. Signage, noting the availability of translators and translated

materials are posted in the school. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all available languages) in both the parent coordinators office as well as the pupil personnel office.

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.

Oral interpretation needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for small interpretation needs.

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>.

Wadleigh will fulfill Section VII of Chancellor's Regulations A-663 in the following manner as per those regulations:

Provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

Post in a conspicuous location at or near the primary entrance of a school or office a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

Translated signs are available as an attachment to Chancellors Regulation A-663 in all covered languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all available languages) in both the parent coordinators office as well as the pupil personnel office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$390, 462	\$150, 740	\$541, 202
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3, 904	\$1, 507	\$5, 411
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19, 523	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$19, 494	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 88%
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. **At least 95% of our teachers are highly qualified. For those teachers who are not considered highly qualified, monies from the 5% set-aside will be used to reimburse them for core subject courses. Additionally, monies from the 10% set-aside will be used to provide professional development in areas needing improvement and/or enrichment.**

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS_

NOTE: Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

The Wadleigh Secondary School for the Performing and Visual Arts agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
3. The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
4. The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (i.e., Parent Association , School Leadership Team, etc.
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. *[Section 1118- Parental Involvement-(a) Local Educational Agency Policy-(2) Written Policy of ESEA]* This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The Wadleigh Secondary School for the Performing and Visual Arts will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

Inform parents of district meetings to develop the District Parental Involvement Plan.

The PTA President will attend the monthly District meeting of parent teacher Association Presidents.

2. The Wadleigh Secondary School for the Performing and Visual Arts will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

Discuss the school's report card and other data at the School Leadership Team meeting where the leadership and other members of the parent body will be in attendance.

The Principal and PTA President will share the school report card and other data with the parent body of the school at PTA meetings.

3. The Wadleigh Secondary School for the Performing and Visual Arts will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- The AVID Program
- College for Every Student (CFES)
- School wide Parent Involvement Initiative

4. The Wadleigh Secondary School for the Performing and Visual Arts will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The current plan will be distributed to parents at a PTA meeting and mailed to all parents for review. Suggested changes will be submitted to the PTA President who will share them in PTA Executive Board meetings with the principal.

The revised document will be compiled, reviewed by the PTA President and distributed to all parents.

5. The **Wadleigh Secondary School for the Performing and Visual Arts** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.
- The school will provide information sessions for parents on the topics listed above.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Providing Literacy Nights and Book Clubs for parents
Providing a technology class for parents.

- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
- The school will hold parent involvement workshops with all staff at faculty conferences.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Parent Involvement activities will take place in the Parent Resource center.

- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- The school will on frequent periodic basis send information home to all parents to keep them informed of what is going on at the school level. Parents will also be invited to meetings to discuss their children's progress towards preparation for the state and city examinations and the Regent's Examinations in High School.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- *Parental Involvement- (e)Building Capacity for Involvement* of the ESEA:

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

This School Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent representatives' involvement in the School Leadership Team meetings.

This policy was adopted by the Wadleigh Secondary School for the Performing and Visual Arts on 09/01/2005 and will continue to be in effect for the period of school year 2010/2011.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Wadleigh Secondary School *for the Performing and Visual Arts* will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 1. Provide students with curriculum and instruction that are clearly organized around major concepts specified in the state standards.
 2. Provide instruction and assessment focused on student mastery of the core concepts.
 3. Provide a safe and clean learning environment that is supported by grade advisors, guidance counselors, aides and administrators.
 4. Provide supplemental classes that address the needs of the students to help them reach the standards.
 5. Provide research- based supplemental materials that will focus on the students identified areas of need to help them become proficient in those areas.
- **Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent/Teacher conferences will be held on Thursday, October 28, 2010 (evening) and Friday, October 29, 2010 (afternoon) and on Thursday, March 17, 2011(evening) and Friday, March 18, 2011 (afternoon).

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Report cards will be distributed at parent teacher conferences, given to students and/or mailed at least 3 times per school year. The first report card of every semester will be delivered to the parent in person at the parent teacher conferences or individual meetings with the guidance counselor and teachers.

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

Guidance counselors, grade advisors, assistant principals and the principal are available to parents during school hours. Parents must call to set up appointments with the respective staff members. Parents can also set appointments to meet with teachers on their professional activity or prep periods during the school day.

- **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

The Parent Coordinator will work with parents to get them to volunteer in their children’s classrooms and in other areas of the building as well.

In the beginning of each new school year, parents are invited to a “Meet and Greet” function where parents meet with teachers, administration and support staff to go over their child’s program schedule for the semester. .

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child’s classroom;
- participating, as appropriate, in decisions relating to my children’s education;
- promoting positive use of my child’s extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

STUDENT RESPONSIBILITIES

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

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

The Wadleigh Secondary School *for the Performing and Visual Arts* will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;

- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Herma Hall, Principal	Herma Hall	November 1, 2010

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.

Summary of School Performance Trends

One concern at Wadleigh Secondary School is the progress of our middle school students in ELA as measured by results on State standardized assessments. A review of Winter 2010 State assessment indicates that our middle school students performed lower than they did in the previous school year as measured by the new cut scores used by the State Education Department.

1. **A comprehensive needs assessment of the entire school will be made continuously throughout the school year.**

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance.

- Need to implement effective strategies to address the large number of students lacking the skills needed to move from Level 1 and Level 2 to Level 3 in English Language Arts.
- Need to improve instruction for special education students by providing intensive professional development for teachers in specialized strategies to meet the need of all special needs students.

2. **Schoolwide reform strategies that Improving Literacy and Basic Skills Across the Curriculum.**

- Continuing strategies, which were implemented in the 2005-2006 school year, for improving instruction and student performance in English Language Arts, grades 6 through 12 include the continued implementation of the **Balanced Literacy Program** (Reading, Writing, and Word Study). The specific components of the Balanced Literacy Program are: Reading Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conferences, Modeled Shared Writing, Interactive Writing, Guided Writing, Independent Writing, Writing Conferences, and Assessment. The **Balanced Literacy Program** will continue to be the cornerstone of instruction in the English Language Arts Department in 2009/2010. All classes will focus on improving reading and writing skills across all disciplines.
- Our English as a Second Language Program is a Free Standing ESL program (100% English), which began in 2001. Since inception, we have provided services for as many as 125 ELL students which represented at the time approximately 14% of our total student population. For the school year 2009/2010, we will provide services to approximately 30 middle and high school students of diverse ethnic, language, and cultural backgrounds, which currently accounts for approximately 4% of Wadleigh's total student population. Our ESL curriculum is aligned with both the NYS Learning Standards for English as a Second Language and the English Language Arts curriculum. Students are organized in classes by levels determined by the LAB-R and/or the NYSELAT results and all students receive services as outlined by the Language Allocation Policy.

- Wadleigh will take a data-driven approach to improving students' performance using item analysis and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be formal and informal. Students in grades 6-8 will participate in teacher made assessments in Mathematics and ELA. Acuity Periodic Assessments will provide additional formative data to teachers which will help drive instructional differentiation of instruction in the classroom. In grades 9-12, ongoing assessment to improve the number of students receiving Regents credit in Mathematics, Social Studies, Science and ELA will continue.

Honors and College Preparatory Initiatives

- Curriculum in all content areas is aligned with the New York State standards. Advanced Placement courses are offered in Calculus (AB), Environmental Science, English, Spanish, World and US History and Statistics.

(3) Technology

- Classroom teachers will infuse technology in all curriculum areas, making full use of the three computer labs, mobile laptops, and the library media center. Teachers will develop and use websites for course information, announcements, and assignments. Monitors with streaming feeds highlighting student activities, achievements, and special programs are installed at several locations throughout the school. SMARTBoards are currently in use in the MATH and Special Education classrooms.

Arts Education and Integration

- The school community has implemented an arts integration program and curriculum to support all subject areas. Students in grades 6 through 12 are given the opportunity perform twice a year via their chosen art medium, i.e., vocal music, instrumental music, dance, drama and visual arts inclusive of drawings, painting, photography and ceramics.

Increased Student and Parent Involvement

- Wadleigh will continue to focus on ways to increase student involvement in the life of the school. Teacher websites and broadcast technology will be utilized to keep parents informed of school initiatives, policies, and academic requirements. In addition to formal Parent-Teacher Conferences, focus will be made on informal activities to foster relationships among students, faculty, and parents.

Special Initiatives

- All students who require additional assistance to meet the state standards in ELA, mathematics, science and social studies will participate in the Academic Intervention Services program. Students experiencing affective-domain issues that are impacting their ability to achieve academically will receive intensive guidance and support. The intensity of the services will vary based on the individual needs of students in grades 6-8 who performed at levels 1 and 2 in mathematics and English Language Arts. Students in Special Education and English Language Learners will receive appropriately targeted services.

Professional Development

- The Professional Development Team will continue the coordination of professional development. The team includes the Principal and Assistant Principal, UFT Chapter Leader, and guidance counselors. The team members work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team will meet regularly to reflect and refine school-based practices and up-date the professional development plans. The team will work with the staff to strengthen their knowledge base in Mathematics, English Language Arts, Science, Social Studies, Literacy and Technology. At the same time, the team will focus on effective practices in the delivery of instruction for all students.

Strategic Collaborations and Partnerships

- Wadleigh's family support team with representation by administration, staff, parent and support personnel, will tailor pupil personnel services and policies to meet the needs of our educational community. The family worker will continue to call the homes of those students who are absent or late, and will visit homes of those students who have chronic absenteeism. A sub-attendance team which consists of teachers was established to assist the attendance team and administration with accurate capturing of attendance and additional outreach to students and parents to combat low attendance issues. The Wadleigh Secondary School Leadership Team (WSSLT) is an active and vital part of the Wadleigh community, acting as an umbrella organization to many action teams and daily-life committees. Professional Development and Staff Development are among the main focus of the WSSLT.
- Wadleigh has important additions to the support students and their families. Continuing in the 2010/2011 school year is the Achievement Via Individual Development Program (AVID). This program has been successful in bringing early college awareness to targeted students in grades 6-12. AVID will continue to bring classroom and study skills to identified students who will then move toward acceptance into four-year colleges and universities. College For Every Student (CFES) continues to provide avenues for leadership and scholarship funding to our Wadleigh students. This initiative is also a college awareness project designed to move students into the university arenas.
- The Wadleigh community recognizes that families and other community members are a vital part of all students' academic and social success. As such, at Wadleigh, we consider family involvement as an essential ingredient for a successful educational program. In 2008/2009, the efforts and work of the Parent Coordinator contributed to several successful endeavors. The PTA was mobilized to create an active community involvement geared to increased political and academic awareness throughout the community at-large. The parent room is up and fully-functional, providing a home and haven for parents at Wadleigh.
- Wadleigh currently enjoys collaboration with several community based organizations and other partners such as the New York Mission Society Beacon, Colgate Palmolive, Neighborhood Defense Services, The 21st Century Leadership Program, and St. Luke's Mental Health Services. These agencies provide ongoing resources such as funding for parent outreach, mentoring for students, teacher grants, support for the arts, counseling, support for the library and tutoring.

Alignment of School's Educational Program with the Principles of Learning: Wadleigh Secondary School is focused on implementing the following Principles of Learning:

- **Principle 1: Organize for Effort** – An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort. High minimum standards are set, and all students' curriculum is geared to these standards. Some students will need extra time and expert instruction to meet these expectations. Providing that time and expertise helps send the message that effort is expected and that tough problems yield to sustained work.
- **Principle 2: Clear Expectations** – If we expect all students to learn at high levels, then we need to define what we expect students to learn. These expectations need to be clear--to school professionals, to parents, to the community, and, above all, to students themselves. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.
- **Principle 3: Fair and Credible Evaluations** – Long-term effort by students calls for assessment practices that students find fair. Most importantly, tests, exams, and classroom assessments must be aligned to the standards and the curriculum being studied. Fair assessment also means using tests and exams that are graded against absolute standards rather than on a curve, so students can clearly see the results of their learning efforts.
- **Principle 4: Recognition of Accomplishment** – Clear recognition of authentic accomplishment is a hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate expectations. It can also be tied to opportunity to participate in events that matter to students and their families. Progress points should be articulated so that, regardless of their entering abilities, all students meet real accomplishment criteria often enough to be recognized frequently.
- **Principle 5: Academic Rigor in a Thinking Curriculum** – Thinking and problem-solving will be the "new basics" of the 21st century, but the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking must be intimately joined. This implies a curriculum organized around major concepts in each discipline that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, the curriculum must include commitment to a knowledge core, high thinking demand, and active use of knowledge.
- **Principle 6: Accountable Talk** – Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning or creates intelligence. For classroom talk to promote learning, it must have certain characteristics that make it accountable. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence in ways appropriate to the discipline (for example, proofs in mathematics, data from investigations in science, textual details in literature, documentaries in history). Finally, it follows established norms of good reasoning. Accountable talk sharpens students' thinking by reinforcing their ability to use knowledge appropriately. As such, it helps develop the skills and the habits of mind that constitute intelligence-in-practice. Teachers can intentionally create the norms and skills of accountable talk in their classrooms.

- **Principle 7: Socializing Intelligence** – Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking and accountable talk, and by holding them responsible for doing so, educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.
 - **Principle 8: Self-management of Learning** – Help students develop the skills of self-monitoring and managing learning. These skills include formulating questions, exploring concepts, evaluating feedback, reflecting on prior knowledge, anticipating learning difficulties, recognizing when they don't understand something and taking corrective action to remedy the situation.
 - **Principle 9: Learning as Apprentice** – For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances. This kind of apprenticeship learning allowed learners to acquire the complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior that went with high levels of skilled performance. Learners were motivated to do the hard work that was involved by the value placed on their products by people who bought objects, attended performances, or requested that important community work be done. Much of the power of apprenticeship learning can be brought into schooling through appropriate use of extended projects and presentations, and by organizing learning environments so that complex thinking and production are modeled and analyzed.
3. **Instruction by highly qualified staff.**
 - Approximately eighty-four percent of Wadleigh teachers have Masters Degree or higher degrees or certifications.
 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.**
 - Teachers receive regular professional development as provided school-wide, departmentally and centrally through the NYCBOE.
 5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
 - Emphasizing focus on both rigorous academic curriculum and the Arts to attract teachers with these interests and expectations.
 6. **Strategies to increase parental involvement through means such as family literacy services.**
 - Parents are invited to workshops on financial aid, graduation requirements, student accreditation, etc.
 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.**
 - Teachers use data from diagnostic assessments to help inform their curriculum, unit planning, lesson planning and assessment vehicles.

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.**
 - See Academic Intervention 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.**
 - The Federal, State and local programs from which Wadleigh receives allocations are Tax Levy, Title 1, PCEN, VATEA, and Title III for ELL students. As a Schoolwide Program School (SWP), funding streams are coordinated to support implementation of our schoolwide initiatives.

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).

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	✓			\$390, 462	✓	
Title I, Part A (ARRA)	Federal	✓			\$150,740	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal						
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			\$3, 134, 849	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)

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

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

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

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING
WADLEIGH SECONDARY SCHOOL - SCHOOL IN GOOD STANDING

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

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

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

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

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

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

School Under Registration Review (SURR)

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

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)

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **There are 21 students in temporary housing.**
2. Please describe the services you are planning to provide to the STH population.

Students in Temporary Housing will be provided the following services:

- Before and after school and/or summer programs with an educational focus
- Supplementary instruction and counseling services to those students whose achievement is below grade level
- Comprehensive outreach services to assess their needs, as well as progress
- Provide, where needed, school uniforms, school supplies, health-related needs, counseling services, school materials, transportation, etc.
- Provide tutorial services where needed

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Wadleigh Secondary School for the Performing & Vis					
District:	3	DBN:	03M415	School	310300011415	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.9/83.9	91.0/	87.8 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.8	91.0	89.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	21	24	25	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	30	16	25		76.6	86.6	86.6
Grade 8	30	32	33				
Grade 9	133	145	160	Students in Temporary Housing - Total Number:			
Grade 10	157	117	120	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	104	92	62		4	11	23
Grade 12	130	117	99				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	606	544	525	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	48	52	69	Principal Suspensions	494	267	247
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	75	62	43
Number all others	49	41	35				

These students are included in the enrollment information above.

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

<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	55	55	75
# receiving ESL services only	28	21	TBD	Number of Administrators and Other Professionals	21	21	21
# ELLs with IEPs	6	14	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	1	1	9
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	26	85	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	69.6	75.0	80.0
				% more than 5 years teaching anywhere	51.8	46.4	72.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	84.0	88.0
American Indian or Alaska Native	0.7	0.6	0.4	% core classes taught by "highly qualified" teachers	94.8	88.8	96.4
Black or African American	66.3	64.7	63.4				
Hispanic or Latino	32.0	33.3	33.9				
Asian or Native Hawaiian/Other Pacific	0.8	0.4	1.0				
White	0.2	0.6	1.3				
Male	48.2	43.6	42.5				
Female	51.8	56.4	57.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	68
Ethnicity							

American Indian or Alaska Native				-	-		
Black or African American	v	v		v	v		
Hispanic or Latino	-	-	-	v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White							
Multiracial							
Students with Disabilities	-	-	-	-	-		
Limited English Proficient	-	-		-	-	-	
Economically Disadvantaged	v	v		v	v		
Student groups making	3	3	1	4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / B	Overall Evaluation:	NR
Overall Score:	39.4 / 60	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>	2.4 / 5	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>	7.7 / 20.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>	27.8 /	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	1.5 / 3	Quality Statement 5: Monitor and Revise	

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District Empowerment	School Wadleigh Secondary School
Principal Herma A. Hall	Assistant Principal Jennifer L. Rozmus
Coach Martha K. Fisher	Coach
Teacher/Subject Area Anthony Klug/Social Studies	Guidance Counselor Julia Garcia
Teacher/Subject Area Nicholas Willis/Science	Parent type here
Teacher/Subject Area	Parent Coordinator D. Roberts
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	549	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	5.65%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- 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].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	5	7	2	2	16
Push-In	6	2	0	3	11
Total	11	9	2	5	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)		Special Education	13
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	4	7	0	4	14	0	2	27
Total	6	0	4	7	0	4	14	0	2	27

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					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number)

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	11	9	1	3	24
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French			1	1	2
Korean	1				1
Punjabi					0
Polish					0
Albanian					0

Other					0
TOTAL	12	9	2	4	27

Programming and Scheduling Information

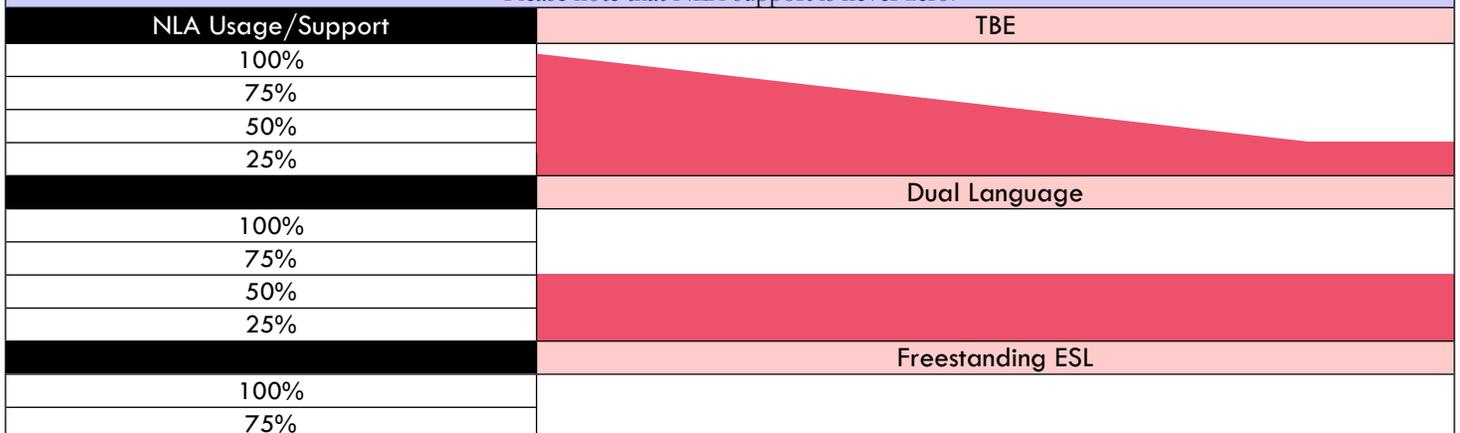
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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).

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	1
Intermediate(I)	5	8	1	3	17
Advanced (A)	5	1	1	1	8

Total	11	9	2	4	26
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NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I	1			1
	A	5	5	0	2
	P	4	4	2	1
READING/WRITING	B	1			
	I	5	8	1	3
	A	3	1	1	1
	P	1			

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		3	
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	2		2	
US History and Government				
Foreign Language				
NYSAA ELA				

NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

- B. After reviewing and analyzing the assessment data, answer the following**
1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Rozmus	Assistant Principal		
Delores Roberts	Parent Coordinator		
Martha Fisher	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
Karen Ditolla	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09