



MANHATTAN ACADEMY FOR ARTS AND LANGUAGE

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 02M427

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M427 **SCHOOL NAME:** Manhattan Academy for Arts and Language

SCHOOL ADDRESS: 52 Broadway, New York, NY 10004

SCHOOL TELEPHONE: (212)701-9490 **FAX:** (212)514-8212

SCHOOL CONTACT PERSON: Siv Boletsis **EMAIL ADDRESS:** sbolets@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Siv Boletsis

PRINCIPAL: Siv Boletsis

UFT CHAPTER LEADER: Nancy Green Madia

PARENTS' ASSOCIATION PRESIDENT: Maria Guzman

STUDENT REPRESENTATIVE:
(Required for high schools) Sean Washington, Angelys Cuello

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 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
Siv Boletsis	*Principal or Designee	
Nancy Green Madia	*UFT Chapter Chairperson or Designee	
Maria Guzman	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lourdes Maldonado	DC 37 Representative, if applicable	
Sean Washington, Angelys Cuello	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Belkis Suriel	Member/Parent	
Irma Moreno	Member/Parent	
Jacqueline Washington	Member/Parent	
Antonia Restituyo	Member/Parent	
Tara Delgado	Member/Teacher	
Katherine Rojas	Member/Guidance Counselor	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Manhattan Academy for Arts and Language (MAAL) is a school for English Language Learners that opened in September 2010.

The mission of our school is to provide a quality academic education to English Language Learners through the integration of the arts into the curriculum with the goal of preparing them for post-secondary education. We support growth and independence with culture, community and within a global context. We support ethics and values for good citizenship.

Students learn core academic subjects in preparation for the Regents Diploma, with the integration of the fine and performing arts providing a context for exploring culture and applying language skills. The arts also encourage the development of social emotional intelligence and self-expression. Photography and theater, for example, have been used as a vehicle for capturing historical detail. Ballroom dancing enhances language and social skills in the ESL classroom. The instructional model is student-centered and differentiated with particular attention paid to culture and the native language arts. Students follow block schedules and have advisory on a daily basis.

Two programs for English Language Learners are offered. One is Freestanding ESL with a Native Language Arts component, and the other is a Spanish Transitional Bilingual Program in accordance with the Language Allocation Policy.

Manhattan Academy for Arts and Language has established partnerships with arts providers who share the mission of providing a valuable and relevant academic education which includes growth, independence and aesthetic exposure.

Urban Arts Partnership serves Manhattan Academy for Arts and Language by providing arts instruction and staff development in filmmaking, digital music production (afterschool) photography, visual arts (Native Language Arts), design (Math), and poetry/spoken word (ELA and NLA). The Urban Arts Partnership (UAP) accomplishes its mission through a variety of interdisciplinary arts programs that include in-school classroom integration, after-school programs, master classes, professional development, summer programs, arts festivals, and special projects.

Dancing Classrooms is an in-school residency for every child, regardless of background or experience. Their mission is to build social awareness, confidence, respect, elegance and self-esteem in children through the practice of social dance. Through the Merengue, Foxtrot, Tango, Swing, Rumba and Waltz along with a teaching philosophy that models expectations, participants learn to dance, while developing an understanding of politeness, teamwork, a sense of joy and accomplishment achieving life skills wrapped up in ballroom dance.

These partners have served New York City's diverse English Language Learner (ELL) student community and have a demonstrated track record of arts quality, successful educational collaboration, familiarity with discrete and integrated arts instruction, including differentiated outcomes that include cultivation of social and emotional growth. Both of these partners serve the NYC Department of Education and, within their own educational goals, fulfill the Strands of the *Blueprint for Teaching and Learning in the Arts* (Arts Literacy, Arts Making, Making Connections, Community and Cultural Resources, and Careers and Lifelong Learning). These partners are capable of providing services to our whole community of learners: our students, our teachers and our families. Professional development and family engagement are critical parts of the arts learning and capacity building evident at MAAL.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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 type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(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				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Because our school is in its first year we are monitoring performance trends, but have not yet identified patterns.

Manhattan Academy for Arts and Language consists of all categories of English Language Learners: Long Term ELLs, newly-arrived ELLs, 4-6 year ELLs, and SIFE ELLs. The school recognizes that ELLs bring a diverse array of languages and experiences but many of these experiences, although valid, are not well matched to traditional school expectations. ELLs are dealing with both typical teenage issues as well as growing up in a country that is not their native land. This is a very sensitive and delicate matter since there are many unspoken nuances that come with each culture. The typical ELL learns to survive in the new country and learns to assist or to be mainly responsible for family obligations. Despite these realities, the ELLs at Manhattan Academy for Arts and Language have a 90% attendance rate and an 80-85% passing rate across the disciplines.

In contrast to teens from non-immigrant families, ELLs must negotiate two worlds; this leaves little space for the ELL teen's exploration of self within this unique bi-cultural, bi-lingual context. The ELL can feel like a stranger on the outside looking in. Exposure and engagement with the performing and fine arts can exponentially increase ELLs social and emotional intelligence and support their academic success by providing a venue that bridges the gap between the insular culture of the individual learner and the greater culture of New York City.

Equipped with an understanding of the complex issues of English Language Learners, our team is well prepared to meet the needs of this diverse range of ELLs and to provide a rigorous academic program, attentive to the complex social and emotional needs of the student body. Our team brings wisdom, experience, compassion, commitment and proven success to this population. Research and our experience shows that there is particular need to serve Long-Term English Language Learners as they take longer to graduate and are more at-risk of dropping out. While they are often adept at survival and conversational English, they have not received sufficient and directed instruction to develop more sophisticated academic English. This presents challenges in passing standardized examinations and consequently from high school. They often grow frustrated and defeated. We already see an improvement in attendance rates and scholarship especially with the Long Term ELLs who came to us from middle schools around the city.

Similarly, but on the other end of the spectrum, Students with Interrupted Formal Education (SIFE ELLs) share parallel social conflicts that are compounded by limited literacy development. They have limited school experience that impacts on their abilities to negotiate school culture and to perform academically. While both groups are in need of social-emotional and academic support, their needs are often masked or not well differentiated from the broader ELL population.

Our experienced and diverse team integrates the arts with academic course work to support and challenge the students as they develop their sense of self and cultivate an academic foundation. The team includes teachers, an educational paraprofessional, a bilingual guidance counselor, and a literacy consultant. In addition, our arts partners have already established routines and have been working closely with teachers to integrate the art form in the curriculum. The positive results are evident in the scholarship and attendance rates.

Moreover, the Livescribe pilot, provided by our CFN, assists and supports the learning of our Long Term and Special Needs ELLs. This initial implementation of technology followed by the purchase of laptops and interactive software will enhance the education of our ELLs.

Our students will graduate equipped with the knowledge and skill to develop a larger sense of self and with the ability to contribute to their communities and pursue post-secondary education.

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.

1. To develop curriculum across the disciplines that integrates technology; six units of study for each content area will be developed reflecting the first strands of the Common Core State Standards by June 2011.
2. To establish, by June 2011, a cycle of monthly and annual rituals and organizational structures which sustain a school culture that is inclusive of all students and families.
3. To develop and implement a system for collecting and monitoring data using the DOE ARIS, HSST and ATS systems and classroom-based formative and summative assessment by June 2011.
4. To establish a psycho-social support system for all students.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. To develop curriculum across the disciplines that integrates technology; six units of study for each content area will be developed reflecting the first strands of the Common Core State Standards by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All teachers will participate in professional development by the CFN on the implementation of the Common Core State Standards. • All teachers will work with the literacy consultant from the Center for Educational Options who will facilitate workshops and conduct on-site professional development to support integrating literacy across the curriculum, differentiated instruction based on students’ needs and strengths, and will train teachers to write curriculum that is thematic and that implements the Common Core State Standards. • All teachers will meet on a bi-weekly basis to write the curriculum for each of the content areas. • Technology will be provided and implemented in classroom instruction. The Livescribe pen will be used to support the learning of Long Term ELLs and ELLs with Special Needs. Laptops will be purchased and used with interactive software such as, Achieve 3000.
<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>Fiscal Resources: Title I Targeted Assistance, Title III, Bilingual Grant, CFN Professional Development Funding Human Resources: Children’s First Network, Center for Educational Options,</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of summer curriculum projects – September 2010 • Bi-weekly monitoring of curriculum in progress, September 2010 through June 2011 • Supervisory observations of lessons guided by the common core curriculum. • Monthly review of records and artifacts from Professional Development sessions; teacher completion of tasks included in Professional Development sessions, PD logs. • Review and revision of completed curriculum projects (6 units per content area) in June 2011.
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School Culture

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. To establish, by June 2011, a cycle of monthly and annual rituals (activities/celebrations) and organizational structures which sustain a school culture that is inclusive of all students and families.</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>	<ul style="list-style-type: none"> • Work with Office of Family Engagement and Advocacy to establish a Parents and Teachers Association, September 2010. • Develop a schedule of monthly PTA meetings to inform families of new programs, graduation requirements, new educational mandates, etc. and to assist in holding family gatherings and meetings, September 2010 through June 2011. • Establish a School Leadership Team to participate in school decision-making and CEP development, September 2010. • Provide translation services for all meetings and documents, September 2010 through June 2011. • Conduct Orientation meetings for incoming students and their families, August 2010. • Develop a schedule of school celebrations and culminating activities, including: <ul style="list-style-type: none"> - Multicultural Winter Celebration – December 2010 - Multicultural Arts Celebration – May 2011 - Ballroom Dancing Culminating Event – June 2011 - Annual Awards Ceremony – June 2011 - Perfect Attendance Pizza Parties – Monthly, 2010 – 2011 - Valentine’s Day Student Dance – February 2011 - Cultural Exploration Field Trips – Monthly, 2010-2011 • Staff will participate in professional development such as Promoting Respect For

	<p>Diversity/Preventing Hate Crime and Bullying, in order to turnkey at Parents Teachers Association meetings, September 2010 through June 2011.</p> <ul style="list-style-type: none"> • Develop a Student Council – Spring 2011 • Plan an Honor Society and a Foreign Language Honor Society to launch in Fall 2011 during Spring 2011 • The school website will be created by June 2011 to inform families and students about school activities, the school’s grading system, curriculum, etc.
<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>Fiscal Resources: Tax Levy, Title I Targeted Assistance Human Resources: Principal, Assistant Principal, Guidance Counselor</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of the PTA bylaws, results of elections of officers, schedule of monthly meetings, minutes of meetings, September 2010 through June 2011 • Review of the SLT bylaws, results of elections of officers, schedule of monthly meetings, minutes of meetings, development of CEP, September 2010 through June 2011 • Review of agendas, programs, and artifacts related to school events for students and families, September 2010 through June 2011 • Review of agendas, artifacts and minutes of Professional Development sessions supporting Promoting Respect For Diversity/Preventing Hate Crime and Bullying • Review of plans developed by June 2011 for Student Government and Honor Societies to be initiated in September 2011 • Records of school web site development, updating, and accessing of emerging web site by students and their families during the 2010 – 2011 school year.

**Data Collection, Monitoring, and
Application for Instruction and
Programming**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. To develop and implement a system for collecting and monitoring data using the DOE ARIS, HSST and ATS systems and classroom-based formative and summative assessment by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will be professionally trained on how to interpret and analyze ARIS, HSST, and ATS reports. • NYSESLAT will be administered and interpreted to establish ESL and learning modality profiles for each student. • Teachers will meet during common planning time and during inquiry team work to discuss, analyze and track data. They will use teacher-made assessments, anecdotes, student artifacts, and parental input. • Proposals/grants will be written to acquire technology that will assist in the data accumulation process. • Teachers will develop portfolios to track classroom-based assessments. • Teachers will use data from multiple sources to differentiate instruction.
<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>Fiscal Resources: Tax Levy, Title I Targeted Assistance Human Resources: Principal, Guidance Counselor, Consultant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers/ guidance counselor will refer to ARIS, ATS and HSST when discussing data during inquiry team work and programming by January 2011, reflected in Inquiry Team minutes. • Teachers will determine academic strengths and weaknesses for purposes of instructional planning and differentiation by accessing periodic assessment, NYSESLAT and LAB-R, and classroom assessment results, ongoing, June 2010 through June 2011. • Teachers will use student portfolios to assess progress at the conclusion of each marking period, and at the end of each semester- January and June 2011.

Subject/Area (where relevant): **Psycho-Social Support**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. To establish a psycho-social support system for all students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Relationships with community-based organizations and universities will be established that will provide social, emotional support for the students, including assistance with targeting emerging at-risk students. • A social worker will be hired who will provide psycho-social services to the students. • A program of professional speakers that support socialization will be established. • The school guidance counselor will offer group/individual counseling sessions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Fiscal Resources: Tax Levy, Title I Targeted Assistance • Human Resources: Guidance Counselor, Social Worker, Principal
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • A variety of organizations will be recruited that will correspond to the students' social and cultural needs by June 2011. • A social worker will be hired that will provide services for the Fall 2011.

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 SCHOOL

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	3	13	16	4	6			
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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:	Rosetta Stone software will be provided for the literacy students or low beginning level ESL students. Small group, as well as, one-to-one tutoring will be provided after school. Teachers will also assist with homework or areas of difficulty during the Advisory period which meets daily. Achieve 3000, interactive software, will also be purchased to improve reading and writing skills.
Mathematics:	Small group, as well as, one-to-one tutoring will be provided after school, three times per week. Teachers will also assist with homework or areas of difficulty during the daily advisory period.
Science:	Small group, as well as, one-to-one tutoring will be provided after school, three times per week. Teachers will also assist with homework or areas of difficulty during the daily advisory period. Visuals and glossaries are provided.
Social Studies:	Small group, as well as, one-to-one tutoring will be provided after school, three times per week. Teachers will also assist with homework or areas of difficulty during the daily advisory period. Visuals and glossaries are provided.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor meets with individual students and parents to discuss social issues that may affect the academic achievement of the students.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9th Number of Students to be Served: 79 LEP 3 Non-LEP

Number of Teachers 7 Other Staff (Specify) 1 (Educational Paraprofessional)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

-
1. An after school tutoring program will be offered that will provide students with extra support in the content areas, Math, Science and Social Studies, as well as, English and Spanish. Each of the seven teachers will meet twice per week for one hour each to provide one-to-one and group tutoring.
 2. The laptops will be ordered so that students can have technology integrated in their instruction. In addition to using the laptops to complete their projects and homework, they will be using them with Rosetta Stone software to improve language skills. Achieve 3000, an interactive software program, will also be purchased (with other than Title III funds) for students to support reading and writing across the disciplines.
-

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.

Consultant – The Center for Educational Options – The consultant will provide professional development for a half day twice per month. The literacy consultant will facilitate workshops and conduct on-site professional development to support integrating literacy across the disciplines, development of differentiated instruction based on students' needs and strengths, curriculum development that supports the development of academic language. She will work with ESL, NLA and Bilingual Content Area teachers. **Qualitative Assessment:** (1) Evaluation of student reading, writing, speaking and listening skills. (2) Teacher observations. **Quantitative Assessment:** (1) Successful completion of classes and credit accrual. (2) Improved attendance rates. (3) Regents passing rates.

Study Groups/Inquiry Teams – Groups/teams will meet to plan curriculum and track progress of ELLs. Common Core Standards along with arts standards will be implemented in the curriculum. Portfolios will be kept for individual students; artifacts will be collected and kept in the portfolios. **Qualitative Assessment:** (1) Evaluation of language. (2) Teacher observations. (3) Portfolios. **Quantitative Assessment:** (1) Progress in NYSESLAT scores. (2) Successful completion of classes and credit accrual. (3) Regents passing rates.

Section III. Title III Budget

School: 02M427 BEDS Code: 310200011427

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$2,245	Teacher per session to support ELLs : 45 hours x \$49.89 (current teacher per session rate with fringe) = \$2,245.05
Purchased services - High quality staff and curriculum development contracts.	\$5,000	Literacy Consultant from Center for Educational Options – provides professional development to teachers – provides training on identification of literacy issues and strategies for improvement of literacy skills.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$7,766	11 Laptops/\$706 per laptop
TOTAL	\$15,011	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In addition to a school interview, the HLIS is used to inform the school community as to the school's written translation and oral interpretation needs.

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

The HLIS is reviewed and indicates that 97% of the parents/guardians speak a language other than English. Therefore, translators are provided and letters, forms, surveys are translated into the parent's/guardian's home language. This information is disseminated to the school community during common planning time and faculty and staff meetings.

The majority of parents speak a language other than English and are, therefore, unable to take part in discussions at Parents' Association meetings, ELL information gatherings, and other school functions. The majority of parents require correspondence in their native language, since they are unable to complete various student information forms in English, and are unable to partake in college information workshops or answer surveys without translation.

Part B: Strategies and Activities

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

All correspondence and information booklets are translated into the parent's/guardian's native language. In addition, after-school workshops are held in which parents have access to material in their native language. At these workshops, information is disseminated

about school policies and guidelines, ELL compliance issues, graduation requirements, the college application process, and the various types of programs and assessments. In addition, a handbook is purchased that assists parents with the educational system in the United States, immigration issues, learning English, and other information. Translation is provided by in-house staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

An in-house translator participates in meetings that address the school's academic program, informs parents about approaches to increasing achievement, informs parents about city, state, and federal guidelines regarding ELLs.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school has provided parents with the Bill of Parent Rights and Responsibilities in their native language. In addition, the school has posted a sign, in the parents' native language, of the availability of interpretation services.

Parents are informed of translation services at Freshman Orientation, Parents Association meetings, at after-school activities and through all written and oral opportunities for communication.

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:	\$79,416		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$794		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9,436	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

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

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Title III, Part A	Federal			N/A		
Title IV	Federal			N/A		
IDEA	Federal			N/A		
Tax Levy	Local			N/A		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

The school has been programmed in four tracks that differentiate instruction according to the needs of the students.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

At first, ARIS reports and other data are analyzed in order to know the various levels of students and then to offer appropriate resources and make instructional plans that support the students.

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;

Students are provided with an after-school program that meets three times per week. They can have one-to-one or group tutoring at these sessions. In addition, an advisory class is offered at the end of each day that assists students with areas of difficulty, homework support and study skills. Teachers meet for common planning time and are trained on how to identify literacy issues and then on strategies that can support students with those issues. Curriculum is then revised to reflect the needs of the students.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Teachers meet during common planning time to prepare rigorous instruction across the disciplines. Teachers are sent to professional development workshops on best practices. A literacy consultant is hired who works with teachers on a bi-weekly basis in classrooms and during common planning time.

- c. Minimize removing children from the regular classroom during regular school hours;

The school does not remove children from regular classroom instruction. An educational paraprofessional supports the ELLs in their classroom.

- 4. Coordinate with and support the regular educational program;

See LAP page 5

- 5. Provide instruction by highly qualified teachers;

All our teachers are highly qualified.

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

See LAP page 9

- 7. Provide strategies to increase parental involvement; and

See LAP page 10

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

Federal, State and local services and programs are implemented in the instructional program of all students.

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

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

NCLB/SED Status: _____ **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)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

Number of STH students: 1

2. Please describe the services you are planning to provide to the STH population.
 - Conduct needs assessment
 - Provide school uniform and supplies
 - Facilitate counseling through The Door and/or Grand Street Settlement

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:	MANHATTAN ACADEMY FOR ARTS & LANGUAGE					
District:	2	DBN:	02M427	School		310200011427

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			78				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			1				
Total			79				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
			60.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			4	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			4	Superintendent Suspensions			
Number all others			2				

These students are included in the enrollment information above.

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

(As of October 31)	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes			TBD				
# in Dual Lang. Programs			TBD				
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			11.4				
Hispanic or Latino			78.5				
Asian or Native Hawaiian/Other Pacific			7.6				
White			2.5				
Male			55.7				
Female			44.3				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						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		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

Title I School Parental Involvement Policy (PIP)

Parental involvement always has been a centerpiece of Title I. In support of strengthening student academic achievement, each school that receives Title 1, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parental involvement policy. The statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including an 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; and
- That other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). *[Section 9101(32), ESEA.]*

1. Parental Involvement Policy

Manhattan Academy for Arts and Language is committed to working collaboratively with parents and guardians of our students to support learning and maximizing our students' achievements. We believe that parents and guardians who are involved have children who do better in their classes, attend school regularly, graduate and go on to post secondary education and are more respectful members of the community. We welcome parental involvement through many different forms of participation

2. Parental Involvement Opportunities

Parents and guardians are provided a variety of different channels in order to provide support for their children. Activities are scheduled during evening hours in order to better accommodate parents/guardians. The following are ways parental involvement is encouraged:

- Parent Teacher Conferences in October and March.
- Assemblies and Special Activities (Winter Pot Luck, Multicultural Performance, Food Drive etc...).
- School Leadership Team meetings (monthly).
- Parent Teacher Association meetings (monthly).
- On-going outreach and communication through phone calls, letters and conferences.
- Encourage parental/guardian involvement through volunteering in the classroom, projects and activities.

3. Parental Information Distribution

- Letters and phone calls are made informing parents/guardians of school events and opportunities for collaboration.
- Flyers and brochures are backpacked home to share with parents/guardians.
- PTA and Parent Teacher Conferences.
- School Website.

4. Parental Decision Making

- School Leadership Team (SLT).
- Parent Teacher Association (PTA).

SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Manhattan Academy for Arts and Language will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the New York State Standards and graduation requirements.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement, specifically, those conferences held in October and March.
3. Provide parents reports on their children's progress: 3 reports during the Fall semester, 3 reports during the Spring semester.
4. Provide parents reasonable access to staff through phone calls and conferences.

Parent Responsibilities

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

The ways in which parents will support their children's learning:

- Monitoring my child's attendance.
- Making sure that my child is prepared and on time for school every day.
- Ensuring that homework is completed.
- Ensuring that the uniform is worn.
- Monitoring the amount of television being watched.
- Participating, as appropriate, in decisions relating to my child's education
- Ensuring that my child reads for at least 30 minutes every day.
- Promoting positive use of my child's extracurricular time.
- 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.
- Communicating positive values and characters traits, such as respect, hard work and responsibility.
- Expressing high expectations and offering praise and encouragement for academic and community achievement.

Student Responsibilities

I, as student, will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

The ways in which each student will support their academic achievement:

- Come to school every day ready to do my personal best and be my personal best.
- Follow the school uniform dress code.
- Do my homework every day and ask for help when I need it.
- Study for exams and assignments.
- Participate in class.
- Read for at least 30 minutes a day outside of school time.
- Be honest and respectful
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School

Date

Parent

Date

Student

Date

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Karen Ditolla/405	District 02	School Number 427	School Name MAAL
Principal Siv Boletsis		Assistant Principal Pearla Bergfeld	
Coach N/A		Coach N/A	
Teacher/Subject Area Colleen Connors		Guidance Counselor Katherine Rojas	
Teacher/Subject Area Arcides Rondon		Parent Maria Guzman	
Teacher/Subject Area Vicente Rodriguez		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader Karen Ditolla		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	3	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	79	Total Number of ELLs	76	ELLs as Share of Total Student Population (%)	96.20%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

PART II: ELL IDENTIFICATION PROCESS

1. The steps for the initial identification process of ELLs are as follows:

Upon arrival, the child and the guardian/family member is escorted to the guidance counselor, who determines if the student is an over-the-counter student, a list-noticed student or a transfer from another school. The ESL teacher and guidance counselor interview the family and take notes regarding the student's background, place and date of birth, previous schooling, etc. If the child is an over-the-counter student from another country, a Home Language Survey is given (in the family's language) and explained to the family member. A parent option letter, also in the family's native language, is given to the family and explained. During orientation or the initial interview, the family views a DVD prepared by the Department of Education that examines in detail the various ELL programs available for the student and different aspects of each program. The ESL teacher further explains the two programs that are available at our school, Freestanding ESL and Transitional Bilingual in Spanish. The family chooses the best possible option for the incoming student. This communication takes place in the family's native language. The family then chooses the best program for the child. If at the end of the semester the parent wishes to change this program, the school makes such change for the following semester.

An in-house placement exam that tests all four modalities in English and in the student's native language is given to the student and is administered by the ESL teacher. The Native Language teacher also interviews the student and assesses the in-house examination. The student is administered the LAB-R within ten days of his arrival. The Spanish LAB is also administered to any student who is eligible, as per the Home Language Survey.

A student on list notice is invited to orientation prior to the beginning of the semester. If the student misses this orientation the student reports to the ESL Dept. for the correct placement in an ESL class, and if appropriate, the correct NLA class.

The teacher who is responsible for the intake process is a licensed ESL teacher and speaks Spanish. She has been trained in the intake process. There is also a licensed French teacher and a licensed Spanish teacher on call as needed.

In the spring, the NYSESLAT is administered to all English Language Learners. The NYSESLAT scores are reviewed as soon as they are received (which is usually at the end of the summer) and shared with teachers. The NYSESLAT is one of the tools that ensures proper placement of the English Language Learners. In addition, it ensures that the ELL is being provided with the right amount of minutes in ESL/ELA and NLA instruction. Any student scoring, "Proficient" on the NYSESLAT is transferred into a mainstream English class. A transitional English class is offered if the student is not ready to move into a mainstream English program. Each content area teacher receives the scores of the students in her class and is therefore able to evaluate each student by modality and differentiate his/her lessons accordingly.

2. The DVD, created by the Department of Education, is available in various languages. In case the language of the family is not available, the Translation Unit is notified and asked to translate in order to ensure the family understands the programs. The family is invited to Orientation meetings, as well as, information gatherings where the programs are discussed as well as other valuable information regarding the student's education. The meetings take place on an ongoing basis year round.

3. Entitlement letters are prepared by the ESL teacher and given to the families. Translated letters provided by the Office of ELLs are also available. During orientation and the initial interview, families are provided with Parent Surveys and Program Selection forms. These forms are collected the same day. The importance of the timely return of these letters is stressed during family meetings. This communication takes place in the family's native language.

4. The placement of ELLs in a bilingual or ESL instructional programs is solely the choice of the family member/parent. Once the choice is made, the child is placed in the preferred program. In our new ELL school, we do have more than twenty students in the 9th grade who speak Spanish and whose parents have chosen Transitional Bilingual Program for their children. Therefore, we offer a TBE program in Spanish. In addition, we offer a Freestanding ESL Program for the students whose families selected it. Communication with family members is provided in their native language.

5. Being that this is a new ELL school opening only with a 9th grade, last year's program choice was looked at and considered. This year, 45 students (families) opted for Transitional Bilingual and 34 for Freestanding ESL.

6. The program models offered at this new ELL school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										45				45
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										34				34
Push-In														0
Total	0	0	0	0	0	0	0	0	0	79	0	0	0	79

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	8
SIFE	10	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	30									30
Dual Language										0
ESL	12	3	1	7	4	2	4	3	5	23
Total	42	3	1	7	4	2	4	3	5	53

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										45				45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	45	0	0	0	45								

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

Number of ELLs by Grade in Each Language Group

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

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

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									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15				15
Chinese										1				1
Russian														0
Bengali										4				4
Urdu														0
Arabic										3				3
Haitian														0
French										4				4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3				3
TOTAL	0	30	0	0	0	30								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. Instruction is delivered in two self-contained homogeneous blocks and two self-contained heterogeneous blocks. Native Language Arts is part of the block. (At this time, because the school is new, we only have 9th grade students). We offer one beginner level self-contained TBE block in Spanish, one intermediate self-contained TBE block in Spanish, one beginner/intermediate Freestanding ESL block, and one advanced level ESL block.

2. The organization of the ESL and NLA courses are designed to meet the mandated number of units of support in ESL and NLA. The class periods are 45 minutes each; the beginner level ESL classes are double periods and meet daily. All ESL classes are followed by an ELA class. The NLA classes meet daily for 45 minutes each day. We are in full compliance of CR Part 154 Regulations and actually exceed the required number of minutes.

3. The Transitional Bilingual Program consists of bilingual licensed teachers who are trained in the LAP and ESL methodologies and strategies. Teachers transition the students from Spanish to English, as per the Language Allocation Policy, 70-30, 60-40, 50-50, 30-70. The NYSESLAT results are shared with the content teachers. The classes are 45 minutes each day (additional minutes for LAB in Science). The teachers follow the NLA usage/support as recommended by the Chancellor's Regulations. For ESL students in the mainstream content areas, the teacher is trained in ESL strategies and methodologies and received a copy of the NYSESLAT scores for each course. Bilingual glossaries are available for the students. All teachers attend professional development provided by the Office of ELLs and BETAC in order to learn how to best meet the needs of the students. Instruction is differentiated to appeal to the various learning styles. Visuals, graphic organizers and varied questioning techniques are implemented.

4. a) For SIFE ELLs, instruction is differentiated and scaffolding techniques are used in the classroom. The teachers have been trained in Q-TEL and implement the scaffolding techniques learned in their daily instruction. Because SIFE ELLs show more progress with hands-on activities, the teachers plan lessons that are project-based. Visuals and graphic organizers are used to support the SIFE ELLs. Picture dictionaries and bilingual glossaries are available in the classrooms. In addition, after school tutoring programs are available to all students for additional support. The educational paraprofessional further assists SIFE who are struggling and uses extra material provided by the teacher to improve comprehension. Teachers meet regularly with the literacy consultant to identify the literacy skills of students and then to help them progress. The native language is used to support the learning. All teachers meet during weekly common planning time to track progress of the SIFE ELLs.

For newcomers, the teachers provide hands-on, student-centered instruction with visuals, graphic organizers, film, and music. Routines and repetition are vital to this level, as well as, the support of the native language. An educational paraprofessional assists students in the classroom. Instruction is differentiated and scaffolding techniques are used in the classroom. Classroom materials include picture dictionaries to assist with comprehension. After-school tutoring is available for the newcomers.

The Long Term ELLs will thrive from an interactive software program called Achieve 3000 that improves their reading level and prepares them for the ELA Regents. The program assists the teacher in differentiating instruction by allowing each student to access the non-fiction article via the web to their individualized reading level. The implementation of the arts in the curriculum for Long Term ELLs motivates and contributes to their academic growth.

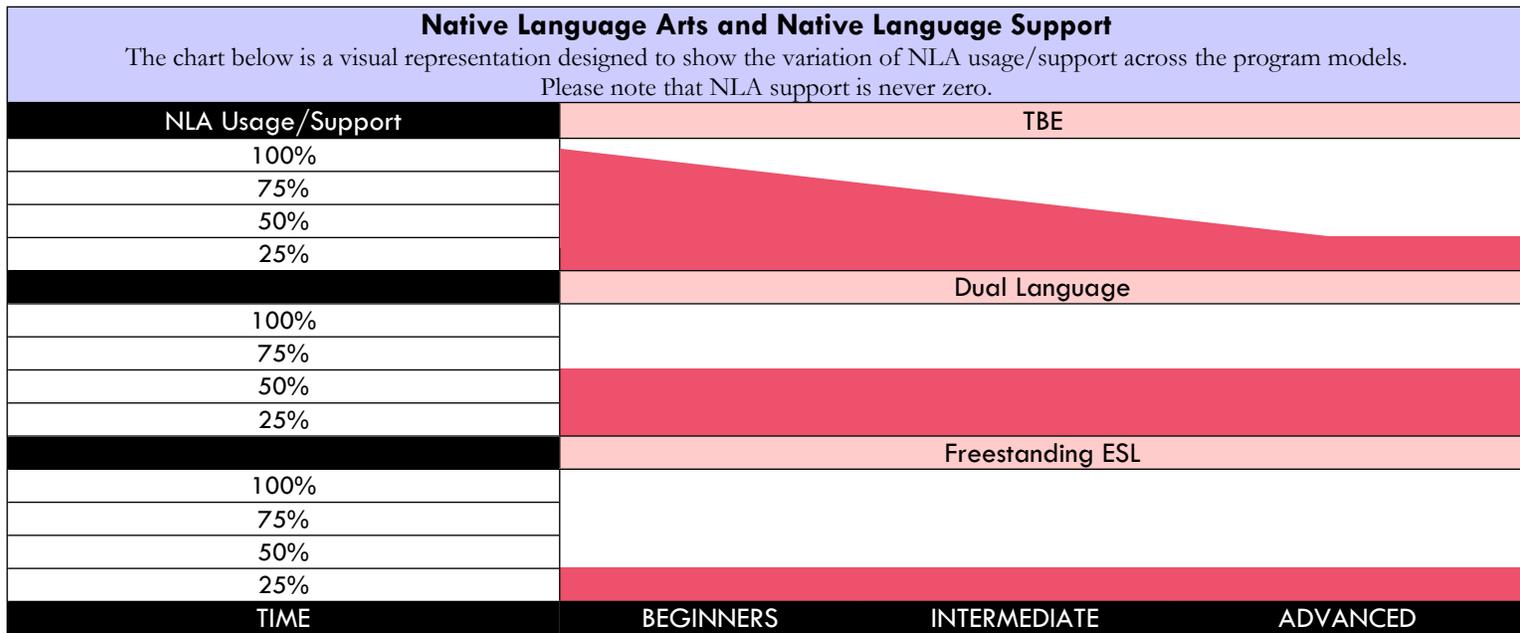
Special Needs ELLs are programmed in CTT classes. A Special Education teacher pushes-in to their daily classes. Special Needs students are also recommended to attend after-school programs that can further assist with any difficulties.

All students are invited to take part in the tutoring programs offered by the teachers, during and after school. All sessions include native language support.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

5. All students (this is a school for ELLs) are invited and strongly encouraged to attend tutoring in ELA, Math and other content areas during and after school; family outreach is made regarding students' progress. A major intervention is the implementation of the arts in the curriculum, across the disciplines, which has proven to be a successful strategy to improve academic performance. The use of music, drawing, film and theater, for example, is used as a vehicle for better comprehension and learning which yields better academic performance. The native language is used to support students in their ELA, Math and content area classes and after school programs. An advisory class, built in to the school day, assists students with homework, study skills and good citizenship. After school programs such as the drama club, community service and the debate team are intervention tools that support the needs of our students and guide them towards a successful future. The implementation of technology, as in the use of the livescribe pen, is used as an intervention tool that supports learning. Achieve 3000, an interactive software program, is used to build literacy and improve reading and language skills.

6. Students who reach proficiency on the NYSESLAT will be offered transitional support if they need it. A transitional ESL class will be created for those students. (Because this is a new school, they will be part of the advanced level – ESL class). The teacher will be informed so that she may differentiate instruction. In addition, students will be offered (for two years) test accommodations such as extended time and the use of bilingual glossaries.

7. This is a new ELL school that just opened in September. Its progress will be monitored on an ongoing basis by the staff, during team meetings. Data will be analyzed. If changes need to be made for improvement, they will be considered, discussed and implemented.

8. There will be no community service program during the day at this time due to the age of our ELLs. Community service will resume when our ELLs reach the age of 16.

9. Being that this school is a school for ELLs, all students are invited and take part in our programs. Information for all our programs is discussed in the various languages of our students. Flyers are translated in the languages of our students and shared with the students and their families.

10. A variety of textbooks, in Spanish/English (for the TBE program) are used. Bilingual glossaries are available in a variety of languages, including Spanish, Arabic, Bengali, French, etc. The school is in the process of ordering a laptop cart, Achieve 3000 (an interactive software program), and bilingual classroom libraries. Currently, we have purchased Rosetta Stone in English for the beginner level and SIFE students.

11. A Spanish Native Language Arts class is part of the Transitional Bilingual program, as well as, the Free Standing ESL program (for those students whose parents did not choose TBE). The class meets for 45 minutes each day for five days.

12. All resources support and correspond to ELLs ages and grade levels.

13. Before the beginning of the school year, newly enrolled ELL students are invited for a two-day Orientation; one day is planned with their families and the second day is with the teachers, which includes an arts lesson and a neighborhood walk. During these sessions, the student handbook is reviewed and important points are emphasized. Translation is provided as necessary.

14. At this time, because the school is in its second month, only Spanish is offered as an elective. In the future, French and/or Chinese may be

offered.

C. Schools with Dual Language Programs

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

C. Schools with Dual Language Programs

At this time, we do not offer a Dual Language Program.
response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1.A literacy consultant meets with the teachers every other week to train teachers in identifying literacy issues and instructional strategies to support students. Teachers meet once a week, every Thursday, during common planning time to share instructional plans and discuss student progress. Every Monday, teachers meet to plan curriculum that rolls out the first strand of the Common Core Standards. The NLA teacher is piloting the NLA Curriculum provided by the Office of ELLs and attends the professional development for the pilot. Teachers also attend professional development sessions offered by the CFN and the Office of ELLs.

In addition, there is professional development that focuses on ELL methodologies and strategies. Being that this is an ELL school and the teachers are bilingual or ESL licensed, they take turns in providing professional development for their colleagues by sharing best practices for ELLs. This includes topics such as "Differentiating Instruction for ELLs" (September); "The Common Core Standards for ELLs" (October); "Using the Livescribe Pens in the ELL Classroom" (November); "Identifying Literacy Issues in the ELL Classroom" (December); "Identifying Learning Styles" (January); "Integrating the Arts into the Curriculum" (February); "Strategies for Beginner ELLs" (March); "Tracking ELL Data" (April); "Supporting SIFE ELLs" (May).

2. Before the beginning of the school year, teachers, paraprofessional and guidance counselor are prepared for the new incoming 9th grade students, by attending a variety of workshop sessions on the needs of ELLs. As the year progresses, staff continues to be provided with workshops and training on the needs of ELLs as they transition from one level to the other. The professional development includes in-house conferences, as well as, conferences with the Office of ELLs and other institutions. The guidance counselor is also sent on a variety of conferences regarding the needs of ELLs and then turnkeys the information to our school staff.

3.The minimum 7.5 hours of ELL training for all staff are provided by the Office of ELLs, CFN and in-house professional development by the literacy consultant, the principal and assistant principal. In addition, the school provides meetings and presentations on strategies and methodologies to be used with ELLs. Records are maintained in the main office. Teachers are also provided with copies of agendas.

E. Parental Involvement

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

E. Parental Involvement

1. Being that this is an ELL school, all parents are parents of ELLs. At this time, parents/family members were invited to an Orientation Meeting at the school which they attended prior to the beginning of the school year. Parents are invited to PTA meetings and SLT meetings. In addition, parents are invited to information sessions at the school that will keep them up to date regarding school policies, programs, graduation requirements, etc. Because this is an ELL school, there are many occasions that require the presence of ELL parents such as the viewing of the DVD regarding ELL programs. In addition, parents are invited on an ongoing basis to discuss the progress of their children.

Parents/family parents are also invited to school trips, culminating activities, festivals and award ceremonies. In the near future, the school will offer ESL and computer classes for the family members in the evenings and Saturdays.

2. Because the school is just in its infancy, and in a temporary location, it has not yet firmly established strong ties with Community Based Organizations. The Community Based Organizations that we hope to work with are Grand Street Settlement, Alianza Dominicana and The Door.

3. Because of the belief that parents are partners in the education of their children, the parents are often invited to the school either for meetings, celebrations or to discuss individual student progress. We listen to the their needs and respond accordingly. Sometimes they require a workshop from an outside agency, and other times they just want to speak to our guidance counselor. We do all we can if it means improvement in the education of their children. In the upcoming meetings with parents, we will create an evaluation system such as a survey in which parents can formally inform us of their needs or give us feedback about a workshop or school policy.

4. The parents need to be informed about their children, their safety and education. At this time, we are providing workshops on "Cyberbullying" and "Gang Awareness" for our parents.

The information gatherings and the other invitations to our school inform parents about testing, graduation requirements and credit accumulation. Also, the invitations to college trips will support parents in making the right decisions for post-secondary planning.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									16				16
Intermediate(I)										14				14
Advanced (A)										5				5
Total	0	0	0	0	0	0	0	0	0	35	0	0	0	35

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										8			
	I										7			
	A										8			
	P										10			
READING/	B										15			

WRITING	I											15			
	A											5			
	P														

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	7	2	13	2	5		2		31
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	7	1	13		7		2		30
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	18	4	3		5		1		31

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

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

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

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

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

Part V: Assessment Analysis

1. At our new ELL high school, we use several assessment tools to assess literacy skills. Initially, we use our in-house placement examination, LAB-R, Spanish LAB, SIFE Diagnostic and teacher assessments. By administering these assessments, we are able to determine the proficiency level of our students, if our students have literacy issues and identify specific needs. Instruction and curriculum is then modified based on this analysis. Furthermore, the results of the assessments may affect the programming and new classes can be created.

Because we have not yet administered standardized exams in our new school, we have looked at previous exams from the 8th grade in Math, Science and Social Studies. It is evident that more students opted to take the exam in English than the native language. The majority of the students who took the exams in English, scored a "1" or "2." A limited number of students who chose to take the exams in English instead of their native language scored a "3" and a less amount scored a "4." When we administer the Living Environment Regents in June 2011, we will be able to analyze the results more completely and thoroughly.

2. Because this is a new ELL school serving the 9th grade, we cannot predict data across proficiency levels and grades at this time. Using the 8th grade test results, it is evident that more students opted to take the exams in English rather than their native language and that their scores were mainly "1" and "2."

3. The results of the NYSESLAT are shared with all the teachers so that they are informed about their students' skills and abilities. This helps with instructional planning and grouping of students and assists teachers with how to differentiate instruction. Intervention is also provided to students to support them in the areas where they are weak (reading/writing) or (listening/speaking).

4. a. At this time, because the school opened with only the ninth grade, no Regents examinations have been administered. The students will take the Living Environment Regents in June 2011 at which point we will be able to study the results to determine patterns.

b. The results of the ELL Periodic Assessments are reviewed and used to make instructional decisions, such as how to provide differentiated instruction, how to group the students and what resources to use.

School Leadership uses the results to program classes and hire appropriate personnel.

The students have a native language class period every day. The native language is used to support the learning and comprehension. In the case where there is no teacher who speaks the student's native language, bilingual glossaries are used. In addition, a software program that translates the content for students is available to teachers for students whose language is not spoken at the school.

c. The school uses the Periodic Assessment as an additional diagnostic tool for ELLs. At this time, results show that newcomer ELLs do not perform, as well as, the 4-6 year ELLs and Long Term ELLs.

The Native Language assessment results inform the teachers across the disciplines. The results assist the NLA teacher and the content area teachers in differentiating and planning instruction.

5. N/A

6. We evaluate the success of the ELL program by analyzing NYSESLAT scores, in house assessments, standardized exams, teacher/leader observations, credit accumulation, scholarship and attendance data.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		