



LEGACY SCHOOL FOR INTEGRATED STUDIES

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M429

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M429 **SCHOOL NAME:** Legacy School for Integrated Studies

SCHOOL ADDRESS: 34 West 14th Street, New York, NY 10011

SCHOOL TELEPHONE: 212-645-1980 **FAX:** 212-645-2596

SCHOOL CONTACT PERSON: Joan Mosely **EMAIL ADDRESS:** Jmosely2@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kisha Turner

PRINCIPAL: Joan Mosely

UFT CHAPTER LEADER: Gerard Palionis

PARENTS' ASSOCIATION PRESIDENT: Cecelia Torres

PARENTS' ASSOCIATION VICE-PRESIDENT:
ANGIE DORET

PARENTS' ASSOCIATION TREASURER: MIGUEL
RIOS

STUDENT REPRESENTATIVE:
(Required for high schools) Keyla Marte/Anita Wilkerson

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** CUNY SSO – Cluster 5

NETWORK LEADER: Cass Conrad

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
Joan Mosely	*Principal or Designee	On File
Gerard Palionis	*UFT Chapter Chairperson or Designee	On File
Kisha Turner	SLT Chairperson	On File
Cecilia Torres	*PA/PTA President	On File
Ruth Acevedo	Member/Parent	On File
Angie Dorset	Member/Parent	On File
Miguel Rios	Member/Parent	On File
Lori Baird	Member/Teacher	On File
Keyla Marte	Student Representative	On File
Anita Wilkerson	Student Representative	On File

* 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.

We live in an artistically diverse society and it is the vision of the Legacy School for Integrated Studies to cultivate the star potential within each student. Legacy is a proudly inclusive community that embraces all students regardless of race, religion, gender, sexual orientation, color, national origin, language and/or physical, emotional, or cognitive challenges. The Legacy School is a small, nurturing environment that supports the dreams and desires of the future artists of the world. Artistic and academic rigor coupled with high expectations will enable students to graduate with the ability to apply their acquired knowledge in meaningful situations. The offering of honors and advanced placement courses will help prepare students who wish to further their education.

It is in the area of the arts that Legacy seeks to grow the most. Our school foresees a multifaceted arts and college preparation program built around distinct majors which explore dance, music, the humanities, and the math and sciences. In our effort to promote the arts our teachers are developing sequential courses for dance and art that would allow students to major in either of these areas. We are currently auditioning dancers for our dance ensemble. As well, our art and dance programs are collaborating to create a showcase highlighting the historical impact of various historical figures through dance, song, and other media.

At Legacy, all students are committed to college. We ensure a college going culture through a variety of partnerships with the City University of New York. Each fall and spring, students will attend college seminars conducted by college professors at the Borough of Manhattan Community College at CUNY to understand the rigors of college life and the importance of early preparation on the road to college success.

Our elective classes (such as computer logic, forensic science, financial literacy, media studies, and research methods) further the students need for access to new technologies. In addition to a focus on the arts, Legacy strives to provide students access to the world of technology through its computer classes both in the computer lab, Mouse Squad and in the media center. Through an expanded range of clubs, Hudson River Sailing Program and field trips, Legacy strives to maintain a sense of community where there is camaraderie, pride, and school spirit.

Legacy stresses the importance of our community in a myriad of ways. All students are required to complete 75 hours of community service prior to graduation. Legacy strives to place all of its seniors in professional internships to prepare them for the world beyond high school.

In order to maintain student attendance and school involvement, Legacy has partnered with the Enact organization. In addition to increasing student attendance, Enact collaborates with Legacy students to create a performance promoting attendance awareness amongst other schools.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Legacy School for Integrated Studies						
District:	2	DBN:	02M429	School BEDS Code:	310200011429		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
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	0	0	0		76.5	76.5	TBD
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 2	0	0	0		93.3	92.6	TBD
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 5	0	0	0		74.0	71.8	82.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 8	0	0	0		3	15	TBD
Grade 9	168	139	149	Recent Immigrants - Total Number:			
Grade 10	110	131	120	(As of October 31)	2007-08	2008-09	2009-10
Grade 11	63	63	80		8	6	4
Grade 12	37	46	45	Special Education Enrollment:			
Ungraded	0	1	0	(As of October 31)	2007-08	2008-09	2009-10
Total	378	380	394				
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
# in Self-Contained Classes	18	19	26	Principal Suspensions	132	49	TBD
# in Collaborative Team Teaching (CTT) Classes	6	13	35	Superintendent Suspensions	31	33	TBD
Number all others	47	43	16	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	0	Number of Teachers	28	30	TBD
# receiving ESL services only	29	19	27				

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.

For the 2009-2010 school year, our school received a progress report grade of "C." In August of 2010, under NCLB, the school was identified as a School in Good Standing. Upon review of our progress report scores, we have identified several areas to address for improvement in 2010-2011. They are as follows, in order of priority:

- 1. Increase participation rate and performance on the New York State Global History and US History Regents exam for all students with a particular focus on the economically disadvantaged sub-group, students enrolled in ESL, and students identified for special education services.**
- 2. Increase the percentage of students earning 10 or more credits in their 3rd year, with a particular focus on our lowest 3rd percent.**
- 3. Implement academic programs and instructional strategies through the use of our common planning teams and the development of group goals for students to increase their standardized testing performance and thus improve the number of students graduating in 4 years with and without a weighted diploma.**
- 4. Continue to work to improve teacher performance by running professional development programs in partnership with our School Support Organization, CUNY, throughout the school year during the professional period with a special emphasis on using data to improve student performance.**

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.

Goal	Short Description
By June 2011, All Students will improve their Social Studies performance by 10% as measured by the New York State Regents Exam.	Increase the performance of students enrolled in Regents social studies courses through changes in teacher expectations, professional development, and a better understanding of exam requirements.
By the end of June 2011, the graduation rate will increase from 58.7% to 70%.	Improve the student graduation rate by developing individual student goals and monitoring these goals through teachers and guidance personnel.
By the end of June 2011, the students in the lowest third (third year) will increase credit accumulation from 19% to 40%.	Increase performance of students in the lowest third through changes in teacher expectations, assessment practices and improved guidance personnel practices.
By the end of June 2011, school wide attendance will increase from 76.5% to 82.5%.	Increase classroom engagement and in-school opportunities for student engagement through the development of teacher practices and student offerings.

SECTION VI: ACTION PLAN

Area: Credit Accumulation

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, the students in the lowest third (third year) will increase credit accumulation from 19% to 40%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Each teacher will differentiate instruction to support individual needs and learning styles of students. A full time attendance coordinator will be hired to increase outreach efforts. Two special education teachers will be hired to increase one-to-one support. PM academy will be developed to address students requiring credit recovery. An additional guidance counselor hired to divide caseload of students and provide targeted focus on student population. We will utilize CBO (Enact) Social Worker to provide targeted intervention to students in lowest third (third year).</p> <p>Project Success: Students will be identified for Project Success program which provides targeted assistance to students who are deficient in credits through Plato Online Credit Recovery.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I School wide Funding will be used to maintain or expand use of effective academic intervention:</p> <ul style="list-style-type: none"> - Assistant Principal to supervise Title I teachers - 2 ELA Teachers - 2 Math Teachers - 1 Social Studies Teacher - 2 Guidance Counselor - 1 Social Worker
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Academic Probation reports indicating students off track to accumulate credits. Scholarship reports Semester scholarship reports Student progress towards credit accumulation will be reviewed once every 6 weeks. Focus group meetings will be held with students bi-weekly after conclusion of each marking period to track progress and performance.</p>

<p>Area: Attendance Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, school wide attendance will increase from 76.5% to 82.5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Attendance committee structures and protocols will be established. Committee will convene weekly. Planning interviews will be conducted routinely to ensure students are in an academic program that best suits their needs. Recruitment strategies will be assessed and modified to attract students with above average attendance. Assistant principals will focus on two grades each. There will be increased communication between the guidance department and the itinerant attendance teacher. Student focus groups will be utilized to identify root causes of attendance and truancy issues through “Every Student, Every Day” truancy program (DoE). Each member of the attendance team will mentor a target group of students demonstrating attendance issues (5 or more consecutive absences).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding will be allocated to hire a new guidance counselor for two grades. Title I ARRA Funding will be used to expand or maintain use of effective academic intervention. Title I School wide Success Funding will be used to address social-emotional and academic intervention issues. Per Session funding will be used to support increased home visits by attendance teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly and monthly attendance data. Attendance data captured in routine classroom observations. Attendance will be reviewed daily and publicized for teacher and student awareness. Attendance summaries will be analyzed weekly by attendance team. Cutting reports via ATS will be analyzed to isolate students who are in need of academic supports.</p>

<p>Area: Global Studies</p> <p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all Students will improve their Social Studies performance by 10% as measured by the New York State Regents Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will conduct a thorough item analysis of June 2010 and January 2011 regents examination results. We will identify two target areas to be addressed. We will use the Atlas Electronic Curriculum Maps to analyze consistency of content taught against the standards. We will connect our maps to the Common Core State Standards. We will utilize multisensory approaches to support student understanding of content. We will implement a school wide writing initiative to look at and resolve writing challenges that prevent success on these exams.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Utilize CUNY SSO funding stream to support:</p> <ul style="list-style-type: none"> - Writing Initiative - Writing Tutors in classrooms <p>Per Session funding will support English and Social Studies teams performing detailed item analysis.</p> <p>Utilize Title I ARRA Funding to support:</p> <ul style="list-style-type: none"> -1 Social Studies Teacher
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim Assessments (every 6 weeks) Scholarship Reports (every marking period) Informal Observations Teacher Action Plans (benchmarks set every two weeks)</p>

<p>Area: Student Performance</p> <p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, the graduation rate will increase from 58.7% to 70%.</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"> • Program students individually based upon credit and regents deficiencies • Provide credit recovery via Plato Learning System • Guidance counselors will meet with students individually to evaluate transcripts and establish a Student Plan of Action • Student meetings will be conducted every six weeks • School wide ENGRADE account established to raise student awareness and communication of grade status • School wide grading policy established to standardize grading expectations amongst teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL Fair Student Funding (\$13,692) allocated to:</p> <ul style="list-style-type: none"> • Plato Online Credit Recovery • Castle Learning Regents Prep Online Software • Achieve3000 (Reading Lexile Level Indicator) <p>Per Session Funding (\$7000) allocated to:</p> <ul style="list-style-type: none"> • PM School Credit Recovery and Academic Enrichment Programs
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim Assessments (every 6 weeks) Scholarship Reports (every 6 weeks) ENGRADE School wide Grading System to track weekly progress of students</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	75	75	25	46	60	12	16	3
10	95	95	33	32	97	10	18	4
11	71	71	25	25	36	10	20	1
12	39	39	15	25	40	10	6	1

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:	Small group, one-on-one, Castle Learning and Achieve 3000 for ELLs and Special Education Students, and tutoring after school/during school.
Mathematics:	Small group, one-on-one, Castle Learning and Achieve 3000 for ELLs and Special Education Students, and tutoring after school/during school.
Science:	Small group, one-on-one, Castle Learning and Achieve 3000 for ELLs and Special Education Students, and tutoring after school/during school.
Social Studies:	Small group, one-on-one, Castle Learning and Achieve 3000 for ELLs and Special Education Students, and tutoring after school/during school.
At-risk Services Provided by the Guidance Counselor:	Small group and one-on-one counseling.
At-risk Services Provided by the School Psychologist:	One-on-one counseling.
At-risk Services Provided by the Social Worker:	One-on-one, small group counseling special interest, and family counseling.
At-risk Health-related Services:	One-on-one counseling with school nurse.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Currently, we have 29 LEP students who will participate in an ELL Success Academy focused on language acquisition strategies. Students will work after school with certified teachers to focus on improving their understanding and access of the English language. Title III funding will be used to support per session funding for the ELL Academy.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school notes the primary language spoken upon registration of student. A record is also kept on the student emergency card as to the need for translation services. In addition the school surveys parents to find out whether or not additional interpretive services are needed.

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.

There are a significant number of parents who do not speak English. The majority of these cases are Spanish speaking. In addition there is one family that needs sign-language interpretation services. The findings were reported by newsletter.

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.

The school provides translation into Spanish of documents. When not provided by the Department of Education, the school uses in-house services by staff members. We also make use of parent volunteers to translate meetings into Spanish.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. The school provides translation into Spanish of meetings. Here the school uses in-house services by staff members. We also make use of parent volunteers to translate meetings into Spanish. In the few instances of the need for translation into other services, the school uses staff or parent volunteers.

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 will post in a prominent place (the entrance lobby) the information regarding parental notification as required according to Chancellor's Regulations.

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:	\$0.00	\$435.00	\$435.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3547.00		\$3982.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,739.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,478.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96.3%

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.
Teachers will be given the funding to attend courses needed to move their certification status to “highly qualified.”

* 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.

LEGACY SCHOOL FOR INTEGRATED STUDIES

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

- 1. The Legacy High School for Integrated Studies will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:**
 - a. Parents will be provided with current information regarding their child's academic progress through the year. All communications will be available in the students/parents home language.**
 - b. Notice of parent teacher conferences will be sent in a timely fashion, giving parents ample notice to attend the afternoon or evening sessions.**
 - c. Notify parents and caregivers of both the Parent's Association meetings and School Leadership Team progress throughout the year. Emphasizing the opportunities that are open to all parents and caregivers to participate in the school will maximize the number of people involved.**
- 2. The Legacy High School for Integrated Studies will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA**
 - a. Have available in the Parents Resource room information regarding the No Child Left Behind Federal program and their rights as a parent or caregiver of a student. Make available all materials for parents and caregivers to make an informed decision based on their students needs.**
 - b. Invite parents and caregivers to meaningfully participate in the future of the school as members of the Parent's Association. Highlight ways that participating can shape the path a student's education takes.**
- 3. The Legacy High School for Integrated Studies will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
 - a. Legacy High School will host Parent/Caregiver Workshops throughout the school year. These workshops will address topics that affect a wide range of families, and will correspond to a need that a majority of the parent body identify at the first Parent's Association meeting of the year.**

- b. The Title I representative will provide all eligible members with information about the program early in the school year. The representative will help the parents and caregivers decide as a group the best way to allocate the funds set aside in the program for parent enrichment.*
- 4. The Legacy High School for Integrated Studies will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.*
- a. Make available at all Parent Association meetings and parent teacher conferences an interpreter for any parent or caregiver that makes the request.*
- 5. Legacy High School for Integrated Studies will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:*

A. The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the state's academic content standards,*
- the state's student academic achievement standards,*
- the state and local academic assessments including alternate assessments,*
- the requirements of Part A,*
- how to monitor their child's progress, and*
- how to work with educators:*

B. The school will, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

C. The school will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and

coordinate parent programs and build ties between parents and schools, by hosting parent workshops by school and outside agencies.

D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by outreach coordinated by the Parent Coordinator and guidance personnel.

E. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Mailing information home, sending it with students, and also notifying parents by telephone.

LEGACY SCHOOL FOR INTEGRATED STUDIES

SCHOOL-PARENT COMPACT

Legacy encourages parental involvement by offering participation through committees, functions and workshops.

Parents have the right to meet with any member of the school community with an advocate, with the understanding that their concerns will have to be prioritized along with the needs of the school at large.

Feedback from parents is welcomed from attendance of committee meetings, workshops and parent surveys.

The Home – School Compact will be distributed to all parents in the orientation package.

The home-school compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students.

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including high school students, special education students, and ELL students.

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

- 1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.***
- 2. Fall conferences with all teachers to set their professional pedagogical goals.***
- 3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.***
- 4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.***
- 5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.***
- 6. Observational classroom walk-through by the Pass Review team and/or periodic walk-through by the administration to improve school-wide supervision.***
- 7. Allocation of Title I per session hours for before and after school outlined Academic Intervention services for students in need of support.***
- 8. Allocation of Title I funds for approved DOE vendors to provide physical education a minimum of 3 times per week.***

9. Allocation of Title I funds for test prep materials.

10. Allocation of Special Education monies to hire special education teachers to provide the services required by individual students with IEPs.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. Fall curriculum nights by grade levels and to insure teacher participation by per session allocation of Title I funds.

2. Active participation of parents in the Parents Association and School Leadership Team meetings.

3. Each marking period student alert notices, plan of action to resolve the issues for students experiencing difficulties.

4. Parent sponsored parent needs assessment.

5. Regular updating of the school website, bulletins, phone master, parent handbook and notices home from the administration with parent information.

6. Regularly updated student contact information.

7. Workshops for parents on Legacy's graduation requirements, ie. Portfolio, ELA, Regents, academic standards, student attendance, college processes and procedures, health and other workshops acquired through parents surveys.

8. To provide parents with the NYC Board of Education statement of Parents Bill of Rights and Responsibilities.

9. Parent Weekly Newsletter mailed home every week to inform parents of school policies, programs and activities geared towards improving student academic opportunities at Legacy.

We further seek to promote parent responsibility for supporting their children's learning. To this end, the Parents/ Guardians of our students agree:

- 1. To work with his/her children to improve punctuality, attendance, homework, and study habits and to respond to regular communications home on the part of individual teachers and the administration. To share the responsibility for improving student achievement. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.**
- 2. To read with their children the NYC Board of Education statement of students rights and responsibilities and to support the school Discipline Code.**
- 3. To become involved through elected parent liaison representatives in developing, evaluating, and revisiting the school-parent involvement policy and to respond to calls to serve on a variety of PA committees.**
- 4. To communicate and cooperate with the school on issues of health and safety.**
- 5. To respond to the PA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process and to attend PA forums on helping students to be successful.**
- 6. To attend Guidance/teacher intervention meetings for struggling students.**
- 7. To support school representation on the Title 1, Community Education District Council, and the Chancellor's Advisory Councils.**
- 8. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students and to join in school celebrations for student successes.**
- 9. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.**

Principal Signature _____

Grade _____ **Cohort** _____

Student's Name _____

Parent's Signature _____

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.

In conjunction with the CUNY PSO, the SLT, and staff the school will make use of school surveys to analyze, contrast and compare school performance.

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

Legacy is committed to the success of every student. As a result, we spend our class time and professional development time focused on providing students with instruction that helps them meet the state's proficiency levels as measured by the New York State Regents examinations. To accomplish this goal, we will utilize off-site professional development from CUNY School Support Organization that helps staff plan rigorous and engaging lessons and accurately measure student learning and engage all incoming 9th grade students with a two-week bridge program before they enter the school.

3. Instruction by highly qualified staff.

The school actively recruits highly qualified staff and goes through a lengthy screening process that involves students and staff in the selection of any new staff. In addition, the school provides varying and on-going professional development for all teachers at the school.

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.

The school has on-going and varying levels of professional development for staff. Teachers receive on-site professional development from the principal, assistant principals, and experienced teachers in both small and large group settings. The school staff receive off-site professional development from numerous sources including the CUNY School Support Network other professional development organizations and colleges/universities. This professional development is scaffolded based on the needs of the teacher but all staff receives professional development on Unit and lesson planning, classroom management, technology, formative and summative assessments and Interim assessments.

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

The school actively recruits highly qualified teachers from universities, colleges, teacher training programs (NYCTF and TFA), acquaintances of current teachers, and through open advertisements. All new hires must interview with the school administration, teachers, students, and when possible parents and the interviewers then collectively decide whether to hire the new teacher

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

The school is currently working to increase parental involvement. This year we will have a weekly newsletter, regular opportunities for the parents to meet with teachers at the school, and frequent phone calls through School Messenger.

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

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
The teachers regularly assess the students using both formative and summative assessments . These include, do nows, quizzes, tests, projects, interim assessments, and other measures to determine students mastery of skills and then instruction is adjusted based on these results. Teachers are provided with regular professional development on assessments both for and of learning.
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.
students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Once students' difficulties are identified using the assessments discussed above, teachers provide additional support in numerous ways.
- A. Tutoring after school and at lunch**
 - B. Peer tutoring**
 - C. Time in advisory classes to develop study skills and to review material taught**
 - D. After school programs during which time students are provided with additional supports in math and English**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The guidance counselors, school administrators, and support staff work to coordinate all of the programs mentioned above. In addition, all of the programs mentioned above are used to support the success of our students.

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

Explanation/Background:

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			297,017.72	x	10, 11 and 12
Title I, Part A (ARRA)	Federal	x			43,065	x	11 and 12
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			15,000	x	17

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 IV	Federal			x			
IDEA	Federal	x			74,442	x	
Tax Levy	Local	x			1,928,440	x	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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.)
There are 11 students currently in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
We have provided students with uniforms, backpacks, notebooks, school supplies and other school essentials. Additionally, students in temporary housing receive counseling services and targeted support.

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:	Legacy School for Integrated Studies							
District:	2	DBN:	02M42	School		310200011429		
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungrade	v
	2		6		10	v		
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	0	0	0		76.5	76.5	76.6	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	0	0	0		93.3	92.6	91.7	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	0	0	0		74.0	82.5	86.5	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	0	0	0		3	15	13	
Grade 9	139	149	109	Recent Immigrants - Total Number:				
Grade 10	131	120	108	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	63	80	65		8	6	4	
Grade 12	46	45	71	Special Education				
Ungraded	1	0	1	<i>(As of October 31)</i>	2008-	2009-	2010-	
Total	380	394	354		8	6	4	
Special Education				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	19	26	29	Principal Suspensions	132	49	63	
# in Collaborative Team Teaching (CTT)	13	35	39	Superintendent Suspensions	31	33	38	
Number all others	43	16	21	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-	
				CTE Program Participants	N/A	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Dual Lang.	0	0	TBD		28	30	31	
# receiving ESL services only	19	27	TBD	Number of Teachers				
# ELLs with IEPs	3	7	TBD	Number of Administrators and Other Professionals	8	9	6	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	2	3	

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	27	31	99	% fully licensed & permanently assigned to this	100.0	100.0	95.2
				% more than 2 years teaching in this school	50.0	43.3	64.5
				% more than 5 years teaching anywhere	39.3	56.7	61.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		79.0	77.0	93.5
American Indian or Alaska Native	0.3	0.0	0.6	% core classes taught by "highly qualified" teachers	76.5	96.3	95.9
Black or African American	46.1	46.2	45.2				
Hispanic or Latino	45.8	47.7	52.8				
Asian or Native Hawaiian/Other Pacific	3.9	2.5	0.8				
White	3.2	2.5	0.3				
Male	47.4	45.4	47.7				
Female	52.6	54.6	52.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X		X	46
Ethnicity							

American Indian or Alaska Native							
Black or African American				vsh		-	
Hispanic or Latino				v			
Asian or Native Hawaiian/Other Pacific				-		-	
White				-		-	
Multiracial							
Students with Disabilities				-		-	
Limited English Proficient				-		-	
Economically Disadvantaged				X			
Student groups				2		0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					UPF
Overall Score:	51	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	8	Quality Statement 2: Plan and Set Goals					UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals					UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	35.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

**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 DSSI Cluster 05	District 02	School Number 429	School Name The Legacy School
Principal Ms. Joan Mosely		Assistant Principal Mr. David Torres	
Coach type here		Coach type here	
Teacher/Subject Area Ms. Randi Zimmerman / Science		Guidance Counselor Ms. Vivian Santos	
Teacher/Subject Area Ms. Damaris Cortes / ELL		Parent Ms. Cecilia Torres	
Teacher/Subject Area Ms. Lydia Adegbola / English		Parent Coordinator Ms. Monserrate Felcier	
Related Service Provider Mr. Gerard Palionis		Other type here	
Network Leader Cass Conrad		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	355	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	7.61%
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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.

1. The Home Language Identification Survey is used to identify possible ELLs. The person responsible for this, and the annual testing via NYSESLAT, is our ELL Teacher, Damaris Cortes. Once a student is identified as an ELL, the LAB-R examination is administered within 10 school days. If the parent/guardian checks "Other" at least once in items 1-4 and at least twice in 5-8 on the HLIS, then the child is eligible for LAB-R testing after an informal interview. If "Other" is checked in item number 5 and all others are checked "English" in 5-8, then the ELL Teacher, Ms. Cortes, establishes home language based on oral interview. Parent handbooks are distributed to all new families to explain our ELL programs. Handbooks are distributed to families every August during new student orientation and throughout the year as new students are admitted. Entitlement letters, Parent Surveys and Program Selection forms are distributed via backpacking and targeted mailings. These documents are also distributed by the Parent Coordinator to each new family. We currently place ELLs in ESL instructional programs based upon initial assessments, and parent consultations using translator on staff (Licensed ELL Teacher, Ms. Cortes). Students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). NYSESLAT administration occurs annually.

2. Structures in place to ensure that parents understand all three program choices (TBE, Dual Language, Freestanding ESL): Once the determination of eligibility to the program has been established based on the response criteria in the Home Language Identification Survey, interviews conducted during the registration and result of the LAB-R as well as the NYSESLAT test during the previous spring semester, the parents of newly admitted ELLs are invited to an orientation that presents the explanation of differing types of programs: TBE (Bilingual Education), DL (Dual Language: English and Native Language), ESL (Free Standing English as a Second Language). Besides that the orientation materials have translations in their native language, parent translators are also assisting in helping parents from their country of origin. The DOE translation resources are also in place for consideration. There are times that the help of students and adults who speak the same language is solicited. Approximately about 98% have traditionally chosen Freestanding English for service of choice. Conviction on this choice is highly influenced by other parents who strongly believe that the way to succeed is to become proficient in the English language. There are those parents who would rationalize that if their students should need to learn their native language, the parents themselves could teach their students. For them the immediacy of immersion in the mainstream is through ESL. This trend holds through across all language groups. In fact the prevalent attitude of parents is, if the students are immersed with the mainstream classes without having to be in the self-contained ESL classes, the better it is and the prouder the parents are.

3 and 4. Criteria/Distribution of entitlement letters/Parent Surveys and Program Selection Forms:

Our newly admitted ELLs and their parents have a chance to meet with the school's Parent Coordinator, Monserrate Felicier, who assists them during the admission and/or program selection process. Special informational meetings for the parents of newcomers are organized on an as needed basis. Translators and interpreters are assisting the parents and families during these meetings. All written communications sent home are translated in the parents' native language. Returned forms and surveys are stored in the schools main office under the supervision of the Assistant Principal, Guidance.

5. Trend in Program Choices:

Approximately about 98% have traditionally chosen Freestanding English for service of choice. Conviction on this choice is highly influenced by other parents who strongly believe that the way to succeed is to become proficient in the English language. There are those parents who would rationalize that if their students should need to learn their native language, the parents themselves could teach their students. For them the immediacy of immersion in the mainstream is through ESL. This trend holds through across all language groups. In fact the prevalent attitude of parents is, if the students are immersed with the mainstream classes without having to be in the self-contained ESL classes, the better it is and the prouder the parents are.

About 2% of the parents who chose TBE (Bilingual Program) or DL (Dual Language) are never placed according to their choices because the school never reached the mandated number of students to open a class in any preferred language. There has never been any parent who has opted to take out their student from Legacy School for Integrated Studies and enroll them in another school/district where the Bilingual Program of their choice is available. To be able to present the parents' options of the ELL Models objectively:

- The information is given verbatim.
- All the scenarios for the different options are explained in language the parents would understand, predominately in Spanish.
- Their students are sometimes involved in the decision making.
- Hand-outs are given to assist in their decision-making process.

However the orientation is presented; parents just naturally choose the ESL model. This decision is tied up with their perception that in

order to function in the mainstream, English is the primary language to master.

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>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										yes	1	0	1	2
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	1	0	1	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	0	0	14	0	0	6	0	4	23

Total	3	0	0	14	0	0	6	0	4	23
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

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										11	9	1	1	22
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1	2	4
TOTAL	0	0	0	0	0	0	0	0	0	11	10	3	3	27

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.

The organizational model is departmental. Students have free-standing ESL classes in addition to English classes. The ELL students are blocked for ESL classes. The students who have passed the NYSESLAT exam are also programmed as a "block" class for their "regular" English class. This promotes a relaxed comfortable atmosphere since they have shared ESL classes in past semesters. They are able to work well with students who were never classified as ELL. This is a heterogeneous group within their English class. These classes target their writing, reading and listening skills in preparation for their English Regents exam. Former ELL students continue to have support from the ESL teacher and testing modifications are in place for the next two after they have tested out.

ELL and former ELL students continue to be supported by their ESL teacher during a mutually convenient period to develop their skills in English and other subjects areas. Collaboration exists between the English and Social Studies department where the English teachers select literature corresponding the period of time being covered in the Social Studies class in order for students to make a connection.

Our school uses the expertise of the Assistant Principal for Guidance and the ESL teacher to review students' levels to ensure that mandated number of instructional minutes is provided for students in the ESL model. The assistant Principal of Guidance meets with the ESL teacher and reviews the NYSESLAT scores and groups the ESL students in specific ESL level classes if programming for other classes don't interfere with the "ideal ESL" class. According to each of student's score, the number of required minutes of ESL class is assigned. For example; one student may have only one period of ESL per day and a "regular" English class. Other students may have more than one period of ESL per day and another "regular" English class. A specific ESL class may focus more time on one particular skill more periods per week, even though, reading, writing and speaking skills are always addressed in all of the ESL classes, regardless of the level.

Teachers in content area classes provide dictionaries for the ELL and former ELL students to use during the lesson. Word banks are used daily for the entire class which is heterogeneous. Students are also paired up with classmates who are at the same instructional level for peer support.

Presently, at our school there aren't any NLA classes being offered.

Differentiated Instruction for ELL subgroups occurs in a variety of ways including reading leveled texts, using audio books, observing videos and using graphic novels.

During the student's intake at our school, we ask the parent if the student's education was interrupted in their country in order to schedule mandated tutoring after school hours to work on the skills they may lack, be it in reading or writing.

ELL students who are here less than three years, participate in ESL classes and after school class in preparation for the skills tested on the NYSESLAT exam. Attanacio & Associates, Inc. publishing house publication, Getting Ready for the NYSESLAT is used as a model acquainting the students with the format they will encounter on the exam in the Spring. This is to reduce the level of stress when they have to take the exam.

For the 4-6 yer ELLs, we attempt to support them through their testing, especially in taking the EIA Regents. Teachers also work with ELLs to allow them to attempt the Component Retesting exams, and students have had good success with the ELA component Retest.

Long term ELL students' NYSESLAT scores are taken into account to target the skills they need to develop and focus on their needs. Teachers in other departments meet with the ESL teacher to discuss any difficulties the student who falls in this category may be having in that specific class. For example; developing their writing or vocabulary in a content area class. ELL students are encouraged to participate in the after school tutoring available with the ESL and subject area teachers at this school.

ELL students who have been identified with special needs have an IEP and the teachers at the school receive a copy of the IEP which outlines the areas the student needs additional assistance as well as the accommodations to be provided during the class and testing. The Special Education Coordinator meets with the teachers and is available to coordinate parent meetings and provide assistance to all of the teachers working with this population.

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

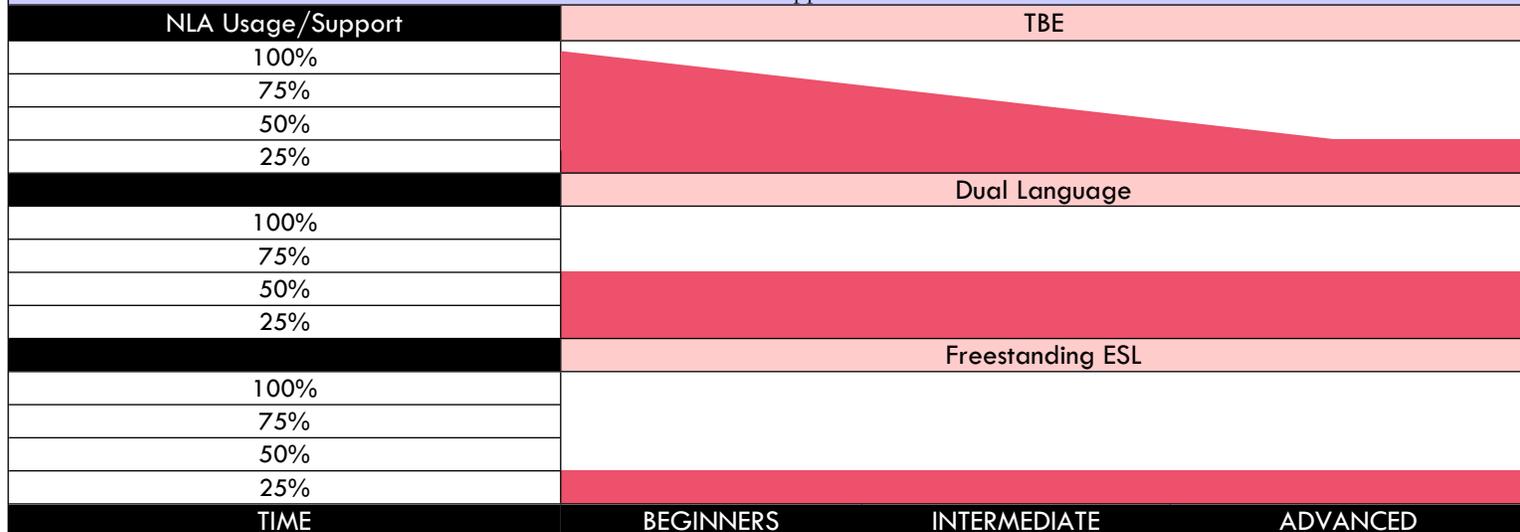
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



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?

ELL and former ELL students are provided after school tutoring by each teacher three days a week as intervention to assure they do well in their classes. ESL teacher meets with the content area teacher to discuss additional support for the student who needs it. The ESL teacher meets with the student to discuss his/her needs and arranges a mutually convenient time to meet during the school day or during the tutoring sessions after school. There are three computer based learning programs which support the needs of the ELL and former ELL students. The support services and resources available in the content area classrooms correspond to their ages and grade levels.

ELL students as well as the rest of the school population are afforded the opportunity to use technology and build their reading and academic skills by using computer based programs such as Achieve 3000, Castle Learning and PLATO. These programs are used to develop the students' skills in all subject areas. The PLATO program is a credit recovery program which allows ELL students who may be falling behind on their classwork, recover the credit they may need. Also, students with IEP's and our regular students practice the class material with assessments at the end of a unit. The Achieve 3000 and Castle Learning programs are used by all of the content area departments where the reading material and assignments. Teachers can select units and and alligned with the material being covered in class. These computer based programs are tools which are helping the students prepare for their Regents exams. Students have access to these programs in the school's media center and also in the computer lab room. The teachers bring the students to the media center as a group. All of our students can access these computer based programs from their home on their own time. The school's administration will continue buying computer programs such as these when there is funding available. Read 180 is used for the ELL's and the former ELL's have access to the same program and books with accompanying tapes which they can use at home, graphic novels and books at their reading level are available to these students.

At this time, no native language classes are being offered to our ELL population but the students have access to reading material in Spanish in the library.

Support services are provided to the students throughout the school day. One of the counselors speaks Spanish and can communicate with any ELL student who wishes to receive counseling in this language. The Jewish Family Service organization working with our school can provided services with counselors if there is a student who would need to talk in their native language which isn't Spanish.

During the month of August, the school contacts the students who will be attending our school for the first time to participate in workshops and some classes, making them familiar with the classwork structure, procedures in high school and class setting. Therefore, when they begin school in September with the rest of the school's students, they have adjusted to their new environment. There are also trips to city sights which may be related to the subject area. Example: History: Touring Lower Manhattan, Ellis Island, Libraries, etc.

At this time the only language elective offered to the ELL's is Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Teachers are supported through the coaching of our Literacy Coach, and outside presenters which show different strategies for differentiating instruction and serving the ELL population. The teachers are informed of the students' scores on exams as they enter the high school to help them develop curriculum which addresses their weakness. Staff development workshops are in place at the beginning of the school year where the appropriate outside and inside staff addresses the teachers and provide ideas on how to support the student emotionally and encourage them to do their best in their classes.

ELL staff development training is provided to the teachers throughout the year to fulfill the mandated ELL training.

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?

Parents of ELL students are kept abreast of their son/daughter's progress on the Spring NYSESLAT exam, Periodic Assessments and any Regents exam they may take because they have completed the required courses. They're informed of their son/daughter's progress in their content area classes and of the educational support services available to the student. Teachers and the Parent Coordinator communicate with the parents via telephone and / or letters.

Our school has The Jewish Family Services organization providing services to our students and their parents. We have another community organization named ENACT which provides workshops for parents and students throughout the school year. The theatre group focuses on building self esteem by involving the students in realistic skits and how to channel their energy in a positive way. They provide workshops for the students stressing their need to succeed in school. This group provides tutoring and follows the students progress by looking at their grades and speaking to the teachers. Calls are made to the parents if the student is absent from school. The ENACT staff helps the parents by evaluating their needs, communicating with outside agencies if the parent requests this. They provide as much assistance to the parent to

make sure their son/daughter can attend school daily.

Workshops are provided to the parents throughout the school year at a mutually convenient schedule for the parents either in the mornings, afternoons after school or on Saturdays.

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)										1	1			2
Intermediate(I)										6	5	0	3	14
Advanced (A)										5	2	4	0	11
Total	0	0	0	0	0	0	0	0	0	12	8	4	3	27

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

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		4	
Math <u>Int. Algeb</u>	22		15	
Math <u>Geometry</u>	9		3	
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	5		2	
Physics				
Global History and Geography	11		6	
US History and Government	8		5	
Foreign Language	7		7	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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

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

The LAB-R and NYSESLAT scores of students who take this exam are considered when scheduling ESL classes. All students who score within the same range are placed together.

The teacher works with the students to develop the area (s) where they scored low on their NYSESLAT exam. Lessons target their weak areas in preparation improve their skills.

Exam scores are examined by the Guidance Counselor, Guidance AP and ESL teacher and the students are grouped in classes where they will received the adequate of mandated minutes of ESL services.

The only exam to assess the students proficiency in their native language at this time is the Spanish LAB-R. Using the student's scores, we can

developed addressing the student's needs. The goal is for the student to succeed in school and accumulate the necessary credits to graduate.

The teachers and Guidance Counselors discuss the scores ELL students obtain on the Periodic Assessments to group these students together in classes where their skills are developed and feel comfortable among their peers.

In subject area classes, teachers who speak the student's native language help a student make a connection of the concept they learned in their language assisting them in making a connection to the topic being covered. Should a student need tutoring in a subject area and a teacher speaks his/her language, arrangements are made to assist this student.

We evaluate the success of our programs of our ELLs by looking at the NYSESLAT scores and Periodic Assessments comparing them to the previous years. We see how much they have increased in their reading, writing and listening scores. Some do test out and enter the regular English classes with support for the next two years from the ESL teacher. The students in our program at this time, speak sufficient English to be informed of their progress on the Periodic Exams they take. Their native language isn't used unless, it's requested by them.

5. Not applicable.

The Parent Coordinator offers workshops several times a year for parents on how to become involved in their child's education. ARIS training is offered allowing the parent to interpret scores / grades and motivate the student to excel in school.

Parents reach out to the Parent Coordinator and Guidance Counselors to request assistance for their children and inquire about programs available such as Saturday school and after school classes.

Our school's Parent Coordinator is very active and communicates with the parents via phone and letters inquiring about the needs within the home to assure their child succeeds in school.

Our school's Parent Coordinator, school's Principal, Guidance AP and AP, through meetings determine what informative sessions would be beneficial to parents / guardians to address the parents' needs. Guest speakers are brought in to our school to provide informational workshops. Also, we have a number of parents who are members of the PTA.

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.

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		11/01/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		